Problem of Female Students Participation in Practical Class of Physical education in Case of Government Secondary Schools in Arsi Zone Jeju Woreda Oromia Regional State.

Hailu Negash

A Thesis Submitted to Department of Science and Mathematics

Presented in Partial Fulfillment of the Requirement for the Degree of Master of Education in Physical Education

Addis Ababa University

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This is to certify that the thesis prepared by Hailu Negash entitled: *Problem of Female Students Participation in Practical Class of Physical education in Case of Government Secondary Schools in Arsi Zone Jeju Woreda Oromia Regional State* in Focus and submitted in partial fulfillment of the requirement for the degree of master of education in physical education complies with the regulation of the university and meets the accepted standards with respect to originality and quality.

Signed by the examining committee:

Examiner Demo Tergaw signiture _____ date 18/05/17

Examiner Solomon Teka signiture _____ date May 19/17

Advisor Walondimu Tadesse signiture _____ date 18/05/17

Chair of Department or Graduate Program Coordinator

Abstract

The purpose of this study was to assess the problem of female students' participation in practical class of physical education in secondary schools of Arsi zone Jeju woreda Oromia Regional State in focus. To achieve these purpose 130 female students, 4 school principals and 4 PE teachers were selected as a study sample. The data gathering instruments were questionnaire, interview and observation. For quantitative data, the questionnaire was distributed to female students and PE teachers, for qualitative data interviews was conducted with school principals and observation was conducted with the researcher. For this study the researcher employed descriptive survey research design. The data were analyzed through descriptive statistic (frequency and percentage). The result clearly showed that there are many factors, which hinders female students' participation in PE classes. This include cultural influence, lack of awareness in female students, absence of suitable facility and equipment of practical class in PE , lack of special focus for female students in practical session, lack of sport wearing, loss of conducive environment for doing physical activities and lack of time. To this end, develop the awareness of the female students, using appropriate teaching materials, providing the require facilities, doing interactively school principals, and encourage female students to engage in different PE practical activities can help in improvement of participation of female students.

Key words: *Physical activity, Principal, cultural influence, awareness, environment*

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Acronyms and Abbreviation

PE: physical educations

PA: physical activities

WHO: world health organization

UN: united nation

ASS: Arboye secondary school

BSS: Bolo secondary school

WSS: Wesheba secondary school

KSS: Ketealaga secondary school

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CHAPTER ONE

INTRODUCTION

1.1 Back Ground of the Study

Physical education is a sequential, developmental and appropriate education. That means it engages students in learning and understanding movement activities that are personally and socially meaningful with the goal of promoting sound mind in sound body. With appropriate physical education curriculum and learning experience, students develop a broad spectrum of movement skills. Physical education empowers students to develop positive attitude towards physical and lifelong habit of participation. It engages students with the ongoing development of knowledge, understanding skills and values to participate in healthy physical activities (David, 2005:239).

In addition, physical education helps people to develop an appreciation of their cultural heritage and to satisfy their lives. Most intellectuals believe that any country will come to success if all citizens play their own role without gender discrimination. But females are not treated equally with that of males in various aspects though they are almost half the world population. Sunder Land (1994:59) states "women are perceived relatively less competent, less independent, less objective and logical than men''. This perception has its own contribution on less participation of female students on physical education. Moreover, stereotypically masculine traits are more often perceived to be distributed than are stereotypically feminine characteristics. Most importantly, both men and women incorporate both the positive and negative traits of the appropriate stereotype in to their

self-concepts. Since more feminine traits are negatively involved than masculine traits, women tend to have more negative self-concepts.

It is generally accepted that physical activity confers benefits to psychosocial health, functional ability and general quality of life and has been proven to reduce the risk of coronary heart disease and some cancers (Powell KE, 1996, 313).Here; physical activity refers to any bodily movement produced by skeletal muscles that result in energy expenditure.

On a simple level barrier to participation in physical activity included high costs of poor access to facilities and unsafe environments. Other more complex issues relating to identity and shifting social networks also have a great influence. There were no studies reporting on the barriers to participation in sport and physical activity facing young children (Crone Grant, 2001:19).

Flintoff and Scraton (2001:5) noted the disruptive influence of boys in physical education class as another major reason for girls' non participation.

The competitive nature of physical education classes and the lack of support for girls from teachers reinforced these problems. Girls were marginalized in physical education class by boys and many described not being able to get involved in games or even getting to use equipment. Teachers were found to be complicit in this marginalization by not challenging the disruptive behavior of boys in class. Coakley and White (1992:20) noted that boys were also disruptive out of class and some boys actively discouraged their girlfriends from participating in sports as it made them. These scholars argue that gender

stereotyping has serious negative effects on the participation of girls. Realistic role models for body types and competency levels were needed rather than the current 'sporty' types.

The secondary school physical education is affected by different problem such as educational system, lack of appropriate infrastructures, lack of support, culture, social attitude, and shortage of time. Thus, it is crucial that we look at the possible solutions that encourage female students to take physical education courses in the further (O'Brien, 2007).Female athletes and sport participants and subject influence and control predominantly male coaches. In addition, there can be risk of harassment and sexual abuse. Policies and procedures to protect girls and women and to ensure safe space to train and compete are critical (UBDP 2005, p.32).

There is an international consensus that participation in physical activities can offer a great deal to individuals, communities and nations to carry out these participation, a curriculum that consists of different learning areas is needed. Physical education program, as a circular learning area for the overall development of students, is one and an integral part of the curriculum. It is a definite and functional education that aims to develop the pupil's physical, social and mental capacities to the optimum.

In relation with this, Bradley (1996:6) has noted that physical education contributed to the development of students and is a genuine harmonizing education in both concept and practice. It helps each individual to get inner satisfaction that is fundamental to real happiness. It promotes vigorous health, healthy mental and emotional behaving.

The effort must keep female students active while coming to understand the importance of being active habitually for life. Firstly, it is understood that all students need to learn how to basically active in their everyday life and understand the importance of good overall health and wellness. It is further believed that, concentration learning memory, and mood all have a significant bearing on a students' academic performance . It is universally accepted that the quality of nation depends up on the quality of its citizens. The quality of its citizen depends in critical measures up on the quality of their education. The quality of education depends up on several factors, but the most significant factor is the quality of teacher, adequate pre-service and in-service education. The researcher acknowledged that all students in Arboye, Wesheba, Ketealaga and Bolo high school, in order to realize positive physically, while attempting to perform at the highest levels academically.

1.2Statement of the Problem

Schools are used as a source of future generation for a given country. Moreover, the issue of gender, particularly, in the education sector has become a major concern. Physical education is one of the main areas that needs due attention of equal participation of both male and female students. The participation of female students is under several problems that resulted unequal participation between them in Ethiopia in general and the study area in particular. Among other problems, lack of family guidance, lack of sports field material, socio-cultural problem and the existence of little research in the area as well as the failure to conduct schools competition at all levels; it was taken place; section to section, and school to school. The last problem i.e. absence of schools competitions has

hindered, particularly the females, to show their talent, not to be recruited by schools and so on.

The above problems beg the researcher to conduct a research on the study area. Hence it is very important to get clear understanding of the consequences of the problems, to find out the problem of female students participation in practical class and to improve problem of female students' participation in practical class in parallel.

The existing studies undertaken at Addis Ababa were limited in their area of interest. A research conducted by Woldu Asefa (1999) on factors that affect the enrollment of high school female students in practical class of physical education in Arsi. On the other hand, Andualem (2012) studied with an emphasis on female participation in athletics session.

Even though the above studies have been conducted on their area of interest; they did not assess problem of female students' participation in practical class in physical education. Therefore, this Study tried to fill the gap on the above stated issues and strives to assess problem of female students participation in practical class in the physical education in four governmental secondary schools of Arsi Zone Jeju Woreda Oromia Regional State.

Thus, the researcher wants to investigate the reason behind this problem. So, the following basic questions are point to be answered in the study. These are:

1. What are the basic factors that hinder female students' participation in physical education practical class?

2. Is the school created conducive and suitable environment that encourage female students' participation in practical class of physical education?

3. Why is the participation of female students' practical class in physical education not equal with that of males?

1.3 Objective of the Study

1.3.1 General Objective

The main objective of the study was to find out the problems and prospects that hinder the participation of female students in the cause of physical education practical activities.

1.3.2 Specific Objective of the Study

The specific objective of this study was to:

- Identify factors that hinder the participation of female students in physical education practical activities.
- To examine how the school created conducive and suitable environment female student's participation in practical class.
- To find out the reasons that make the participation of practical class of female students not equal with that of male students in physical education.

1.4 Significance of the Study

The present study was expected to aid in the enrichment of the participation of female students in physical education class. Therefore, after the end of this study the study has the following significant points.

- It gives the building block of accurate facts that improves the participation for female students in physical education activities.
- It upgrades results with the research findings in our system of teaching female students.
- Physical education teachers and other responsible bodies become aware of the problems and seek possible solutions to improve females' participation.
- The study can also be used as a spring board for further studies in the area.

1.5. Delimitation of the Study

This research would be comprehensive enough if it investigates problems that affect the participation of student in Physical Education practical class in Arsi Zone secondary school at a macro level. However, the constraint of time and finance will not allow this comprehensive investigation to be done. Therefore, the study was done only problem of female students' participation in practical class of physical education in Arsi zone Jeju Woreda Oromia Regional state. In other word, the scope of the study was focusing only on female students at micro level.

This study was delimited to problem of female students' participation in practical class of physical education in Arsi zone Jeju Woreda Oromia Regional state.

The respondents of this study were expecting to identify problems that affect the participation of female students in Physical Education practical class in Arsi zone Jeju Woreda Oromia Regional state. Therefore, the result of the research work was highly depending only on the opinion and view of these respondents and different literatures.

1.6 Limitation of the Study

The major limitation encountered the researcher was: lack of experience as a student researcher, Shortage of published reference materials on the topic, Lack of money and transportation, Shortage of time, some respondents were not returned the questionnaires on time and workload of the researcher. The other one was some school leaders were engaged in various meeting and it was not possible to get school leaders for an interview.

1.7. Operational Definition of key terms

The following terms were defined, for the purpose of clarity and consistency.

Culture – it experience the way this society function .it describes the unique pattern of society which reflect customs, attitudes, value of the peoples and can be analyzed at ethical, socio-economical and artistic levels.

School Principal- is the highest ranking administration in schools that play multiple rules, school manager, instructional leader and the leader of school reform in developing and implementing policies, programs, curriculum activities and budget in a manner that promotes the development of student and staff members.

Secondary School- According to Ethiopian school structure, first cycle secondary school that includes grade 9 and 10.

Menstrual cycle –is a period of approximately day in which blood is discharged through female's sex organ (uterus).

Sport –is an institutionalized competitive activity that involves vigorous physical exertion or the use of relatively complex physical skills by individual whose participation

is motivated by a combination of the intrinsic satisfaction association with the activity itself and the external reward earned through participation.

Physical activities – bodily movement that is produced by contraction of skeletal muscles and that sustainably increase energy expenditure.

Environment- provides physical and social environments that encourage and enables safe and enjoyable physical activities.

Body composition –is the amount of fat tissue in relation to lean tissue.

1.8. Organization of the Study

The general structure of the paper consists of five chapters. The first chapter deals with the background of the study, statement of the problem, objective of the study, significance of the study, delimitation of study, limitation of the study, definition of terms and organization of the study. The second chapter presents review of the related literature that was systematically organized from different books and related materials. The third chapter consists of the methodology and procedures employed to collect and analyze the data for the study. The fourth chapter deals with analysis of the data and interpretation of the findings including discussion. Finally summary of the findings, conclusion and recommendations are presented in the fifth chapter.

CHAPTER TWO

REVIEW RELATED LITERATURE

Introduction

This chapter discusses the theoretical perspective that would be used in this research. It deals with some important topics which are related to a study on the problems of female students' participation in practical class of physical education. Therefore, the theme of the review is that to establish theoretical basis for the assessment the problem of female student participating in physical activity. It comprises the concept of practical class, female and education, female education in Ethiopia, physical education in high school, female in sport activity, benefits of physical activity and sport, reason for sport activity in women, physiological factors, psychological factors, environmental factors, culture influence, and gender equity, physical education and the need of society.

2.1 Concept of Practical Class

Practical class will take as a fundamental environment where the teacher and the individual learners, the teacher and the group of learners the teachers and the class as a whole and the learners among themselves are the interacting in open air here the main thing that would be emphasize is, since practical class is the place where the learners would better opportunity to learn physical education. The teacher and the learner would be their own purpose.

According to Lire (1988) there is very important point that should be raised in the connection with participation, what kind of class would allow the teacher and each

individual learner to participate equally in the activity provide. This idea is supported by Molvear (1989). Physical education does not serve for elites or a few rather it is a knowledge that must reach the masses. Therefore the art and science of engaging female's participation in physical activity in a process of learning for the designed behavior for the preservation of physical education is to develop the attitude of the society. From these understood that lack of female participation provides lack of learning experience, lack of activates for the purpose of favorably effecting knowledge, poor attitudes and lack of group participation. These often become problems and burdens on the society unless increasing female participation at every level of the schools.

2.2. Female and Education

The enrolment rate of female and male students at both primary and secondary school levels varies from place to place. For example, the enrolment rate in sub-Saharan African elementary school has been only 77 percent of girls when it is compared with 93 percent of boys. In sub-Saharan African secondary school levels only 22 percent of girls obtain secondary education in comparison with 36 percent of boys (Young cited in Mosses, 1993). From this it can be understood that more female students do not go to school. The more female children never go to school, the less advantage they get from schools in terms of physical and other academic education.

In contradiction of this, Young indicated that in Latin American and the Caribbean, this situation is slightly different where more girls (53 percent) receive secondary education than boys. Figures for much of the Asian sub continent reflect a similar pattern to that of sub-Saharan Africa. With the expectation of Latin America and the Caribbean, the girls

of the world are less likely to receive an education than their brothers, not surprisingly; therefore, two-thirds of the world's illiterate people are women (Young, 1990; as cited in Mosses, 1993). In relation to this, the scholar stated that much education offered to girls is a double-edged sword. This means, educating females helps ones society in improving the cultural, social and economic aspects of the society. Educated females play a great role for the development of one's country. Educating only males cannot be adequate; it is like clapping with only one hand.

In addition, it is believed that adequate and appropriate curriculum is essential for ones country. Otherwise, the effects of this on girls may be more damaging than on boys. This is because of the stereotyping of women's and men's activities found in school literature. The expectations and models that are built into the curricula seem to be more prejudicial to girls than they are to boys. Moreover, girls are often offered a restricted curriculum, emphasizing domestic feminine skills rather than science and technical subjects.

Female education is vital in several ways. In the first place, it plays a role in literacy and learning. Second, it contributes to health, nutrition, family planning, economic growth and physical activities and sports greatly. Since females are occupied by house holding activities, they have less time to participate in their education where the same is true in physical education activities. Therefore, the participation of female students in physical education seeks more attention. It can be maximized by providing them access to relevant education and training to promote their participation for the development of the society

2.2.1 Female Participation in Education

As women cover more than half of the world's human resources and are central to the economic as well as to the social well-being of societies, development goals without their participation cannot be fully achieved (Synder and Mary, 1995). This means females play a great role in the civilization of one's country. Development without them is unthinkable. The ample evidence available suggests that educating women has a considerable social return. For instance, there is a positive correlation between primary education enrolment rate of girls and GNP (Gross National Product) per capita income.

There is a global influence of education on the economic well-being of women, in their families and society. In relation to literacy rate of the women, World Bank (1988) indicates that the low literacy rate is still prevailing among women. Out of 51 developing countries, 14 of the countries are considered to have literary rate less than 20% and even less than 10% in five countries including Afghanistan, Burkina Faso, Nepal, Somalia and the Sudan. On the other hand men's literacy rate is reported to be three to four times higher.

Nowadays, the enrollment rate in all school levels has been rising in the developing countries for both sexes. However, the enrolment rate of girls is much lower than that of boys with the widest gap exists in the poorest countries .Therefore, among the poorest countries, both enrolment rates and gender differences in enrolment cannot be the same regionally. Apart from south Asia and sub-Sahara Africa all regions have achieved nearly universal primary education for boys. East Asia and Latin America, however, have

enrolment rate for girls which is approaching similar level with that of boys in other region (ibid).

2.2.2 Female Education in Ethiopian

It appears that Ethiopia is suffering from a very low representation of women in different fields at all educational levels. This is because it is one of the least developed nations in the world. In fact, there are diverse factors that affect the teaching learning process of female students although some effort and measures have been taken to encourage girls' participation at all level in education. Tsigie (1991) has identified the major factors that contribute gender differences. These include: societal and cultural beliefs, household responsibilities, early marriage, lack of motivation, lack of confidence, lack of guidance and counseling services.

Furthermore, biological, psychological, and religious factors have been identified as some of the factors that contribute to the low participation of female are students in certain areas where the study was made. Some of the suggestions forwarded by Tsige (1991) to remedy the problem so that the gender gap could be narrowed include: establishing well organized guidance and counseling programs , giving special attention to female students, educating parents , organizing relevant programs through various means that could change the attitudes of the society in general and of females in particular .

The cause for such insignificant participation of girls in different levels of education may be attributed to the values and attitudes that the Ethiopian society attaches towards education of women. In most cases, in different parts of Ethiopia patriarchal (male-

controlled) thinking dominates the culture. In addition to this, teachers and school administrators seem to influence female students in making them join home economics, nursing or secretarial areas on the ground of their usefulness to domestic work .

Surprisingly, the view of the female students in relation to their education is not far different from the males' view. In relation to such withdrawn view McLean cited in Tsige (1991) indicated that "it is my conviction that a young women shies away from and avoids involvement in activities outside her home because she fears that she cannot achieve equally with men". Thus, it is with such background and skepticism that female students' participation is low in different levels of education and this may be also one of the reasons and explanations for their low participation in physical education.

Similarly with the above outlooks Genet (1991) stated that there are many constraints that prevent women from attaining equal educational level with men. These include: access and attitudes towards certain fields of training, sex segregating character of educational program and various types of barriers like occupational, educational role and social and cultural barriers. In addition, the researcher explained that in the Ethiopian context these situations demand hard struggle for the success of the students. This is obvious that in Ethiopia learning materials are scarce, library space is inadequate, and text books are not adequate. Therefore, these and other similar situations make female education so tough.

Generally, women are regarded as intellectually inferior to men in many societies. This perceived inferiority to women is often given as a justification for their being restricted from playing important roles in the society. Such view also has an impact on the self-image of girls. In relation to this point Tsige (1991) explained that images of women

reflect to values and pressures of society but at the same time they permeate mental attitudes and underpin social conventions. They fashion habits of thought and together with the family and economic structures peculiar to each society, help to determine the status of women. To this end, hill indicates that "biased sex-role stereotyping has the effect of lowering women's self-esteem".

2.3 Physical Education at High Schools Today

Physical education is a part of total instructional program that deals with sport and other physical activities lesson in the field of physical education contribute a great deal to the overall goals of education by providing students in movements and physical activities significant to both mental and social development.

Based on the objectives stated in the syllabus for the physical education it is a course that serves a double purpose. Physical education help students acquire necessary development and maintenance by increasing their endurance strength and flexibility on one hand and know the effect of different activities on their personality in regard to self-perception, attitude interest aspiration social and emotional qualities and general feeling of well-being or self-realization on the other hand. Thus students would be able to develop the specialize skills knowledge and positive attitude need to participate in sport in physical activities both at school and in their future life.

Clyde Knapp and Leonard (1968-77) stated: The fundamental purpose of physical education is to promote through selected physical activity the establishment and maintenances of competencies, attitudes, ideas drives and condition which enable each individual to establish a pattern of living that provides that satisfactory self-expression

and adjustment through accomplishment and that contributes to group welfare through home community state national and world citizenship appropriate for each individual.

2.4 Female's in Sport Activities

The participation of women in sport varies from time to time. For example, in the 1950s and early 1960s, they participated much less than their descendants in the 1990s. Different situations such as lack of opportunities and knowledge discouraged them during that time. In addition to this, the intense athletics were also not considered as normal for women (Siedentop, 1998).Another worry of several women was about sports "masculinity''. They tried to minimize the dissonance between sports and their prescribed role through apologetic behavior. By the mid-1990s, the situation for women athletes were improved and significant change occurred. But it was not a radical change. Equality had not been achieved, and many problems remained (Siedentop, 1998).

According to Festle,J (1996), the most important continuity was the fear of disapproval. The psychological stigma and stereotyping that most of us were aware of cultural and psychological stigma is not easily quantifiable. In the mid-1990s as during the 1950s, there were times and places in which sports seemed permissible for women and athletes felt safe. But in the 1990s female athletes received much public support in terms of money, attention and encouragement. Significantly, there were fewer ways that sport automatically detracted for one's femininity (Ibid). Going to the gym, wearing athletic attire, and looking thin and muscular become more acceptable, and even fashionable. The women's sports movement decreased the predominance of men in sports but did not lessen the hegemony of femininity.

Women's basketball discarded the differing rules and adopted men's practices, seeking legitimization though sameness. There have been grassroots efforts by other organizations to instill alternative values and methods into sports. Some of them are similar to the more inclusive, less win -at-all-costs model of early physical educators. Advocates of women's sports tried many ways of combat the effects of the restrictive definition femininity. Girls' rules, special private standards, sexualizing the game and apologetic behavior were creative adaptations to an oppressive situation. They were understandable reactions, but it did not work.

Generation after generation has tried various forms of apologetic behavior but these have not made sports more widely accepted for women's as a group (Pate, 1994). That is not to say that women should have or should in the future adopt the male model of sports. There has been much to criticize in the dominant model. But the way that women rejected men's sports in the 1950s and 1960s by accepting feminine propriety, embracing differences, bowing to notions of fragility had serious consequence. Most importantly, it left oppressive assumptions unchallenged (ibid).

Difference has always posed a difficult dilemma. In the past, differences between men and women have been used to justify discriminatory treatment and to suggest female inferiority. Understandably, many activities in the 1970s tried to gain legitimacy by demanding equality and demonstrating women's capacities. They achieved many gains using the strategy, but it has two drawbacks. First there are ways men and women as a group differ physiologically, and arguments that are based on claims of equal capabilities instead of basic justice may be doomed to failure. Second, the emphasis on sameness has

blinded people to examining alternative methods of organizing and conceptualizing sports. Perhaps after women have achieved greater power and credibility, women's and other alternatives will not be so easily ignored (Fesle, 1996).

In conclusion, whatever the means, the struggle to change sports is well worth attempting. Although the male model of sport is resistant, the changes that occurred between 1950 and 1995 demonstrate that sport is pliable. Sport has been in the past to be violent, exploitative, elitist, and corrupt. It has perpetuated society's prejudices about race, class, gender, and sexuality. Understandably, it has been arena that women have avoided, resulting in timidity, weakness, and alienation from their bodies. It has also been a place where women athletes have been socialized to feel self-hatred and shame. On the other hand, sport has been (and has the potential to be) a place where women have experience, joy, comradeship, price in their bodies, excitement, mastery, strength, and leadership. Sport can be a place where disadvantaged groups build community and pride (Ibid).

2.5 Benefits of Physical Activity and Sport

Physical fitness is the body ability to function efficiency and effectively or it is the utilization of excessive calories by a cardiovascular system and muscular process brining the body to optimum efficiency. The benefits of regular activity are well established. It is associated with a person ability to work effectively in physical performance, to be healthy, to resist hyperkinetic diseases (disease that occurs because of lack of physical exercise) and to meet sudden challenges. Physical exercise (activity) regularly, would improve physical fitness. The regular movement of muscles through a variety of

exercises improves physical fitness. Many people do take part in regular physical activity and sport participation in physical education is associated with a longer and better of life and uses the benefits to their health, development, reduced risks of variety of diseases, enjoyment and friendships. Physical activity and sport plays a key part in people's physical, social and mental development. . Messer J. and Stone W. (1995) stated regular physical activity, active play and sports can be a practical means to achieve numerous health gains, either directly or indirectly through its positive impact on other major risks, in particular high blood pressure, high cholesterol, obesity, tobacco use and stress.

Physical activity may influence the physical health of girls in two ways .first it can affected the cause of disease during childhood and youth. Evidence suggests a positive relationship between physical activity and a host of factors affecting girls, physical health, including diabetes, blood pressure, and the activity to use fat for energy .second physical activity could reduce the risk of chronic disease in later life a number of adult condition such as, cancer, diabetes and coronary heart disease have their origins in childhood. In addition, regular activity beginning in childhood helps to improve bone health, thus preventing osteoporosis, which predominantly affects females. Fairclough (2005) Benefits of physical activity have been well documented and are numerous. Regular physical activity, in its broadest sense, provides people of all ages with substantial physical, social and mental health gains and well-being throughout their life span.

Yang et al. (1999) state physical activity and sports participation have many social benefits to people establish friendships and social networks from which collective

identities can be forged. Participation facilitates social integration, can bridge cultural difficulties and gave the way to employment. Participation in sport with diverse others can overcome prejudice and discrimination (on the grounds of ethnicity, social backgrounds or disability, for example) and can play a role in achieving an inclusive society. Through sport people learn the benefits of fair play, teamwork, and solidarity and can become more aware of the problems that exist for females those not participating in physical activities. However, the social benefits of physical activity go hand in hand with socialization, as was mentioned by the above authors that the significance of physical activity depends on the levels of physical activity of the population. The females who participate in regular physical activity often enjoy lots of positive experiences such as fun, enjoyment, and success and peer relationships. WHO (2002) further strengthens the ideas stated earlier by stating that play, games and other physical activities give young people opportunities to have social interaction and integration as well as for learning the spirit of solidarity and fair play, among others, who goes further to say that active life styles through physical activity provide people of all ages with opportunities to make new friends, maintain social networks, and interact with other people of all ages.

In generally, the research including the number of girls participating in sports and physical activities does seen to open up routes through which they can acquire new community affiliation and begin to operate more openly and equally in community life .in doing so, girls participation can challenge and change social norms about their roles and capability.

2.5.1 Benefits of Physical Activity for Women

Regular physical activity can improve woman's' health help prevent many of the diseases and conditions that are major causes of death and disability for women around the world. According to Fentem, P. (1997), Physical activity among women, many women suffer from disease processes that are associated with inadequate participation in physical activity cardiovascular diseases account for one-third of deaths among women around the world and half of all deaths in women over 50 years old in developing countries. Diabetes affects more than 70 million women in the world and its prevalence in projected to double by 2025. Osteoporosis is a disease in which bones becomes fragile and more likely to break and is most prevalent in post- menopausal women. Breast cancer is the mostly commonly diagnosed cancer in women. Physical Activity has also been associated with improved psychological health by reducing levels of stress, anxiety and depression. This is particularly important for women who demonstrate an incidence of depression that is reported to be almost double that of men in both developed and developing countries. It has also been suggested that physical activity can contribute to building self-esteem and confidence and can provide a vehicle for social integration and equality for women in society.

2.5.2 Reasons for Physical Inactivity in Women

Despite this, physical inactivity is generally more prevalent among girls and women than their male counterparts. Many factors hinder the participation of women in physical activity and their access to health care: (Kaplan, (2000). Healthy people physical activity and fitness. www.helathpople.gov. (Retrieved November, 6, 2011)

- The income of women is often lower than that of men and therefore the costs of access to physical activity facilities may be barrier.
- Agreement may be required from senior members of the household who control household resources before a woman can engage in physical activity
- Women often have a workload in the home and care-giving roles for other family members which may limit the time available for them to engage in physical activity
- Women who have limited mobility may be unable to travel to health physical activity facilities

Cultural expectations may restrict the participation of women in certain forms of physical activity

2.6 The Physiological Factors of Female Students in Practical Class of Physical Education

Physiology is the science that deals the study of internal body structure. Through physiology deals with the overall functional aspect of this part is devote to only factors relate to body composition and strength of female students that will have a negative effect on their participation in practical activity . Gallagber (1997; 23) states:-

The male hormone testosterone promotes the growth of muscles and bone. That is why muscle grows larger, heavier and stronger than females, males generally have larger hearts and lungs, and more blood .the red cells contain more hemoglobin, so they better transporting oxygen which means their muscles can work harder for longer. Males

generally have a narrower pelvis than females. This makes it easier to transport power between the leg and trunk...that helps for most sports, because they have longer bones, bigger muscles male can usually run faster. Females are usually having more body fats than males. Fats put extra strain on the heart muscles and joints.

2.6.1 Strength

Strength refers to concept of an individual's quality of being strong and his or her ability to resist to strain. A person said to be strong when she or he possess the vigor, energy or power that enable him or her to work hard for a long time and to survive a serious exposure. The strength of a person depends on his or her body energy producing system and stores of energy provide chemical compound such as ATP phosphors creative enzyme and glycogen found in muscle tissue.

As described earlier females have more fat tissues and so are expected to be less strong than males. Moreover, females are less strong because absence of testosterone which is present in men's musculature. Gallagber and Bucher (1972:421) forwarded similar ideas. Physical education should be cognizant of certain difference in the physical make up of boys and girls .the pelvis girdle of the female much broader than that of the male and does not completely develop until in twenties boys are stronger than girls specially in the shoulder girdle region. The thigh bones of girls join the pelvis at a more oblique angle than that of boys. The center of the gravity is lower in girls. In respect to strength, the female is less responsive to training than the male. It has been founded that body temperature of female rise 2 degree to 3 degree higher than the males before the sweating and cooling of process begins.

In generally, females are less strong than males to perform activities that acquire a considerable amount of energy to undergo the strains of hard work their strength also hinder participation in practical activities at school.

2.6.2Menstrual Cycle

Students in high schools are around the age of 12-21 years. Their age ranges from pre adolescence to late adolescence periods this period of adolescence for both females and males is a transitional period to adult hood and will characterize by a lot of stress and tension for they encounter different adjustment problems.

The world book encyclopedia, 1994 volume 13, p.404 describes ''some women have mild to moderate abdominal cramps a few days before or during menstruation. This discomfort called dysmenorrheal heal, results from contractions of the uterus.....during the days menstruation beings, some women experience emotional of physical symptoms that may include depression, anxiety, fatigue, headache body swelling or pain in the breasts. 'Females suffer from not only the emotional and physical discomforts but they also have a problem of menstrual irregularities which cause training difficulties these include decrease body fat content acute and chronic hormonal changes because of sustained intense execrative energy expenditure and psychological stresses.

Therefore the menstrual irregularity is considered as another which factors affecting participation in practical activity.

2.7 Psychological Factors

A part from its physical importance physical education will get tremendous positive impact on the psychological development of female students; however, the psychological failure of students may lead to poor performances in the line of physical education class.

Sunder lands (1994:59) Women are perceived relatively less competent, less independent, less objectives and logical than men. Men's are perceived as lacking inter personal sensitivity, warmth and expressiveness in comparison to women. Moreover, stereotypically masculine traits are more often perceived to be desirable than are stereotypically feminine characteristics. Most importantly, both men and women incorporate both the positive and negative traits of the appropriate stereotype in to their self-concepts. Since more feminine traits are negatively involved that masculine traits, women tend to have more negative self-concepts than do men.

2.7.1 Lack of Motivation

Motivation is a vital force which caused peoples to act of behaves in either positive or negative way towards a given stimulus. Motivation may come from the inside feeling of an individual and forces him to do something on other hand, motivation may also come from outside of individual. Such peoples get satisfaction by doing things they are interested in. for the motive force emerges from there inside feeling satisfaction is the reward for their doing. These show that students should have motivation to learn both theoretical and practical education. The ultimate goals of physical education course work are to promote a physical and healthy life style.

Fraser Thomas and Beudoin (2004) documented that the female motivational response to previous environmental pressures is significantly altered by the negative behavior of boys.

Lack of motivation is physical to female high school students to involve themselves in any sort of physical activities. Therefore, lack of motivation can be among the factors expected to affect participation of females student exercise.

2.8. Cultural Influenced

Physical activities are influenced by culture and this extends to concern about public safety for women from cultural diversity. These concerns often stem from experiences of social exclusion and marginalization perception of public safety are significantly for women whose appearance identify them as being from certain sport and physical activities. Leonard (1998:246) also pointed out the influence of culture on females' participation in practical activities. "Females had to be confined and prevented from doing anything that might danger their delicate reproductive system and that she had to be prevented from doing virtually and physical activity."

Apart from this opinion female participation in physical activities the society also has some unfavorable idea to wards females until very recent times many people regard females as inferiors and less important than males such peoples be have a females proper places is in the home the social norms also reflect this opinion. Female students' education is conditioned by a variety of further perception and values within families and societies girls are disadvantage in education when parent neglect to allow them to take part in co-educational activities, as in cause when they are required to care for younger

children and to assist mothers in such domestics chores as carrying water, gathering fire wood, and prepare food. Families their daughters do house works so that they should learn and become good wires such belief and practices deter female students from actively participating in practical activities of physical education.

2.9 Environmental Factors

Environment is often taken to mean the external surrounding in which community of the human beings live in and add carry out every day activity. Every environment has cultural, religious, economic and social norms. As education like Nixon (1974:4) witnesses to cultural influences towards female in performing physical activity as follows colleagues influences are instrumental during the adolescent period in deterring the extent to which girls are discourage from physical activities or at best treated with in differences while boys strongly encouraged and find many types of stimulating rewards so their successfully participation.

2.9.1 Lack of Enough Time

Work and study commitments contribute to lack of time for physical activity for both male and female students. In addition to these commitments female commonly have responsibility for organizing a household to facilitate female participation in physical activity is a significant enables as female are often more poor than men. Carig and Bittman (2005) the social construct of gender can mean that male and female do not reach adequate levels of physical activity due to their roles in paid and unpaid work. This is extends to family commitment that barrier to physical activity for female more often

than they are for male with caring for other a key part many females lives, time spent on self –care including physical activity can be limited.

Fourteen percent of Australian female attribute in sufficient time due to family commitment as their main reason for not participating in sports physical recreation. Canberra,(2007)

2.9.2 Lack of Appropriate Facilities

In accessibility to facilities is an obstacle that hinders participation of female students, as often building are not designed to accommodate female students, i.e. ramps, doors, changing facilities etc. Arthur and Finch (1999) found that poor physical access at existing facilities can present a barrier to the participation of people in sporting activities, specifically in terms of the inappropriate design of buildings, lack of aids or adaptations to equipment, the need to check beforehand that extra assistance is available and restricted access times. Both Arthur and Finch (1999) raise the issue of a lack of locally available facilities and lay the blame for this at cuts in funding. Challenges to the participation of female students are also rooted in the values, structures and built environments of society. These and other challenges impose lifetime limitations on sport participation. As it also cited in sport and disability thematic profile some adaptive equipment is required for some athletes to participate sport. A lack of facilities or limited access to existing facilities is often problematic in developing countries and with limited means to host large sporting events.

2.10 Gender Equality

Gender equality in physical activities has come a long way in about a hundred years. Men were once the only ones allowed, but the recent trend is for women to join in as well. Women were permitted to play in sports only when men were drafted and had to go to WWII, which is when the All- American girls professional Baseball League was created. Eventually the pass came into effect and created more opportunities for women. The media really allowed others to see what women's sports could offer. According to Coaly,J White A(1992), states that : on gender differences in athletic performance often confuses findings of difference with findings of significance and then wrongly draws causal inferences from correlation data. One the positive side physical activity creates healthy life for all who participate. Under Physical 15 education classes cannot separate classes based on gender, and cannot allow any student to participate or not, based strictly on their gender. Teachers have proven that gender equality can be achieved in physical education classes. Has put in place many difference polices; equal opportunities to participate in sports, equal allocation of scholarships, and equal treatment in all aspects of athletics. Athletics can lead to more opportunities of sexual harassment that normal. There have been cases of "mild sexual harassment", and sexual liaisons. One recommendation for the future is an increase of enforcements to continue the progression of equality in physical education. UNDP, (2005) Gender equality seriously.

2.11 Physical Education and the Needs of Society

Arnold (1976) said in modern society problems like tension, ambiguity, lack of family cohesiveness, competition, and misuse of leisure time need to be solved positively. These things play a great role in creating a totally healthy physical environment to the society.

Thus, through this it is possible to understand the influences that are playing upon the personality of students. Society determines the pace of physical education whether it is popular in colleges and schools. So, physical education largely depends up on the public interest, spectator approval and media popularity. Similarly, young people are exposed to a certain type of sport environment only because society has accepted it rather than because of its real contribution to their individual growth (Leonard II and Marcellus, 1984).

There are several needs and wants with regard to the development of the students. These are: social poise and understanding of self, social consciousness with an accompanying sense of values, leadership and fellowship, good citizenship, good sports man ship, cooperation and competitive seal, acceptance of all irrespective of language, caste, or religion, and positive social acquaintances.

It is true that some of the observed needs are parallel to the needs and wants of the individual particularly and harmony with societal needs in general. Ram et al (1996) also stated that physical education plays an important role in the student's development of the individual as a useful member of the society and the objective of satisfying the needs of the society being a worthy aim. In our complex society made up of social imbalance, it is important for our students to become aware of the need of the society and their responsibility towards it so that they equip themselves with positive skills and tools needed to satisfy the societal obligations. In this respect physical education has a duty to create awareness among the students of societal needs.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

Under this chapter, the research design, source of data, data collection tools, data collection procedure, pilot study, population size, sample and sampling technique and method of data analysis were discussed in detail.

3.2 Research Design

A descriptive survey design was employed in this study. According to John(2008) and Creswell (2003), a descriptive survey describes and interprets that is concerned with condition or relationships that exists, opinions that are held, process that are going on, effects that are evident or trends that are developing. Thus, the use of descriptive method is found appropriate to provide accurate information about the problem of female students' participation in practical class in physical education in Arsi Zone Jeju Woreda governmental secondary schools.

3.3 Sources of Data

For this study, two main sources of data were used. These are primary source of data and secondary sources of data.

3.3.1 Primary Source of Data

Primary sources of data were information that has been collected through questionnaire, interview and observation from teachers, female students and school principals. In other

case; Primary source of data collection technique is used to increase the credibility of the research findings and minimize the risk of erroneous conclusion.

3.3.2. Secondary Sources of Data

Secondary sources of data that the researcher uses to collect data are: book, journals, from internet source and others.

3.4 Data Collection Tools

To get the relevant and required data, this study used the following three data collecting instruments. These were questionnaire, semi-structured interview, and observation.

3.4.1. Questionnaire

Two sets of questionnaires were prepared and administered to teachers and female students who were the targets for the study. The two sets of questionnaires to be filled by physical education teachers, and female students were prepared in English. The questionnaire that was filled by the teachers has two parts. The first part is intended to collect personal data. The second part of the questionnaire is aimed at gathering information on the problems of female students' participation in practical class of physical education. The questionnaire that was prepared for students was aimed at obtaining information on the perception, attitude, opinion, intervention and interest of female students regarding the teaching learning process and the importance of sport development.

3.4.2. Interview

Face-to-face interview was conducted with four government school directors, To this end, a set of semi structured open-ended interview questions were prepared by English. The interview items were mainly focused on the problem of female students in participation of practical class of physical education, sport facilities, regarding the teaching learning process in the field of physical education and physical education subject to promote and facilitate for the successful participation of female students.

3.4.3. Observation

The purpose of field observation in physical education practical class activities was to obtain and acquire information on how do teachers of physical education implement and transmit knowledge and practical skills to their student in general and to support female student in particular. Getting information whether teachers understand female student self-confidence or not in participating and performing the skills of physical education activities is also vital. The data collected from the observation consist of detailed descriptions on students' activities, actions and the full range of interpersonal interactions that are part of the observation. Female students were observed to get the full information during the teaching and learning process in the sport field.

3.5. Pilot Study

Pilot Study is used to ensure the appropriateness of the items, (The instruments used for data collection).According to Wiersma and Jurs (2005), it is necessary that research instruments be piloted as a way of determining validity and reliability. The research instruments were piloted in one secondary school out of the sample school in the area

where it involves 2 teachers and 50 female students. The purpose for piloting was to assess the research instruments clarity and reliability of the language, and item difficulty used in reference to the different respondents.

Validity of an instrument was improved through expert judgment (Gall and Meredith, 2003). As such, the researcher sought assistance of research experts and experienced graduates, in order to help improve content validity of instruments.

To enhance reliability of the instruments, the researcher was conducted a pilot test out of the sampling schools. The school which selected for pilot test is Deneb gudo secondary school teachers and female students were selected by using purposive and random sampling techniques to make the larger study reliable. This means 2 teachers and 50 female students were selected by purposive and random sampling techniques. In this research, the reliability of the questionnaire was determined statistically by computing the Cronbach alpha reliability coefficient. According to McMillan and Schumacher (2010), the Cronbach alpha is generally the most appropriate form of reliability for survey research and other questionnaires in which there is a range of possible answer for each item (a scaled response such as in questionnaire used in this study) in line with this some items were modified.

3.6. Data Collection Procedures

First the researcher was prepared the questionnaires with English and then distributed to 134respondents; from these respondents 130 are female students of grade 9 and 10, and 4 of them are physical education teachers. Then the researcher returned back all the questionnaires from the respondents. Secondly interview was conducted with 4 school

principals. Then the researcher also used twice field observation with in checklist. Finally the researcher interpreted all the collected data from questionnaires, interview and observation.

3.7 Population, Sample and Sampling Technique

Total number of students in Arsi Zone Jeju woreda was about 3093. The researcher took 10% of the total population for the study. Taking this size is appropriate according to (Miller and Smith, 1983 and Israel, 1992).it is important to make it population group into manageable size. Among those 1299 were female students, and 1794 were male students. From 1299target sample of female students130 female students were selected by using random sampling techniques. Accordingly, among the four physical education teachers in four schools all of them were selected by purposive sampling technique; because their number was so manageable and 4 principals were selected by available sampling technique. According to the researcher the study has the total sample size of 130 female students,4 physical education teachers and 4 principals, totally 138 sample groups participated in order to collect the relevant data thoroughly.

Table 1 Which Shows Population, Sample and Sampling Technique

	Participants	Schools	Grade	population	Samples	Sample techniques
1	Female students	Arboye	9	261	26	Random sampling
			10	221	22	
		Bolo	9	176	18	
			10	152	15	
		Wesheba	9	134	13	
			10	115	12	
		Ketealaga	9	128	13	
			10	112	11	
		Total		1299	130	
2	Physical education teachers	Arboye		1	1	Purposive Sampling
		Bolo		1	1	
		Wesheba		1	1	
		Ketealaga		1	1	
		Total		4	4	
3	School principals	Arboye		2	1	Available sampling
		Bolo		2	1	
		Wesheba		2	1	
		Ketealaga		2	1	
		Total		8	4	

3.8. Method of Data Analysis

Data analysis consists of categories such as tabulating, testing or otherwise, recommending both qualitative and quantitative evidences to address the initial preposition of the study (yin, 2003).After gathering all data through designed data gathering instruments, the analysis was employed systematically for the qualitative and quantitative types of data. Quantitative data was coded, tabulated and analyzed by using descriptive statistics (frequency and percentage). Frequency and percentages preferred to analyze data because it is simple and everybody can understand the result presented by frequency and percentage. Moreover, the researcher found this statistics to be an

appropriate analyzing tool as it conveys the sought findings of the study under investigation understandably.

Data analysis in qualitative studies basically involves verbal argumentation than numerical explanation. It is ongoing activities that take place during data collection devising of categories and building of theories Bogdan and Biklen ,(1992).Hence ,the data collected from the participant through interview and open ended question was supplemented and strengthen the information obtained from questionnaires and it was analyzed qualitatively by using the direct and summarized descriptions of the subject of the study and by the result of the close ended questionnaire keeping its naturalization generalization. Qualitative data analysis a like narrative description or direct quotation of the statements from the participants' opinion was used for data gathering through interview.

CHAPTER FOUR:

4. DATA ANALYSIS, DISCUSION AND INTERPRETATION OFTHE STUDY

This chapter deals with analysis, discussion, and interpretation of the data collected from targeted sample group of the study. As mentioned the purpose of this study was to assess the problems of female students' participations in practical class of physical education. To achieve these purpose 130 female student 4 physical education teacher and 4 school principals were selected as a study sample. The data gathering instruments were questionnaire, interview, and observation. To identify this questioner, interview and observation prepared for female students, physical education teachers and school principals of the Jeju woreda in four government secondary schools. In this chapter the relevant data obtained from respondents are presented in qualitative and quantities expression followed by discussion. The quantitative data are presented in table one by one.

4.1 Background of the Respondents

Table 4. 1 Demographic Characteristics of Female Students

Schools	Number of students and Grade		Age of grade 9 and 10 students		
	9^{th}	10^{th}	15-18	19-20	Above 20
Arboye	26	22	15	28	5
Bolo	18	15	10	20	3
Wesheba	13	12	8	15	2
Ketealaga	13	11	8	14	2
Total	70	60	41	77	12
	53.85%	46.15%	31.6%	58.8%	9.6%

As it can be seen from the above table 4.1 41(31.6%) of the respondents were 15-18 years old, 77(58.8%) of the respondents were 19-20 years old and 12(9.6%) of the respondents were above 20 years old. So generally we can conclude that most of the respondents were 19-20 years old and the researcher consider those respondents as a good sample because most of them are adults, responsible and in matured age grounds.

Table 4.2 Demographic Characteristics of Physical Education Teachers

Schools	Number of teachers	Sex		Age			Service year			Qualification			Marital status	
		M	F	<25	25-30	>30	<6	6-10	>10	Dip	Deg	Ma	Sing	mar
ASS	1	1	-	-	1	-	1	-	-	-	1	-	-	1
BSS	1	1	-	-	1	-	1	-	-	-	1	-	-	1
WSS	1	1	-	1	-	-	1	-	-	-	1	-	1	-
KSS	1	1	-	-	1	-	1	-	-	-	1	-	1	-
Total	4	4	-	1	3	-	4	-	-	-	4	-	2	2

As we can see from the above table 4.2 3 (75%) of the respondents were 25-30 years old and whereas 1(25%) of the respondents were below 25 years old, 4(100%) respondents were first degree holders among the respondents no one is master, above master and diploma holder. 2(50%) of the respondents were single and2(50%) of the respondents were married. So that based up on the above finding the researcher can conclude that most of the respondents' response indicates that respondent's were25-30 years old in their age group, first degree holders in their educational back ground and single in their marital status. The researcher considered those respondent groups as a

good sample groups because they all are matured and responsible respondents. The qualification of the respondents was good enough for the study to read and understand the questionnaire to give a genuine response.

Table 4.3 Demographic Characteristics of School Principals.

Schools	Number of principals	Sex		Age			Service year			Qualification			Marital status	
		M	F	<25	25-30	>30	<6	6-10	>10	Dip	Deg	Ma	Sing	Mar
ASS	1	1	-	-	-	1	-	-	1	-	1	-	-	1
BSS	1	1	-	-	-	1	-	-	1	-	1	-	-	1
WSS	1	1	-	-	1	-	-	1	-	-	1	-	-	1
KSS	1	1	-	-	1	-	-	1	-	-	1	-	-	1
Total	4	4	-	-	2	2	-	2	2	-	4	-	-	4

As shown on table 4.3 the total number of school principals was4. From this 2 (50%) of the respondents were 25-30 years old and whereas 2(50%) of the respondents were above 30 years old, 4(100%) respondents were first degree holders. 4(100%) of the respondents were married. So that based up on the above finding the researcher can conclude that most of the respondents' response indicates that respondent's were above 25-30 years old in their age group, first degree holders in their educational back ground and all were married in their marital status. So the researcher considered that those respondent groups as a good sample because they all are matured respondents.

Table 4. 4. To What Extent Does a Physical Education Teacher Motivate You During Physical Education Period?

Items	Number of respondent				Total number of respondent	Percentage				%
	ASS	BSS	WSS	KSS		ASS	BSS	WSS	KSS	
Always	-	-	-	-	-	-	-	-	-	-
Sometimes	12	8	6	7	33	25%	24.24%	24%	29.2%	25.4%
Usually	10	4	3	3	20	20.83%	12.12%	12%	12.5%	15.4%
Never	26	21	16	14	77	54.17%	63.64%	64%	58.3%	59.2%
Total	48	33	25	24	130	100%	100%	100%	!00%	100

According to the above table 4.4 data, 12(25%),8(24.24%),6(24%) and 7(29.2%) of respondents from Arboye secondary, Bolo secondary, Wesheba secondary and Ketealaga secondary schools respectively said that the degree of motivation giving for female students were "sometimes". And 10(20.83%),4(12.12%), 3(12%) and 3(12.5%) of respondents from Arboye secondary, Bolo secondary, Wesheba secondary and Ketealaga secondary schools respectively said that the degree of motivation giving for female students during physical education period were "usually". Whereas 26(54.17%),21(63.64%),16(64%)and 14(58.3%) of respondents from Arboye secondary, Bolo secondary, Wesheba secondary and Ketealaga secondary schools respectively said that physical education teachers did not give Motivation for female students during physical education period. So, based on the above data, physical education teachers did not give motivation for female students during physical education period. Regarding the above question one school principal said that:

"*According to my perception: majority of female students have work burden in their house because of our cultural influence. On the other hand some are*

late comers in the school because of work burden. So; the parent are not motivate their child for different sport activities. Because of this they think that sport activities are nothing to give them."

Based up on the above finding the researcher confirm that most of physical education teachers were not motivating female students in practical class of physical education and this can be also consider as a negative factor which hinders the female students participations in physical education class.

Table4.5. To What Extent do Male Students Support you during Practical Class of Physical Education

Items	Number of respondent				Total number of respondent	Percentage				%
	ASS	BSS	WSS	KSS		ASS	BSS	WSS	KSS	
High	3	2	1	4	10	6.3%	6.1%	4%	16.7%	7.7%
Medium	10	4	3	6	23	20.8%	12.1%	12%	25%	17.7%
Low	35	27	21	14	97	72.9%	81.8%	84%	58.3%	74.6%
Total	48	33	25	24	130	100%	100%	100%	!00%	100%

According to the above table 3(6.3%), 2(6.1%), 1(4%) and 4(16.7%) of respondents from Arboye secondary, Bolo secondary, Wesheba secondary and Ketealaga secondary schools respectively said that the degree of male students to support female students during physical education practical class were "High". And 10(20.8%), 4(12.1%), 3(12%) and 6(25%)of respondents from Arboye secondary, Bolo secondary, Wesheba secondary and Ketealaga secondary schools respectively relied that the degree of male students to support female students during physical education class were "Medium". Whereas 35(72.9%), 27(81.8%), 21(84%) and 14(58.3%) of respondents from Arboye

secondary, Bolo secondary, Wesheba secondary and Ketealaga secondary schools respectively said that the degree of male students to support female students during physical education class were "Low". As education like Nixon (1974:4) witnesses to cultural influences towards female students in performing physical activity as follows colleagues influences are instrumental during the adolescent period in deterring the extent to which girls are discourage from physical activities or at best treated with in differences while boys strongly encouraged and find many types of stimulating rewards so their successfully participation. Therefore, based on the above data male students have give low supports for female students during physical education class.

Table 4.6 Related with Performance Level of the Female Students in Practical Class

Items	Number of respondent				Total number of respondent	Percentage				%
	ASS	BSS	WSS	KSS		ASS	BSS	WSS	KSS	
Good	8	4	3	6	21	16.7%	12.1%	12%	25%	16.1%
Average	13	9	7	8	37	27.1%	27.3%	28%	33.3%	28.5%
Poor	27	20	15	10	72	56.2%	60.6%	60%	41.7%	55.3%
Total	48	33	25	24	130	100%	100%	100%	!00%	100%

As we can see from the above table 8(16.7%),4(12.1%),3(12%) and 6(25%)of respondents from Arboye secondary, Bolo secondary, Wesheba secondary and Ketealaga secondary schools respectively said that the performance level of female students during physical education practical class was "good" and 13(27.1%),9(27.3%),7(28%) and 8(33.3%)respectively of the respondents response indicates that their performance level in practical class of physical education was "average" whereas 27(56.2%),20(60.6%),15(60%) and10(41.7%)of respondents from Arboye secondary, Bolo secondary, Wesheba secondary and Ketealaga secondary schools respectively said that the performance level of female students during physical education practical class

was "poor". According to Fentem, P. (1997), Physical activity among women, many women suffer from disease processes that are associated with inadequate participation in physical activity cardiovascular diseases account for one-third of deaths among women around the world and half of all deaths in women over 50 years old in developing countries. So that based up on the above finding that most of the respondents' response indicates that the female students' performance level in practical class of physical education was poor.

Table 4.7. Permission of Sport Wear

Items	Number of respondent				Total number of respondent	Percentage				%
	ASS	BSS	WSS	KSS		ASS	BSS	WSS	KSS	
Yes	20	14	11	10	55	41.7%	42.4%	44%	41.7%	42.3%
No	28	19	14	14	75	58.3%	57.6%	56%	58.3%	57.7%
Total	48	33	25	24	130	100%	100%	100%	!00%	100%

As we can see from the above table 20(41.7), 14(42.4), 11(44%) and 10(41.7%) of the respondents response respectively indicates that they have a permission of sport wear during practical session of physical education whereas 28(58.3%),19(57.6%),14(56%) and 14(58.3%) of the respondents response respectively indicates that they have not permission for practical class of physical education.

Regarding the above question the principals said that:

"According to my school majority of female students have not permission to wear sport wears during practical session of physical education; because of they are poor and think that all wears are use for sport activities. In addition to this some female students are related sport activities with different cultures and religious in the case of these problem majorities of our school female students' doe's not full fill all sport wear for practical class."

Based on the above findings and observation checklist we can confirm that majorities of female students' doesn't a permission to participate in practical class of physical education and this affected female students' participations in practical class of physical education.

Table 4.8. Permission of Equal Chance by your Physical Education Teacher.

Items	Number of respondent				Total number of respondent	Percentage				%
	ASS	BSS	WSS	KSS		ASS	BSS	WSS	KSS	
Yes	18	12	10	8	48	37.5%	36.4%	40%	33.3%	36.9%
No	30	21	15	16	82	62.5%	63.7%	60%	66.7%	63.1%
Total	48	33	25	24	130	100%	100%	100%	!00%	100%

Table 4.8 shows that, 18(37.5%), 12(36.4%) ,10(40%) and 8(33.3%) of female students from Arboye, Bolo, Wesheba and Ketealaga secondary schools respectively replied that teachers provide equal chance for both male and female students. Whereas,30 (62.5%), 21(63.7), 15(60%) and 16(66.7%)female students from Arboye secondary, Bolo secondary, Wesheba secondary and Ketealaga secondary schools respectively said that teachers did not give equal chance for male and female students during practical class of physical education.

Based up on the above idea the school principals said that: most of physical education teachers many times invite male students to show different sample activities to their class mates. Because of this majorities of female students haven't got a chance, therefore most of female student not showing different sample activities for their class mates.

Based on the above finding we can conclude that most of physical education teachers were not give equal chance for female and male students in physical education practical class.

Table 4.9 To what extent of your Need to Sport Wear during Practical Class of Physical Education

Items	Number of respondent				Total number of respondent	Percentage				%
	ASS	BSS	WSS	KSS		ASS	BSS	WSS	KSS	
High	11	7	6	7	31	22.9%	21.2%	24%	29.2%	23.8%
Average	12	9	7	7	35	25%	27.3%	28%	29.2%	26.9%
Low	25	17	12	10	64	52.1%	51.%	48%	41.6%	49.3%
Total	48	33	25	24	130	100%	100%	100%	!00%	100%

As we can see from the above table 11(22.9%) from Arboye secondary school, 7(21.2%) from Bolo secondary school, 6(24%) from Wesheba secondary school and 7(29.2%) from Ketealaga secondary school of the respondents response indicated that the students need to wear proper sport wearing during practical class of the physical education was "high".12(25%)from Arobye secondary school, 9(27.3%) from Bolo secondary school, 7(28%)from Wesheba secondary school and 7(29.2%) from Ketealaga secondary school of the respondents response indicated that the students need of proper sport wearing habit in practical class of physical education in the school was "average" and whereas25(52.1%),17(51%),12(48%)and 10(41.6%)of female students from Arboye secondary, Bolo secondary, Wesheba secondary and Ketealaga secondary schools respectively of the respondents response indicated that the students need to wear proper sport wearing during practical class of the physical education was "low". Sunder lands (1994:59) Women are perceived relatively less competent, less independent, less

objectives and logical than men. Men's are perceived as lacking inter personal sensitivity, warmth and expressiveness in comparison to women. So that based up on the above finding the researcher can suggest that most of the respondents' response indicated that there is a problem of proper sport wearing during practical class of physical education in the school by female students and this affected female students' performance of the practical class of the physical education negatively in the school.

Table 4.10 Your School Prepare Suitable Equipment Separately?

Items	Number of respondent				Total number of respondent	Percentage				%
	ASS	BSS	WSS	KSS		ASS	BSS	WSS	KSS	
Yes	20	8	4	5	37	41.7%	24.2%	16%	20.8%	28.5%
No	28	25	21	19	93	58.3%	75.8%	84%	79.2%	71.5%
Total	48	33	25	24	130	100%	100%	100%	!00%	100%

As we can see from the above table 20,8,4 and 5female students from Arboye secondary, Bolo secondary, Wesheba secondary and Ketealaga secondary schools respectively of the respondents response indicates that they prepare suitable equipment for female students according to their sex groups, whereas 58.3%, 75.8%, 84% and 79.2% of female students from Arboye secondary, Bolo secondary, Wesheba secondary and Ketealaga secondary schools respectively of the respondents response indicated that their school doesn't prepares suitable equipment for female students practical class of physical education. So that based up on the above finding and observation checklist the researcher can confirm that most of the respondents' response indicates that the school is not preparing efficient suitable equipment for practical class of physical education and this affected the female students' participations in practical class.

Table 4.11 Do you have Full Self Confidence to Participate in Physical Activity?

Items	Number of respondent				Total number of respondent	Percentage				%
	ASS	BSS	WSS	KSS		ASS	BSS	WSS	KSS	
Yes	12	9	9	10	40	25%	27.3%	36%	41.7%	30.8%
No	36	24	16	14	90	75%	72.7%	64%	58.3%	69.2%
Total	48	33	25	24	130	100%	100%	100%	!00%	100%

We can see from the above table 12,9,9 and 10female students from Arboye secondary, Bolo secondary, Wesheba secondary and Ketealaga secondary schools respectively of the respondents response indicates that indicate they have a full confidence and whereas 75%, from Arboye secondary school,72,7% from bolo secondary school ,64% from Wesheba secondary school and 58.3% Ketealaga secondary school of respondent response indicate that they not full confidence of female students in practical class of physical education. Majority of the respondents response was no, and the researchers observation checklist shows that female students haven't a full self confidence to participate in different practical class. So that the above findings indicate that mostly female students they do not have self-confidence to take part in physical activities.

Table 4.12 Does Your Teacher Prepare Training Session for Female Students Separately

Items	Number of respondent				Total number of respondent	Percentage				%
	ASS	BSS	WSS	KSS		ASS	BSS	WSS	KSS	
Yes	10	12	8	9	39	20.8%	36.4%	32%	37.5%	30%
No	38	21	17	15	91	79.2%	63.6%	68%	62.5%	70%
Total	48	33	25	24	130	100%	100%	100%	!00%	100%

As we can see from the above table 10,12.8 and 9 of the respondents response in sequence indicated that that physical education teachers prepare training for female students to enhance their practical class participation in physical education whereas 79.2%,63.6%,68% and 62.5% of the respondents response respectively indicated that the teachers were not preparing unique training to enhance females participations in practical class of physical education in the school and this also decreased the females participations in practical class in the school.

Based on the above idea the school principals said that: "in my school health of physical education teacher practiced all activities both male and female's students and also they are not take attention (affirmative action) for female students because of this problem the participation of female students in practical class of physical education is less than male students."So generally the researcher confirms that loss of training in practical class for female students affected the participation of female students in practical classes negatively.

Table 4.13 Does Your Parents Help You When You Participate in Different Sport Activities

Items	Number of respondent				Total number of respondent	Percentage				%
	ASS	BSS	WSS	KSS		ASS	BSS	WSS	KSS	
Encourage	15	14	6	8	43	31.3%	42.4%	24%	33.3%	33.1%
Discourage	33	19	19	16	87	68.7%	57.6%	76%	66.7%	66.9%
Total	48	33	25	24	130	100%	100%	100%	!00%	100%

As we can see from the above table15,14,6 and 8 of the respondents response in sequence indicated that the parents attitude toward their child participation was encouraging, 68.7%,57.6%,76% and 66.9%of the respondents response indicated that parents attitude toward their child participations in practical class of physical education was discouraging so that based up on the above finding the researcher confirm that most of the respondents response indicated that parents attitude affected the females participations in practical class negatively.

Table 4.14 Degree of Biological Factor to Participate Actively During Physical Education Period

Items	Number of respondent				Total number of respondent	Percentage				%
	ASS	BSS	WSS	KSS		ASS	BSS	WSS	KSS	
High	38	26	21	19	104	79.2%	78.8%	84%	79.2%	80%
Medium	10	7	4	5	26	20.8%	21.2%	16%	20.8%	20%
Low	-	-	-	-	-	-	-	-	-	-
Total	48	33	25	24	130	100%	100%	100%	!00%	100%

According to the results from the above data 38(79.2),26(78.8%),21(84%) and 19(79.2%) of female students from Arboye secondary, Bolo secondary, Wesheba secondary and Ketealaga secondary schools respectively replied that the degree of biological factor to reduce the participation of female students during physical education period was "High". And 10 (20.8%) of female students from Arboye secondary school, 7 (21.2%) of female students from Bolo secondary school, 4 (16%) of Wesheba secondary school and 5(20.8%) of female students from Ketealaga secondary school said that the degree of biological factor to reduce the participation of female students during physical education period was "Medium". Generally different author conclude that during

menstruation period, if female students participate in hard exercise, osteoporosis will be occur because ca++ remove from their bone through blood. As shaver (1981) further reported a study had been made on, Hungary on women athletes and it was found that there were disturbance on the set of during the menstrual period doubt women athletes is much greater than the amount of general female population.

According to the above finding we can conclude that biological factors have a negative factor for female students to participate in different physical education practical class.

Table 4.15 Degree of Physical and Physiological Factors to Participate Actively During Physical Education Period

Items	Number of respondent				Total number of respondent	Percentage				%
	ASS	BSS	WSS	KSS		ASS	BSS	WSS	KSS	
High	32	22	17	15	86	66.7%	66,7%	68%	62.5%	66.1%
Medium	10	6	5	6	27	20.8%	18.2%	20%	25%	20,8%
Low	6	5	3	3	17	12.5%	15,1%	12%	12.5%	13.1%
Total	48	33	25	24	130	100%	100%	100%	!00%	100%

Based on the above data32(66.7%),22(66.7%),17(68%) and 15(62.5%)of female students from Arboye secondary, Bolo secondary, Wesheba secondary and Ketealaga secondary schools respectively said that the degree of physical and physiological factors to reduce the participation of female students during physical education period are "High". And 20.8% of respondent from Arboye secondary School, 6(18.2%) of respondent from Bolo secondary school , 5 (20%) of respondent from Wesheba secondary school 6(25%0 replied that the degree of physical and physiological factors to reduce the participation of female students during physical education period are "Medium. Whereas 12.5% of respondent from Arboye secondary , 5 (15.1%) of respondent from

Bolo secondary school,3(12%) of respondent from Wesheba secondary school and 12.5% of respondent from Ketealaga secondary school said that the degree of physical and physiological factors to reduce the participation of female students during physical education period are "Low". Anatomical and physiological differences are quite apparent between the two sexes particularly after puberty period (shaver 1981).Early studies argued that females should not be involved in sport, due to the deleterious effects of physical exertion on the frequency of menstruation and the fact that the reproductive organs of female can be affected. So, based on the above data physical and physiological factors are the major factors that hinder the participation of female students during physical education period.

Table.4.16. Does Your Physical Education Teachers Understand the Natural Problem of Female Students during Physical Education Period

Items	Number of respondent				Total number of respondent	Percentage				%
	ASS	BSS	WSS	KSS		ASS	BSS	WSS	KSS	
No	30	22	18	16	86	62.5%	66.7%	72%	66.6%	66.2%
Yes	18	11	7	8	44	37.5%	33.3%	28%	33.3%	33.8%
Total	48	33	25	24	130	100%	100%	100%	!00%	100%

The above table indicated that, 30(62.5%), 22 (66.7%), 18 (72%) and 16(66.6%) of respondents female students from Arboye secondary, Bolo secondary, Wesheba secondary and Ketealaga secondary schools respectively said that physical education teachers did not understand their problems during physical education period. Whereas 18(37.5%),11(33.3%),7(28%) and 8(33.3%) of respondents from of female students from Arboye secondary, Bolo secondary, Wesheba secondary and Ketealaga secondary schools respectively replied that physical education teachers understand the natural

problems of female students during physical education class especially in practical period.

Based on the above idea majority of students' respondent response that:

> *"Their teachers do not understand all students problem during practical class of physical education. in addition to this idea the school principals said According to my school health of physical education teachers are not understand all female students problem during practical class in the case of less participation of female students. In the other hand they think that all students are equal in sport field."*

Generally, female students, principals and observation checklist shows majority of PE teachers did not understand the natural problems of female students' participation of practical class. Based up on the above findings we can conclude most of physical education teachers cannot understand internal problem of female students during practical class of physical education period.

Table 4.17 to What Extent Does You Compare Physical Education Subject with Others

Items	Number of respondent				Total number of respondent	Percentage				%
	ASS	BSS	WSS	KSS		ASS	BSS	WSS	KSS	
High	12	11	8	6	37	25%	33.3%	32%	25%	28.5%
Medium	6	4	3	3	16	12.5%	12.1%	12%	12.5%	12.3%
Low	30	18	14	15	77	62.5%	54.6%	56%	62.5%	59.2%
Total	48	33	25	24	130	100%	100%	100%	!00%	100%

According to the above data, 12(25%), 11 (33.3%),8(32%) and 6 (25%) of respondents from Arboye secondary, Bolo secondary, Wesheba secondary and Ketealaga secondary schools respectively replied that. Information what way seen female students in physical education period with other periods would have "High" .And 6(12.5%) of respondents from Arboye secondary, 4 (12.1%) of respondents from Bolo secondary, 3(12%) of respondents from Wesheba secondary and 3 (12.5%) of respondents from Ketealaga secondary school said that information what way seen female students in physical education period with other periods would have "Medium" role. Whereas 30(62.5%), 18 (54.6%),14(56%) and 15 (62.5%) of respondents from Arboye secondary, Bolo secondary, Wesheba secondary and Ketealaga secondary schools respectively replied that information what way seen female students in physical education period with other period would have "Low" role. Generally, based on the above data female students have less attitude for physical education period when compared with other subjects. They did not consider physical education as a subject especially practical period that means they consider as a leisure time actively.

4.2 Analysis of Information Gathered from PE Teacher

Table 4.18. Female Students Participate Actively during Practical Class of Physical Education

Items	Number of respondent				Total number of respondent	Percentage				%
	ASS	BSS	WSS	KSS		ASS	BSS	WSS	KSS	
Yes	-	-	-	-	-	-	-	-	-	-
No	1	1	1	1	4	100%	100%	100%	100%	100%
Total	1	1	1	1	4	100%	100%	100%	100%	100%

According to the above table, all physical education teachers from Arboye secondary, Bolo secondary, Wesheba secondary and Ketealaga secondary schools respectively, said that, female students did not actively participate during physical education period. Based on the above idea and observation checklist also shows that majorities' female students did not participate actively during physical education period. So we can conclude that majorities of female students did not participate actively in physical education period.

Table 4.19 To What Extent Biological Factors (Menstrual Irregularities) Hinder Female Student to Participate Actively During Physical Education Class

Items	Number of respondent				Total number of respondent	Percentage				%
	ASS	BSS	WSS	KSS		ASS	BSS	WSS	KSS	
High	1	1	1	1	4	1	1	1	1	100%
Medium	-	-	-	-	-	-	-	-	-	-
Low	-	-	-	-	-	-	-	-	-	-
Total	1	1	1	1	4	100%	100%	100%	!00%	100%

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

Table 4.20 To What Extent Cultural Factor That Hinder Female Students to Participate Actively During Physical Education Class.

Items	Number of respondent				Total number of respondent	Percentage				%
	ASS	BSS	WSS	KSS		ASS	BSS	WSS	KSS	
High	1	1	1	-	3	100%	100%	100%		75%
Medium	-	-	-	1	1	-	-	-	100%	25%
Low	-	-	-	-	-	-	-	-	-	-
Total	1	1	1	1	4	100%	100%	100%	!00%	100%

As indicated in the above table, almost all of the total respondents 3(75%) reported cultural influences are major factors to reduce the participation of female students during physical education period. The rest 1 (25%) of respondents from Ketealaga secondary school replied that cultural influences are medium major factor that hinder female students to participate actively during physical education class. So, different research findings and scholars agree that cultural influence are one aspect of factor that affecting female students participation during physical education period. As Leonard II (1993) point out the influence of culture on females participation in sport that "female had to be confident and prevented from doing anything that might her delicate reproductive system and that means she had to be prevented from doing virtually physical activity. Edward (2003) also argued that cultural influence are claimed that physical education and sport have variety of positive cultural effect they build character encourage team work and team sprite. Based on the above findings we can conclude that cultural influences were a major factor that hinders female students to participate actively during physical education class.

Table 4.21 Question Related With the Material Support Practical Class in Physical Education.

Items	Number of respondent				Total number of respondent	Percentage				%
	ASS	BSS	WSS	KSS		ASS	BSS	WSS	KSS	
Yes	-	-	-	-	-	-	-	-	-	-
No	1	1	1	1	4	100%	100%	100%	100%	100%
Total	1	1	1	1	4	100%	100%	100%	!00%	100%

As we can see from the above table 1(100%),1(100%),1(100%) and 1(100%) of the respondents from Arboye secondary, Bolo secondary, Wesheba secondary and Ketealaga secondary schools respectively response replied that there is no special support of materials for practical class of physical education in the school. The principal said that;

> *"According to my school we have not enough budget to full fill all sport material in school in case of this we cannot give a special attention for sport materials but we can give attention for other academic materials like pen, paper, book and so on. Because of the above problem in our school sport activities are less when we compare with other work."*

So based up on the above finding we can confirm that there is no special support for practical physical education class and this affected the female students' participations of practical class in physical education in the school.

Table 4.22 Question Related With Special Attention Give for Female Students from Their Physical Education Teachers

Items	Number of respondent				Total number of respondent	Percentage				%
	ASS	BSS	WSS	KSS		ASS	BSS	WSS	KSS	
Yes	-	-	-	1	1	-	-	-	100%	25%
No	1	1	1	-	3	100%	100%	100%	-	75%
Total	1	1	1	1	4	100%	100%	100%	!00%	100%

As we can see from the above table of the 3(75%) of the respondents from Arboye secondary, Bolo secondary and Wesheba secondary schools respectively respondents

response indicated that they were not giving special attention for female students participations in practical class of physical education, whereas 1(25%) of respondents response indicated that they were giving special attention for female students.

For the above question response school principals' interview and students by open ended question indicate the following: *"According to our school majorities of physical education teachers are not give a special attention for female students regarding to lack of period per week and burden of period per week and so on."*

So based up on the above finding most of physical education teachers do not give special attention for the enhancement of the female students' participations of practical class of physical education period.

Table 4.23 Question Related With the Female Students Participations in Watching Different Sport Competition

Items	Number of respondent				Total number of respondent	Percentage				%
	ASS	BSS	WSS	KSS		ASS	BSS	WSS	KSS	
High	-	-	-	-	-	-	-	-	-	-
Average	-	-	-	1	1	-	-	-	100%	25%
Low	1	1	1	-	3	100%	100%	100%	-	75%
Total	1	1	1	1	4	100%	100%	100%	!00%	100%

As we can see from the above table 1(25%) of the respondent's response indicated that the female students level of watching different sport games at different time was average, whereas Arboye secondary, Bolo secondary and Wesheba secondary schools respectively responded as average '3(75%) of the respondents indicated that the females level of

watching different sport in locality was low. So based up on the above finding we can confirm that most of the female students were not watching different sport activities in locality and this affected female students participations negatively.

Table 4.24 Does Your School Have Enough Equipment for Practical Class of Physical Education

Items	Number of respondent				Total number of respondent	Percentage				%
	ASS	BSS	WSS	KSS		ASS	BSS	WSS	KSS	
Yes	-	-	-	-	-	-	-	-	-	-
No	1	1	1	1	4	100%	100%	100%	100%	100%
Total	1	1	1	1	4	100%	100%	100%	!00%	100%

As we can see from the above table 4(100%) of secondary school respondents response indicated that replied there is no enough equipment in the school. In other hand majorities of school principals give a response because of luck of budget the school cannot fulfill all sport equipments at one time. So based on the above finding we can conclude that there is no enough equipment in the school and this affected the females participations of physical education negatively in the school.

Table 4.25 Does Your School have any Contact with Different Schools for Sports Competition between Female Students?

Items	Number of respondent				Total number of respondent	Percentage				%
	ASS	BSS	WSS	KSS		ASS	BSS	WSS	KSS	
Yes	-	-	-	-	-	-	-	-	-	-
No	1	1	1	1	4	100%	100%	100%	100%	100%
Total	1	1	1	1	4	100%	100%	100%	!00%	100%

As we can see from the above table 4(100%)of secondary school respondents response indicated that replied there is no any contact with different schools for sport competition between female students in the school. In addition to this the researchers' shows the school which were included in this research regarding female students' competition. So

based on the above finding we can confirm that most of the respondents' response indicated that there is no any contact with different schools for sport competition between females in the school and this affected the females' participations of physical education negatively in the school.

4.3 Data Collected from Open Ended Questions

Four school principals took part in the interviews who were working in Arboye secondary school, Bolo secondary school, Wesheba secondary school and Ketealaga secondary schools what do you think about possible solutions to enhance the participations of female students in practical class?, the degree of female students participation as compared with male students, the level of female participation during physical education class and how to increase the participation of female students during physical education period.

All the interviewers replied that female students have fewer interests to participate during physical education period as compared with male students. All interviewers said that the reason to reduce or decrease the interests of female students during physical education period were cultural factor, biological factor, lack of motivation, physical and physiological factors. In addition to this discontinuous period which means physical education class is conduct one time a week, so it is difficult to improve their performance of practical class. And also schools have no adequate facilities and equipment. In addition to this, every concerned body should motivate female students and give them unique place in sport area then they may become more participatory in different practical actives both in class room and other places of sport movement. All the interviewers

replied that in order to increase the participation of female students during physical education class, teachers or other concerned bodies should create awareness for female students about the benefits of physical education subject, teachers should apply student centered teaching method, school administrators should fulfill sport facilities and equipments for physical education department.

4.4. Analysis of Data Obtained from Observation.

Different cheek lists were used during observation in Arboye, Bolo, and Wesheba and Kete Alaga secondary school. The researcher used similar questions in check list for all schools. The questions to be more specific identify of female students' participation in practical class of physical education.

4.26 Reasons for Not Participating in Sports and PA

Questions	Arboye			Bolo			Wesheba			Ketealaga		
	Hig	Med	Low	Hig	Med	Low	Hig	Med	Low	Hig	Med	Low
Used appropriate clothes			X			X			X			X
Physically active			X			X			X			X
Did warming up before exercise	X			X			X			X		
Actively participate during practical class			X			X			X		X	
Enjoyed in exercise			X			X			X			X
Stressed when doing exercise	X			X			X			X		
All female students participate during Practical class			X			X			X			X
Is there any change during observation 1&2			X			X			X		X	

In observation to the question on observed, the participants were observed a list of common reasons why female's students do not participate in PA and were make question by high, medium and low the three most important reasons for them, as to why do not

participate in PA. Table 4.23 shows the most popular reasons for not participating in PA as answered through observation. The main reasons for not participating in sports and PA as answered through observation. The main reasons for not participating in sports and PA as observed; the main reason for not participating were "most of them doesn't used the sport clothes, "they do low actively participating", their physical is low active", "they stressed when doing physical exercise, most of them are low participated" The highest rated PA participation motivators were boys rather than female students. A little female student participates in physical exercise, but they are not motivated.

Table 4.27 Environment Opportunities and Knowledge of the Teachers Yes / No

Question	Arboye		Bolo		Wesheb a		Ketealag a	
	Yes	No	Yes	No	Yes	No	Yes	No
Is there enough materials to the participants?		X		X		X		X
The teacher is motivated female students when they teach?		X		X		X		X
Is the teachers control students while teaching the practical class?		X		X		X		X
Is the teachers used different teaching methods?		X		X		X		X

In order to assess the environmental opportunities and teachers personality for four items were used during observation. The first item asked is there enough materials to teach the students, there is no enough materials in the school when observed the practical class. During observation practical classes, the teacher does not motivate even not showing the exercise simply he told to them what they do during exercise class. Also the teachers control his class carelessly and teach them. And also he did not used different active learning methods.

CHAPTER FIVE:

5. SUMMARY, RECOMMENDATION AND CONCLUSION

5.1 Summary

The purpose of this study was to assess the problems of female students' participations in practical class of physical education in four governmental schools of Arsi zone Jeju Woreda in focus. The data were collected from 130 female students, 4 physical education teachers and 4 principals in four sample secondary schools. The data collected through clear questioners, interview and observation. The data collected were organized and analyzed both qualitatively and quantitatively.

In order to meet the study with its purpose the three leading questions were set

- What are the basic factors hindering female students participate in physical education practical activities?
- Is the school created conducive and suitable environment that encourage female students' participation in practical class of physical education?
- Why not females' participation of practical class in physical education was not equal with males?

To answer this questions the data collected from teachers, principals and female students of four schools called Arboye, Wesheba, Ketealaga and Bolo high schools of Arsi zone Jeju woreda.

Based up on the analysis made the following major findings were obtained.

1. In Arboye, Wesheba, Ketealaga and Bolo secondary school loss of awareness raising among female students in relation to participations of practical class of PE decreased the females engagements.
2. The four secondary schools of Arsi zone Jeju woreda in practical class; participations of female students affected by loss students' interest to engage in activities.
3. Arboye, Wesheba, Ketealaga and Bolo secondary school female students' participations of practical class in PE was negatively affected by loss teachers' motivation toward female students.
4. Lack of different sport clubs for female students in school surrounding decreased the female students' participations in practical class of physical education.
5. Loss of focus on the female students sport movement and lack of special attention for the female students decreased their participations in practical class in Arboye, Wesheba, Ketealaga and Bolo secondary schools.
6. Lack of proper sport wearing was one of the reasons to decreased females students participations of practical class in physical education of four secondary schools of Arsi zone Jeju woreda.
7. The understanding of teachers toward female students was one of the negative sides in all Arboye, Wesheba, Ketealaga and Bolo secondary schools of Arsi zone Jeju woreda.
8. Lack of suitable facility and equipments of physical education in four secondary schools decreased the practical class participation of PE by female students.

5.2 Conclusion

According to the researcher the study has the following conclusion: The perception that considers female students incapable of performing physical activities as male students. As a consequence of which, low expectation of teachers, peers to females performance and female students themselves lowering their performance in physical education and sport activities, these appear to be the major factors that contribute to female students low participation in the school and out of the school environment.

Cultivating self-esteem in students can help to lead them to achievement because feelings of high self-esteem can lead to successful academic performance especially female 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 clothes and sport fields.

Cultural imposition of the society looking of female students as they are not equal to male students and insult and attack because of their sex. This has resulted negative impact on the motivation of female students from participating in physical activities.

As far as the participation of female students in physical activities was concerned, female students should participate by breaking all the barriers from their surroundings. Hence, the researcher indicated that imposition of tradition upon females' students being considered as not equal to males.

Moreover, the study result showed that friends and teachers all significantly, influence the way a females student views physical activity. It is not surprising that PE teachers play a diminishing role. In addition to an indirect effect, it was also found that gender

appropriateness also directly affects perceived competence. When a student feels that the activity is appropriate for her gender, she also feels more competent in that activity.

The finding of the study indicates that in Jeju woreda four secondary schools does not have available of sport facility and materials. So this is the major problem that female students low participation in the schools of practical activity.

According to the result of the study, female students don't understand physical education as a subject, because of physical education period is give once a week and there is less suitable infrastructure in the schools in addition to that they have less awareness for physical education subject.

5.3 Recommendation

According to the researcher study has the following recommendation intended to be in action.

- Female students have to participate in school environment in sport activities like their male counter parts or equally to their brothers. Therefore, parents fear of opposite sex relationship and low academic achievement of their daughters has to be changed by creating good communication with the school and by orienting and teaching their daughters to avoid risk behaviors by arranging study program and sex education to encourage them to participate in extracurricular sport activities.
- Workload at home environment has an effect on female student's participation. Therefore, the extra time they should have to be distributed for the study, recreation, housework and for other activities. In line with this, female students

also have to respect their parents will and interest by developing positive discussion with their families to create a common understanding.

- Principals were responsible to orient and encourage PE teachers to produce and utilize relevant instruction materials which were locally made to promote the teaching learning process in the field of education.
- Scarcity of sport materials and sport field discourage female students in particular, therefore, schools should allocate budget to purchase sport materials including teachers sport suit, to construct sport fields and to prepare sport competitions and should include in their annual plan.
- Schools create a good relationship with female students and give them awareness about academic performance, participation in school clubs, the importance of extracurricular sport activities in relation to health and their future life style.
- During observation, some of the existing facilities were inadequate particularly in those schools. These schools should, therefore, be facilitated by using the government and the societies resource investing to reduce overcrowdings in sport fields, buying sport materials, separate male and female student performing physical activity materials, building cloth changing rooms and other gender sensitive materials.
- Female students existing perception about lower capability in performing physical activities out of the school environment has affected female self-esteem, self-confidence and attitude which in turn has an effect on their performance. Therefore, PE teachers of secondary schools and other concerned bodies have to work hand in hand to promote and change the existing picture of female student's

participation in physical education by providing reward to those who perform better.

- Physical education teachers should create awareness for female students, to apply student centered teaching approach in order to motivate (encourage) female students in practical class of physical education period.

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Appendix A

Addis Ababa University

College Education and Behavioral Studies

Department of Science and Mathematics Education

Questioner for secondary school female students

The purpose of this questioner is to assess the problem of female students' participation in practical class of PE in four rural government schools of Arsi zone jeju woreda. The data would be used only for research purpose. The usefulness of research depends on how genuinely you respond to the items indicated in the questioner.

Note: 1. you are not required to write your name

2. All questions raised here are equally important to attain the objectives of the study. So, it is of great help not to leave any question unanswered or uncompleted.

Thank you in advance for your cooperation!

Part One: Background information

Schools	Number of respondent Grade		Age		
	9th	10th	15-18	18-20	Above 20
Arboye secondary school					
Bolo secondary school					
Wesheba secondary school					
Ketealaga secondary school					

Part Two: Direction: - Please choose the correct answer for question with alternatives and write your opinion for open ended questions.

1.To What Extent Physical Education Teacher does You Motivation during Physical Education Period

Always ☐

Sometimes ☐

Usually ☐

Never ☐

2 Extent Male Students Support You during Practical Class of Physical Education

High ☐

Medium ☐

Low ☐

3 Related With Performance Level of the Female Students in Practical Class

Good ☐

Average ☐

Poor ☐

4 Permission of Sport Wear

Yes ☐

No ☐

5 Permission of Equal Chance by You Physical Education Teacher

Yes ☐

No ☐

6 To What Extent of Your Need to Sport Wear during Practical Class of Physical Education

High ☐

Average ☐

Low ☐

7 Your School Prepare Suitable Equipment Separately?

Yes ☐

No ☐

---

8 Have you full self confidence participating in physical activity?

Yes ☐

No ☐

9 Your Teacher Prepare Training Female Students Separately

Yes ☐

No ☐

10 Your Parents Help When You Participate in Different Sport Activities Inside or Outside of the School.

Encourage ☐

Discourage ☐

11 Degree of Biological Factor to Participate Actively during Physical Education Period

High ☐

Medium ☐

Low ☐

12 Degree of physical and Physiological Factors to Participate Actively during Physical Education Period

High ☐

Medium ☐

Low ☐

13 Physical Education Teacher understand the Natural Problem of Female Students during Physical Education Period

Yes ☐

No ☐

14 Extent comparing physical education with other subject

High ☐

Medium ☐

Low ☐

Appendix B

Addis Ababa University

Department of Science and Mathematics Education

Questionnaire for Secondary School Physical Education Teachers

The purpose of this questionnaire is to obtain information about asses the problem of female students' participation during physical education class. Your genuine response contributes much to the success of the research to be under taken. Hence, you are kindly requested to fill the questionnaire

Back ground information

Schools	Number of researcher	Sex		Age			Service year			Qualification			Marital status	
		M	F	<25	25-30	>30	<6	6-10	>10	Dip	Deg	Ma	Sing	mar
ASS														
BSS														
WSS														
KSS														

15 Female Students Participate Actively during Practical Class of Physical Education

Yes ☐

NO ☐

16. To What Extent Biological Factors (Menstrual Irregularities) Hinder Female Student to Participate Actively during Physical Education Class

High ☐

Medium ☐

Low ☐

17. To What Extent Cultural Factor that Hinder Female Students to Participate Actively during Physical Education Class.

High ☐

Medium ☐

Low ☐

18. Question Related with the Material Support Practical Class in Physical Education.

Yes ☐

No ☐

19. Question Related with Special Attention give for Female Students from their Physical Education Teachers

Yes ☐

No ☐

20. Question Related with the Females Participations in watching different Sport Competition

High ☐

Average ☐

Low ☐

21. Does Your School have enough Equipment for Practical Class of Physical Education?

Yes ☐

No ☐

22. Does Your School have any Contact with different Schools for Sports Competition between Females?

Yes ☐ No ☐

Appendix c

Addis Ababa University

Department of Science and Mathematics Education

Interview for Secondary School Principals

The purpose of this interview is to obtain information about asses the problem of female students' participation during physical education class.

Back ground information

Schools	Number of researcher	Sex		Age			Service year			Qualification			Marital status	
		M	F	<25	25-30	>30	<6	6-10	>10	Dip	Deg	Ma	Sing	mar
ASS														
BSS														
WSS														
KSS														

1. What do you think about possible solution to enhance the participation of female student in practical class?
2. Why not female students participation in practical class not equal with male?
3. How to increase the participation of female students during physical education period?
4. Does your school physical education teacher give a special attention for female student?

Appendix D

Addis Ababa University

Department of Science and Mathematics Education

Observation Checklist

Part one : General information

1 Name of school_____

2 Grade or section observed_____

3 Topic of lesson_____

4 Number of students in class:-

Male __ Female __ Total __

Sex__ Age__ Date __ Time __

For students

Questions	Arboye			Bolo			Wesheba			Ketealaga		
	High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low
Used appropriate clothes												
Physically active												
Did warming up before exercise												
Actively participate during practical class												
Enjoyed in exercise												
Stressed when doing exercise												
All female students participate during Practical class												
Is there any change during observation 1&2												

For teacher

Question	Arboye		Bolo		Wesheba		Ketealaga	
	Yes	No	Yes	No	Yes	No	Yes	No
Is there materials enough to the participants?								
The teacher is motivated when teaching the students?								
Is the teachers control the students while teaching the practical class?								
Is the teachers used different teaching methods?								

Declaration

This thesis my original work and has not been presented for a degree in other university and that all sources of material used for the thesis are acknowledge

Name: Hailu Negash

Date 18/05/17

Signature Hailu Negash

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

Advisor Name: assistance professor: WondimuTadesse

Date: 18/05/17

Signature: