

**INFULENCE OF CULTURE ON GIRLS PHYSICAL EDUCATION LEARNING:
WITH SPECIFIC REFERENCE TO SOME SECONDARY SCHOOLS IN HORO
GUDRU WELEGA ZONE, OROMIYA REGIONAL STATE**

BY

DEMSIS WOLDEAB

**ATHESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIS OF ADDIS
ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF SCIENE IN SPORT SCIENCE**

Addis Ababa

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ACRONYMS

CEDAW	Convention on the Elimination of Discrimination Against Women.
ETP	Education and Training Policy
FAWE	Forum for African Women Educationalists
ICDR	Institute of Curriculum and Development of Research
IDR	Indian Depository Receipt
IOC	International Olympic Committee
MCVS	Multiethnic Cultural Value Scales
PE	Physical Education
PHAC	Public Health Agency of Canada
UN	United Nations
UNICEF	United Nations Children's Fund
USA	United States of America

ABSTRACT

The purpose of this study was to investigate the influence of culture on girl's physical education. The data gathered through questionnaire were analyzed by using frequency counts and percentages; the data gathered through interviews and observations were analyzed. The participants of this study were 6 physical education teachers, 4 directors, and 180 secondary school students in Shambu and Amuru secondary schools. Therefore, from the study population, 20%, i.e. 180 secondary school students were selected as a sample. The finding of the study showed that the influence of culture on girl's physical education has severely affected female students; this was due to socio-culture practices, religion, and parental attitude. It is recommended to encourage female students as well as employing female physical education teachers, school principals, community and parents had the responsibility of resolving the current problem regarding the participation of female students in physical education program.

Key word: Culture, Participation, Influence, Attitude, Community

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is fundamental for cultural, social and economic development of a country. No country have achieved its development stage without education. In addition, It is the main means to bring changes in values and attitudes of conductive to changes, school are educational institution where students can construct and use systematic knowledge, develop creative thinking and acquire a better understanding of the world. It is in the school that the young generation of a country is shaped and develops the social, emotional, physical and mental potential in accordance to the educational goals of the country.

The overall cultural, social and economic development of a country depends up on the degree to which it ensures access and opportunity of education to all social groups without any disparity. However, different subject and different level to learning acquisition are still major problems of our country among women and men compared to males, females have less access to enter school ,are not provided with equal opportunities at all levels of education and hence do not enjoy the benefits of education that females do (Tsigie Haile,1991:1)

In recent years, the women's issues have come in to the agenda of nations and international agencies, at different forums including the UN's declaration and meetings. Hence, all these action have influenced governments, as a result they have attempted to incorporate women issue in to their development plans and have made policy changes in favor of women (Genet Zewdie, 1991:9) the education and training policy of Ethiopia (TGE, 1994:29) gives due consideration to female education .The policy document states that "special attention will be given to the participation of women in the recruitment, training and assignment of teachers".

Female education in the third world suffers from low participation, poor performance and gender biases, which are the outcome of cultural influence of the society discriminatory practices on females culture and gender role socialization has its root at home and is reinforced in schools other social institutions (Genet Zewdie, 1991:9).

Among the major disparities manifested in the educational system the equity between the two gender groups exist, high-level miss match is reflected between what as intended and observed it is assumed to be the principal element, which is accorded attention to promote female

education, and has the following points in the educational and training policy document (TGE, 1994: 29).

Special attention will be given to women and those students who did not get educational opportunities in the preparation, distribution and use of educational support in puts.

A female has less access and high influence of culture to education is an injustice treatment to females as individuals and it has a serious consequence for the country at large. When we address the issue of influence of culture on girl physical education, we have to consider various points some view in terms of the context of the physical education learning movement itself and of its network of organizations which extends from the call to the regional, national and international level. Stivachitis, (1999:2) stated that, at the united nations level , the convention on the Elimination of all forms of discrimination Against women (called CEDAW)was a major achievement for the women's rights movement when it was adopted by the UN general assembly in 1979 She further added that ,it is necessary ,however, to mention that UN initiatives and conferences focused primary on sport for all as sport and physical activities at school or in leisure time that concerns a large number of women and girls and is more directly related to education and social life Stivachtis, (1999:2) CEDAW article 109 deal with education states:

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

According to (ICDR 2001:1) physical education syllabus for grade 9-10 is an essential subject matter focused on learning in the psychomotor domain and the development of life time patterns of physical activities of male and female students involved in physical activity develop coordination and abilities use full in work and play ,develop ethical behaviors and the responsibility of citizenship, self discipline, and quality of leadership to lead activities in team sport and get opportunities to play with their peers and this contributes to higher academic and social achievement.

Leanard and Knapp (1968:77), the fundamental purpose of Physical education is to promote through selected physical activities. the establishment and maintenance of competences, attitudes, ideas, drives and condition which enables each individual to establish a pattern of living that provides satisfactory self expression and adjustment through individual accomplishment and that contributed to group welfare through home, community, state, national and world citizenship experience appropriate for each individual

The focus and concern of Physical education is the development of physical, social, emotional and teaching of skill, the acquisition of knowledge and the development of attitude through movement and as a result it contributes much to the total education process.

The new education and training policy 1994 states that Physical education shall be given due attention and the Institute of Curriculum Development and Research (ICDR) has developed syllabus for Physical Education on the basis of the policy to increase the participation of both male and female students.

Since females are occupied by house hold activities, they have less time to participate in physical education activities. Therefore, the participation of female students in Physical education seeks more attention and can be maximized by providing them access to relevant education and training to promote their participation for the development of the society.

When we look at the influence of culture on girl students in physical education there are important problems such as school factors, personal, parental, social attitudes, instructional material, peer groups, socio culture, Economical, physiological and psychological factors are observed. However females can show remarkable improvement in their bark out backward cultural outlook by making continuous physical exercise. To this end physical education plays a decisive role.

Furthermore, Stirachrtis; k. (1999:3) elaborates that the convention clearly recognizes that a restriction or prevention of women or girls from sport and recreational activities is an act of discrimination which violates the enjoyments of their human rights. The convention further recommends this promotion of support and physical education learning for girls as an important tool to eliminate socially constructed gender stereotypes.

Thus, the impact of sport on women and girls lives goes even further than expected. It is beneficial for the health and their social integration, enriches communicational feelings and develops sense of self esteem.

Stivachitis, (1999:4) states that the platform, for action which was adapted by consensus by all governments represented at the 4th UN conference on women in Beijing 1995 that actions should be taken by governments` educational authorities and others educational and academic institutions to:

provide accessible recreational and sports facilities and established and strengthen gender sensitive programmers' for girls and women of all ages in education and community institutions and support the advancement of women in all areas of athletics and physical activity, including coaching, training and administration, and as participants at the national regional and international level.

According to Harg Alexander (1951: 540), in the past years some physical changes have been observed in females who have usually performed physical exercise such as speed, strength, flexibility, and cardiovascular endurance.

Furthermore, the governments, in cooperation with non-government organizations, the mass media, the private sector and relevant international organizations, including United Nations as appropriate, should;

Create and support programmers in the educational system, in the work place and in the community to make opportunities to participate in sport, physical activity, and recreation, use sport facilities and take part in competitions available to girls and women of all ages on the same basis they are made available to men and boys.

Therefore, if substantial progress to be achieved in the field of the advancement of women we need to ensure that any program of activities and any policy in the field of sport that recognize and fully address the needs of women and girls. And in so doing we need to work jointly with men and women. Thus, it is the intention of this paper to explore the state of influence of culture in the physical education, in order to reinforce my argument have collected and

interoperated the data to identify the state of female students in physical education class. Finally, a conclusion was made based on the findings.

1.2 Statement of the Problem

The issue of gender particularly in education has becoming a concern in many countries. Physical education is not exceptional in this regard, it is a severe problem in developing nation like Ethiopia where there is the existing perception and responses of influence of cultural practices and physical education on girl students there is influence of socio-culture, religion, parental and personal attitude, lack of family guidance and counseling, is in appropriate instructional materials in the existence of little research in the area. Hence it is necessary to get clear understanding and to find out the influence of culture on girl physical education.

Schools are used as a source of a future generation in any kind of sport. Similarly, sports help for the future generation to be creative thinker and acquire a better understanding of the world. Hence it is necessary to get clear understanding and to find out the influence of culture and to improve female`s participation equally with males, through a research.

This study strive to assess the existing, perception, response and the influence of culture on girl student`s theoretical and practical physical education session in comprehensive manner in the stated area.

Research question

This research is entitled as: Influence of culture on girls' physical education learning: with specific reference to some secondary schools in Horo Gudru Welega Zone, Oromiya Regional State.

1. What is the existing cultural practices and physical education of girl students?
2. What is the perception and responses of girl students about cultural practices towards physical education participation?
3. What is the influence of culture on girl students on physical education learning?
4. Does sport benefits to health, fitness and social relations among societies?
5. What are the possible solutions for the influence of culture on girls?

1.3 Objectives of the Study

General objective: The general objective of the study is to critically assess the existence, perception, response and the influence of culture on female students on physical education in the stated area.

Specific objective: The specific objective of the study is to:

- ❖ Assess the existing cultural practices on physical education of girl students;
- ❖ Evaluate the perception and responses about cultural practices towards physical education; and
- ❖ Identify the influence of culture on girl students on physical education.

1.4 Significance of the Study

This study would help and enrich the base for further researches in the area of influence of culture on female student physical education. The results of the study indicate the problems and causes that affect female student physical education.

The findings of the study could help to inform the stakeholder and others about influence of culture in high school. It further enlightens the strengths and weaknesses of female participation, which will have enormous significance for the stake holders to take the peculiar circumstances of the area into account in devising and implementation case specific intervention plan.

1.5 Scope of the Study

This study was conducted in Shambu and Amuru Secondary School in Horo Gudru Welega Zone Oromiya Regional State. The study did not show an exhaustive account of influence of culture on Physical education realities of other high schools and preparatory schools in the given zone. The study also tried to look at the existing cultural practices on female students on physical education.

1.6 Limitation of the Study

In conducting the study the researcher faced the following limiting factors:

- Lack of enough reference materials and other additional studies on the area related to this study;
- Shortage of time and budget;

- Unwillingness of the participants in filling the questioners;

1.7 Operational Definition

Physical education activities: - Physical education activity is the participation and interaction of students in answering and questioning in class and participating practical physical activity in the field.

Participation: - Expressed by the term enrollment and refer to the number of pupils (girls or boys) who register every year to attend and the rate of involvement in theoretical and practical activities.

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

Culture: - Is an attitude, believes, practice, interaction between individuals and/or groups in a given society. It is an informal rules and regulation derived from a day to day activity of a given society.

Religion: - A unified system of beliefs and practice relative to sacred things and mystery of the universe. From a communal view points, its function is to unit adherents in the moral community.

Sport: - Is an organized and formalized competitive form of play which exists purely for pleasure or education or for combination of two.

Physical Education: - Is an education which is given mainly through physical activity maintained to develop physical, mental, emotional and social wellbeing.

Physical activity: - An activity that can be executed by following training principles.

Community: - Is defined as a geographically and ethnically similar group, with shared family or educational concerns showed in the study (Williams, J.H. 2009).

Parents: - Part of the community who have enrolled their children's in the school (MoE, 2010).

1.8 Organization of the Study

This study consists of five Chapters chapter one deals with Background of the study, statement of the problem, significance of the study, delimitation of the study and definition of key terms as used in the research document. Chapter two present, the review of related literature; the significance and contribution of physical education for girl student, Influence of girl students' physical activities, physical education and physical activity, Cultural factors affecting girls physical education, religious point of view female and education. Chapter three deals with research design and Methodology. Chapter four deals with discussion and analysis of data. Chapter five deals with summary, conclusion and recommendation of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Based on the relevance to a research topic some of the important review of related literatures discussed throughout this paper this includes.

2.1 Concepts and meaning of culture

Culture is defined in different ways by different scholars in the field of sociology. In fact, it is very important to have full understanding of the meaning of culture before directly going to its influence. Leonard II (1998:50) points out that “the concept of culture is as fundamental in understanding human social behavior as the concept of gravity is in physics or diseases in medicine, or evolution is in biology”. So, it can be said that culture is a broad concept closely related to immense social phenomena.

Leonard (1998:53) defines culture as follows:

Culture is the changing patterns of learned behaviors and the products of learned behaviors (including attitudes, values, knowledge and material objects that are shared by and transmitted among members of society).

One can conclude, therefore, that culture is common property of a given society. It is also stressed that it is composed of the things that people of a certain community have learned to do, to believe and enjoy in their lifetime.

Butcher (1972:32) also describes, cultures “A learned behaviors transmitted from one generation to another” for this scholar, culture is a way by which people think, believe and act. Culture was primarily established due social interaction that has been existed among human beings.

In addition culture is “the common ideas, beliefs, practices and perspectives that societal members share and that in turn provide ‘blue print’ for their behavior” Ibid (1998:51).

2.2 The Significance and contribution of physical education for girls

Biological Social and Cultural Perspectives

Study group of physical education examined several biological explanations for deference in performance including: gender likely to be less prescriptive than in other subjects. So, guidelines and policy statements will need more attention at school level (Creedon, 1994:35). These include: Widening experiences, extending opportunities, multicultural sports, and team games.

- **Widening Experiences**

The whole range of moments should be experienced by all children, and the physical education curriculum should provide them with the opportunity to develop physical skills which will be useful for number of different games and sports. There is little difference in physical strength or muscle and fat distribution between boys and girls at primary age. In fact there are likely to be many differences between members of the same sex as there are between the sexes.

- **Extending Opportunities**

Stereotype images about sports need to be examined, and sport is promoted as a worthwhile leisure activity. Many sport centers and clubs run after school and holiday activities for children. Good centers have a wide variety of such activities, which can give children a chance to extend their sport repertoire as well as helping them to keep fit.

- **Multicultural sports**

It can be very interesting to experiment with sport and game from a variety of cultural, but, consideration has to be given to religious and cultural practice. So that, girls can participate fully.

Gender Issue

Creedon (1994:32) described gender in terms of biological, social and cultural perspectives. According, to him, in the last century the biological differences between men and women were considered all important, and the curriculum was designed to give the individual a particular place in the social hierarchy. Hence, the curriculum was affected by class as well as gender, but women were seen as intellectually inferior and incapable of sustained study.

This view is really expressed so openly today. Although dated biological and psychological evidence is occasionally quoted as an explanation for individual differences. The nature–nurture debate has founded discussions on educational equality whether it relates to race, gender or class difference. This is essentially an argument about whether it is our biology or the environment within which we grow up that has more important implication for our eventual fate.

Biological determinism has been a powerful way of explaining the observed inequalities of status, wealth and power in society It also provides a means of defining human ‘universals’ of behavior as natural characteristics. When biological determinism is related directly to suppose racial differences its absurdity is particularly sticking (Ibid).

In conclusion, for the purposes of educational equality, the nature (nurture) debate is significant if those who believe that behavioral and intellectual differences are biological. They also believe these differences are inevitable and immutable.

2.3 Influence of culture on girl students physical activities

This investigation was guided by Welk. et.al’s (2003) model of adolescent physical activity and unger.et.al’s (2002) multiethnic cultural values scales (MCVS; unger et.al (2002). Both of this investigation was quantitative in nature and very useful in identifying that contributed to other behaviors in large populations of girl students. In Welk et.al’s (2003) model, parents influenced adolescent physical activities through two primary mechanisms, role modeling and social support. Welk et.al’s model was based on the youth physical activities promotion model, which proposed that parents influenced adolescents both directly and indirectly through various may also influenced adolescent physical activities directly and indirectly.

Fredrick son Robert (1997) argue that unique combinations of ethnicity, class, sexuality, age, and other physical and personal attribution undoubtedly create unique sets of (cultural) experiences(p.174). Which naturally must included physical activities experiences? As direct and indirect contribution of cultural attitudes on physical activities was expected to differentially affect male and female, the present study focused exclusively on females.

Cultural attitudes

Unger et al. (2002) developed multiethnic cultural values scales (MCVS) by adapting previous scales on filial piety, familism, collectivism, mechanism and fatalism. Published within the realms of sociology anthropology and cross cultural psychology. These five cultural values were thought to be particularly associated with health risk behaviors (like inactivity). Unger et al (2002) explain that values scales play an important part in gaining “ a more complete pictures of the range of cultural values in the population”(p.262); however, the inadequate to explore how cultural values , if any , specifically influence behavior in regards to physical activity.

Parental attitude towards physical activity

It was important to assess participants perceived parental attitudes towards physical activities because parents are highly influential toward physical activities participation in four distinct ways; role modeling, encouragement, involvement and facilitation. Role modeling included parents interest in physical activities and their own efforts to be physical activities, encouragement referred to over effort of parents to encourage their son/ daughter to be active involvement was operationalized as an overt form of support like a parent engaging in activity with their daughter and finally facilitation referred to gate keeper support of parents mediating access and opportunities for physical activities.

Personal attitudes towards physical activity

While parental attitudes may directly contribute to girl physical activity patterns by the mechanisms suggested in the previous section, they may also indirectly shape their daughters' personal attitudes towards physical activity and ultimately affect their daughter's activity behavior. As well, daughter's attitudes can be shaped by personal experience and social environments.

Welk et al (2003) investigated personal attitudes to exercise and perceived constructs: liking of games, linking of exercise, linking of physical exertion, peer acceptance and importance of exercise (Brustad, 1993); perceived competence was operationalized as self-esteem and athletic competence (Harter, 1988), as all of the constructs listed above have been shown to predict female activity patterns.

While personal attitudes may directly contribute to adolescent physical activity patterns by the mechanisms suggested in the previous section they may also in directly shape their daughters' personal attitudes towards physical activity and ultimately affect their daughters' activity behavior. As well daughters' attitudes can be shaped by personal experience and social environments.

Welk et al (2003) investigated personal attitudes towards physical activities by looking at attraction to exercise and perceived competence in exercise. Attraction was captured by five constructed ,likely of games, linking shown of exercises ,linking of physical exertion, peer acceptance and importance of exercises(brustad,1993), perceived competence was operational zed as self esteem and athletic competence(Harter,1988). As all of the constructs listed above have been to predict adolescent activity patterns.

2.4 Physical education and physical activity

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

Education should be directed developing the child's personality, talents and mental and physical abilities to their fullest potential, at the same as fostering a respect for his or her parent, his or her own cultural identity, --- for the national values of the country from which he or she originates, and for civilizations different from his or her own (Canada, April 2004, p35).

Canada's (April 2004) vision to promote inclusive educational practices and learning environments was published.

The public health agency of Canada (PHAC, 1999) explains that "minority group often experience higher degree of stress from a variety of sources, including ---- social and personal isolation and negative attitudes" them.

Physical education classrooms, in particular, have been identified as environments that may victimize visible minorities (Vertinsky et.al, 1996); however, these classes may also be opportunities social transmutation if teachers foster a positive space for interactions between multicultural youth. Chung and Phillips (2002) argue that teacher is vital in the "process of

attitude modification for students” (p.129), which includes physical activity. Health Canada (2002) supports this notion of teachers fostering attitude modification within students, and specifically suggests that with in health and physical activity; physical education teachers have the opportunity to “build physical activities thinking and behavior into their classroom to help kids become aware of the need for physical activity regardless of their cultural heritage.

Vertinsky et.al (1996) point out that indo-Canadians (and similar cultures) may face specific barriers to participation in physical education classes:

The issues for many Indo-Canadian families revolve around cultural traditions about the body and the closely related concepts of safety, protection and modesty --- rituals like wearing shorts or other body reveling sportswear in public and exercising in mixed company are sometimes seen as contrary to the ideals of femininity that emphasize modesty (pp 9-10).

The authors suggest that the mode of exercise that is espoused in Canadian physical education programs (uniforms; activities traditionally seen as”masculine”) prompts cultural objections from parents, and this ultimately deter female Indo-Canadian youth from engaging in physical activities.

2.5. Cultural Factors Affecting girls Physical Education Learning

A. In the society

There is a great chance for a society to be affected, if not governed, by its culture, and culture values. More specifically, girls are more liable to the influence of culture than boys. Several biomedical studies “reflected and encouraged girl’s passivity” Leonard II says:

She (the female) had to be confined and prevented from doing anything that might damage her delicate reproductive system; and that meant that she had to be prevented from doing virtually any physical activity (1993:246).

There was even a strong tendency on the part of medical doctors and educators to deny female the chance of gating higher education thinking that it would be physical dangerous (Ibid). It was often thought that females were completely dependent on their economically productive husbands. There were believed to have rigid social roles and to invisible being in the world of culture building.

The place of female is still considered as some were outside the public sphere. Their roles of in the society have been under estimated. As stated by Leonard II (1993:252), the roles females are limited to become good mother and wives and to provide support and comfort to their productive husbands. On the other hands, cultures give a great place for males in the society.

According to Leonard II (1993:241) females are also given routine an usually rigid social roles. The culture of most societies in the world urges its respective female to become completely dependent on their husbands for economic gains. It seems that it is difficult to find a culture that encourages female to be self supportive and to stand on their own toes. To conclude, females are highly affected by the negative influences of cultures than males, to perform physical activities.

B. In the School

The influence of culture as also be reflected in the teaching-learning process. Girls seem to be highly affected such cultural influence. That why the American amended its educational policy 1972.

The actual words of the amended police run as follows:

No person in the United States shall, on the bases of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any educational program or activity receiving federal assistance (Pestolesi and Sinclair, 1978:103).

The above amendment was made to give equal opportunity of education for both boys *and girls*. It is often considered that participation in most activities in school is left for boys, and that girl's task is simple to watch whatever the boys perform (Leonard II, 1993:243). As the school is becoming more and more a community center, as to Doncash (1983:3), cultural influences often observes in the society are likely to be seen in the school.

Several studies also highlight the influence of the class room climate on female students. Mangan (1973:57) states that autocratic situation produced tension, individual hostility, and less stability in the group structure was as in the democratic situation there was greater constrictiveness and stronger filling group property in the group goals. Moreover, Mangan(1973:60) in his socio metric study in the sinner high school level demonstrated that the

value of the democratic method of physical education class management by objective data showing greatly increase acquaintanceship and significance decrease in the number of an popular and an watched girls during a one semester experimental period.

Basically teachers and administrators should not be autocratic among their students as different scholar's studies some of them are seen as one factor influencing female students' participation in physical education class.

Therefore, from the above ideas, we can some up that these autocratic cultures may have highly negative influence on girls' physical performance and physical education class.

In most cultures girls are often regarded as weak creatures as compared to boys. They are usually seen as inherently sick and fragile to perform an activity that could be handled by men.

Leonard (1993:246) stated that females have to be confined and prevented from doing anything that might damage her delicate reproductive system; and that meant that she had to be prevented from doing virtually any physical activity.

Concerning cultural influence on females' education, Qdaga and Heneled (1995:201) reveal that, cultural influence is so strong that it brings dilemma in females on their educational participation and ignoring their contributions in any field including education.

Pat et.al (1991:17) stated, it is important to recognize that stereotyping all boys and all girls as representing particular behavioral and intellectual traits is dangerous. All boys are not hooligans just as all girls are not passive by standers. According to them it also confirmed that, investigating gender issues involves:

- Standing back to recognize difference between overall patterns;
- Acknowledging individuals in their own right.
- Recognizing the teachers can influence behavior.

Teachers need strategies at their fingertips which they can draw up on to enable their pupils, however, young, to change traditional and inappropriate sex-role stereotyping.

They also viewed that; we should aim to extend the horizons of men and boys as well as women and girls. Males too have much to gain form a wider interpretation of their role. Equal opportunities are improving the lives of all.

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

C. In the performance of physical activity

It is common understanding that it is very hard to separate culture from physical education (J.A. Mangan, 1973:57). That means, it is hardly possible to forget culture and talk about physical education.

Vilmar (1979:47) reviewed an earlier study written by Holling Sworth. As he stated, Holling Sworth's study showed no recurring patterns in maximum efficiency during the menstrual cycle and she concludes that variability in performance was not attributable to physiological changes. The use of pulse rate as a measure of physical efficiency, although better standardized by Astrand in the fifties, was a reliable indicator for the development of Tuttle's pulse ratio test as he explained in relation to this test, Scott and Tuttle (1932:137), tested 100 females at different periods of time in the menstrual cycle:

1. Premenstrual, three days before the onset of flow;
2. Menstrual the second day of the flow;
3. Post menstrual three days following the cessation of flow;
4. Inter menstrual twelve days following cessation of flow:

They conclude that no significant fluctuation in pulse rate was observed. When they performed physical activity, between the four stages measured, there was no cyclic pattern of physical efficiency associated with the menstrual cycle.

Other indicators were examined by Phillips, (1963:120) who measured steadiness, reaction and movement time, blood pressure and heart rate during the period before menstrual flow, after menstrual flow, and during the inter menstrual period. There was no significant difference between test periods in 24 subjects who had a history of normal menstruation. He also evaluated heart rate during and following strenuous physical activity throughout the menstrual cycle. 28 subjects rode a bicycle ergometer for five minutes at the same time of day.

There was no statically significant difference in heart rate changes during and following strenuous physical activity throughout the menstrual cycle.

Villnar in his book, tried to explore North American falktale which holds that <<the odor of human menses excites stallions, make them aggressive and even violent>> (1979:53). He made an interview with eight female experienced individual in the handling of breeding stallions and was satisfied from their response to his questions that there was no evidence at all to support the belief.

Cultural influences go to the extent of limiting girl's participation in physical education classes. This influence might start with restriction on the way of dressing of girls. According to shorts to perform physical activities in front of people. This is, she further noted, one of the major influences imposed on girls by culture.

In addition, girls often don't have the permission of their families to participate in physical activities and encouragement to plan active role in physical education class. The athlete added, on physical activities and it even goes to the point that participation in physical education differentiates boys from girls (leonard II, 1998:246). In other words, only boys usually participate in physical activities to prove their baby hood.

However, in some parts of the world there are some conclusive evidences that girls have been freed from the traditional culture restrains of physical activity and today visible engage in physical performance activities at the highest level' (pestolesi and Sinclair, 1978:105).

D. Cultural practices

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

Cultural identity and gender are crucial in individual's make-up if we say that we value a multicultural society, we are then in difficulty when we want to question some of the gender related practices that go on within particular cultures.

Siedentop (1998:48) stated that, there are practices in all cultures which cannot be condoned, and think teachers have the right not to feel quality because they do not embrace all aspect of

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

E. Social and cultural factors

There are considerable evidences that social and cultural factors have more bearing than physical differences upon gender – based variations in performance and attitude at primary school age. Several researcher have shown that parental attitude to children’s play tend to be gender differentiated. Boys are often allowed more freedom to explore the environment, to display aggressive behavior and to engage in vigorous activities (Kamalesh and Sangral, 1997:81). They also expounded that, as children grow older; they tend to play with children of the same sex. This in turn may result in greater gender differentiation of play skills, since opposite sex children may be excluded or discouraged from single –sex groups.

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

F. Language

Kamalesh and sangral (1997:81) remark that words should be used carefully. Praising agirls because she runs like a boy is not the best way of encouraging either her or other girls to exert themselves. Using language like this will give messages of power and status to devalue one sex in comparison with another, as when a boy is told he “throws like a girls”

G. Sports Personalities

Arnold (1976:9) reports that role models are important. There are many good examples to cite at national and international level male and female, black and white. Many Local sports’ personalities are keen to encourage youngsters to take part in their sport and can provide a positive example right there in the classroom. This also provides a chance for children to widen their knowledge of locally available sports activities.

J. personal and social education

The education system is charged with preparing young people to take their place in a wide range of roles in adult life. It also has a study to educate the individuals to be able to think and act for themselves, with an acceptable set of personal qualities and values which also meet the wider social demands of adult life. In short the personal and social development of pupils is a major aim of education, Personal and social education being the means by which this aim is achieved (Leonard II and Marcellus, 1984:83).

K. Teachers' attitude and expectations

Teachers attitude are likely to be the reflection of broader societal view biases about the role and activities of males and females and stereotypical subjects inculcated in the curriculum. Classroom observations have shown that teachers encourage and pay more attention to boys than girls. because of this girls often may not answer the questions as equally as the boys, not because of they do not know but because of their socialization that does not allow them to even take the risk of being wrong (FAWE, 1996:39).

It may be more helpful to suggest that the interaction between teacher and pupils is bound to be a powerful determinant of a pupil's self-image and confidence, particularly at primary level (ibid)

Researchers in the field of gender differentiation have also questioned whether teacher expectations of gender – related a behavior by pupils have affected pupils progress and it stresses the gender experiences that teaches bring in to school with them cannot be ignored. They are role models for many children very young children; teachers are their first adult role models other than their parents. Our own experiences are bound to influence how we see boys and girls, both now and in the future. An awareness of this is an important first move towards ensuring a more equitable treatment of boys and girls within the classroom.

L. The role of the teacher

Teachers interact differently with boys and girls and this creates problems and inequalities in the classroom (IDR, 1999:119).

- 1) When teachers attend to task-oriented activities in class, boys receive more attention than girls.
- 2) When student demand teachers' attention, teachers respond to boys with instructions and to girls with nurturing behavior.
- 3) Boys are seen as trouble makers while girls are not. Therefore, teaches are more likely to reprimand boys.
- 4) Girls are given more attention when physical close to teachers, while boys are given more attention when they are far away.

Interestingly, male and female teachers are not very different in their views of student behavior. Teaches expect good behavior from girls but feel that boys require encouragement. In general, these interactions rein force physical proximity and conformity in girls and more tasks – oriented behaviors in boys (ICDR, 1999:119).

M. cultivating self –Esteem in students

Cultivating self-esteem in students can help lead them to achievement because feelings of high self-esteem can lead to successful academic performance. Every student wants to feel important and respected by her/his classmates and teachers. No one wants to be a failure. For this reason competent teaches give students to plenty of opportunity. They do their best to help even the least successful students find something to be proud of. Recognition of one's Success by others is enjoyable (ICDR, 1999:112).

According to Clark and starr (1986), teachers should see that their students have many success in their school work. The recognition of the success can lead; even offer repeated failure, to the attainment of the desired goals (ICDR, 199:112).

Teachers should also try to raise the students' level of aspirations. As a rule after success students raise their goals, after failure they lower them. One's level of aspiration then, is generally a compromise between one's fear of failure and one's hope for success, success–

oriented student set themselves reasonable goals that they can reach, but students accustomed to failure tend to set either impossibly high goals or unnecessarily low ones so as to avoid the stigma of defeat (ibid).

Because of their fear of failure, low achievers are liable not to try; Student who experiences success, being more confident, are more likely to exert real effort. So it is better to accentuate the positive. This approach to motivating student is more profitable because negative motivation tends to inhabit and retard learning and may be accompanied by other unwelcome side effects (ICDRER, 1999:11).

N. Religion

Religion may have a negative impact on female students not to participate fully in freedom in physical education activities. Appleton and et.al.(1990:60) point out that.

Religion for Christian and Islam is usually associated with low female students' participation to performance good physical education activities in the schools.

Seyoum (1991:99, also criticizes religions:

In traditional Ethiopia the Orthodox Church and mosque were the major institutions responsible for the dissemination of education. Even through the contribution of these two centers of learning to development of nation cannot underestimate; their effort to encourage the participation of females in tradition education had been negligible. The education of Muslim females shows no significance difference from that of church school. Mosque too did not encourage female's education.

As the above writer state, these tow religions did not encourage females to join education. Thus, this might indicated the fact that participation of female students in physical education at that time was unthinkable.

Seyoum (1991:99) also states that cultural and religious beliefs that discourage female's education and maintain male dominance have been among the major barriers to girls 'educational participation. Such beliefs pass from one generation to the next generation through folk tales, proverbs etc.

Religion also advocates inferiority of women to men , and most often the society views women participation for example in Soccer game is seen as violating cultural norms because of such influence females are even scared and ashamed of getting dressed as men to play soccer and other similar sports (Seyoum,, 1991:99).

O. Parents Attitude towards their daughters

Carran and Bordia, (1985:130) cited in John K. (1997:30) states that the change in the attitude of parents towards education of females seems crucial. The trend of the attitude of parents towards education towards improvement in participation of female is still slow. The reasons could be many where parents' attitude on the value of their daughters' education is among them.

Carran and Bordia, (1985) remarked that, the negative attitude of parents towards girls educations is the result of society's view of the roles of males and females. Obviously this role is not delimited by nature rather by culturally and socially accepted norms. Socialization as a link that inter relates gender and culture is one of the social barriers that hinder girl's educational environment by imparting sense of inferiority in girls mind and perpetuating male dominance (ibid).

Finally, while formal education is increasing valued by parents in most countries, difference often exist in the extent to which families deem schooling of equally importance, for sons and daughters. These attitudes are often complex and involve variety contingencies but, on balance, they typically favor sons than daughters. Indeed gender equality favoring boys over girls is not only reflected by parents but also is a common feature in much of the developing world in schools.

P. Partnership/Relationship

As Mawer (1996:117) Elaborated, a relationship which is built around a framework of honesty, trust and respect is then likely ot facilities a two way communication channel.

Moreover, O'Gara (1996:122) states that halls, walkways, fields, eating places, washing facilities, areas for trash disposal, play areas and latrines are typically "givens" in a school. If access to them is limited by gender, girls and taught that they do not have an equal right to occupy and use the environment in which they live. Access to all school facilities, laboratories,

libraries, computers and other mechanical equipment, playing fields, and physical education equipment should be possible for all students. If access is denied by school policy, girls lose part of their education.

If the student is not allowed the freedom to express their own idea, to analyze critically and experiment with these and other ideas, they will have no opportunity for independent inquiry, personal and professional development.

Q. School factors

Poor quality of learning environment, poor school facilities, irrelevant curriculum distance to school, lack of role models and teachers' negative attitude to girls' education are impediments that hinder girls' participation in education (FAWE, 1996:10).

Learning materials are one factor, which put female students at a disadvantage. Most of the physical activities materials are not suitable and inviting girls to participate in activities according to their ability and age-wise and they do not approve a balanced treatment of the sexes but exhibit male bias.

The educational training policy of 1994 says that education and training are equally available to both female and male students with special attention to the participation of women. The considerable emphasis given for women's education is indicated in the ETP, (Education and training policy) in article five as follows: The right of women to get career and vocational guidance at any institution of education, to have access to the same curricula as that of men and to choose their field of study shall be ensured.

Even if schools were neutral in respect of developing gendered experiences and identities in students, they would still be responsible for assisting students to understand, in an informed way, the broader processes and structures that contribute to gender-based inequality in areas beyond the schoolyard. (Wolpe, and et.al. (1997:77).

R. Lack of role models

As Ogaru and Nancy (1996:44) support that role modeling is an important part of social learning, thus increasing the number of female teachers is an important strategy to boost girls' influence of culture on physical education learning. Female teachers in the school can be models in competence, self-esteem, success, and ways of thinking and doing things.

The presence and/or absence of role models influence of culture on girls in education. UNICEF (1992:7), Mentioned that an increased number of females teacher is goal retention of females in schools particularly through the teachers position as role models. Similarly, the study mode by Tsige (1991) indicated that quite a big proportion of girls not often ask or answer questions in closes and the main reasons for this are fear of audience, fear of teachers, shyness, and lack of confidence.

Recruiting more female instructors providing preferential treatment in terms of studying, facilities, books, and other learning materials and giving due recognition to high performing girls (Genet, 1991:2).

Based on the above points, it can be concluded that, the presence of female teacher in schools has a great importance to education and particularly to physical education to enhance and develop self-confidence and declares to influence of culture on girls physical education learning in the school.

2.6 Religious point of view

Religion may have a negative impact on female students not to participate in physical education activities Appleton and et al (1990:60) point out that", religion for Christian and Islam, is usually associated with low female students` participation to perform a good physical educational activity in the schools" Seyoum (1991:99) also criticizes religion as:

In tradition Ethiopia, the Orthodox Church and Mosque were the major institutions responsible for the dissemination of education. Even though the contribution of these two centers of learning to the development of nation cannot be under estimated, their effort to encourage the participation of females in tradition education had been negligible. The educations of Muslim females show no significance difference from that of church school. Mosques too did not encourage female education.

As the above writer states, these two religions did not encourage female to join education. This might indicate the fact that participation of female students in physical education at that time is unthinkable. In fact religion has still a negative impact female students` participation school in the modern time.

Huston put and Theodore (1983:9) also describes, "Religion beliefs or even misinterpretation of religious principles continue to have a shocking effect on their personal development assertiveness and participation in the life around them, thus beliefs have seriously affected females` physically, economically educationally and socially".

Furthermore, religion also has its own impact on education of females. As some scholars point out that in no major portion of the world in the non education of females so much a purposeful part of religions and social customs and the education is opposite to the social pressure for Christian and Muslim female to become wives and mothers.

Therefore, according to different scholars` explanation, religious beliefs have been seen a significant barriers to hamper female students` education in general and physical education class room participation in particular.

2.7 Female and Education

The amount of education girls receive differs from country to country. Young (1990) cited in Mosse (1993:79) indicted the enrolment rate at both secondary and primary level in sub Saharan African elementary school 93 percent of boys are enrolled compared with 77 percent of girls. At secondary school level only 22 percent of girls receive a secondary education in sub Saharan Africa in comparison with 36 percent of boys. Contrary to this young also indicated that the same case in Latin American and the Caribbean where 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 African 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 worlds non literate people are women (yong,1990,in mosse,1993).

Young (1990:83) in mosse (1993) further states that much education offered to girls is a double-edged sword, in that it reinforces and heightens school their sense of in a adequacy an girls. Available literature suggests that while there is much that is inadequate or inappropriate about curricular in general, the effects of this on girls may be more damaging than on boys, young also explains that this is because of the stereotyping of women`s and men`s actives found in school literature. The expectation and models that are built in to the curricula seem to be more prejudicial to girls than they are to boys. Additionally, girls are often offered a

restricted curriculum emphasizing domestic science and other feminine skills, rather than science and technical subjects. According to Hydes (1989:8) view female education is being discussed as critical, not only for its contribution to literacy and learning but, also for its contribution to health, nutrition, family planning economic growth and physical activity and sports. As reported in most studies since female 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 student in physical education seeks more attention and can be maximized by providing them access to relevant education and training to promote their participation for the development of the society.

2.8 Female Education in Ethiopia

As one of the list developed nations; Ethiopia suffers from a very low representation of women in different fields at all education levels. In spite of effort and measures have been taken to encourage female's participation at all level of education. However, there are diver's factors that affect the teaching, learning process of female student. According to Tsigie (1991:1) among the factors contributing this gender differences are, societal and cultural beliefs, house hold responsibilities, early marriage, lack of motivation, lack of confidence lack of guidance and counseling services and so on. Furthermore, Tsigie's findings indicate that biological, physiological, psychological and religious factors also contributed to the low participation of females students in certain areas where the study was made.

Some of these suggestions forwarded by Tsigie (1991:1) to remedy this problem so that the gender gap could be narrowed include:

Establishing well organized guidance and counseling programs, giving special attention to female student, educating parents, organizing relevant programs through various means that could change the attitudes of the society in general and of females in particular.

According to Allasbu (1988), cited in Tsigie (1991:1) this reason for such low participation of women in different levels of education may be attributed to the values and attitudes that the Ethiopian society attaches to ward education of women that in most parts of Ethiopia patriarchal thinking dominate this culture.

Astede and Kebede (1988), cited in Tsige (1991:2), states that teachers as well as school administrators try to influence female students so that they join home economics, nursing or secretarial areas on the ground of their usefulness to domestic work. The view of the female student in regard to their education is not in any way different from the view of the preceding groups.

In relation to such withdrawn view Mclean(1967) as cited in tsige (1991) indicated that "it is my cannot achieve equally with men thus, it is with such background and skepticism that girl students participation is low in different levels of education and this may be also one of the reasons and explanation for their low participation in physical education.

Similarly with the above out looks Genet (1991:6) stated that, there are many constraints that prevent women from attaining equal education 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.

The researcher also further explained that, in the Ethiopian context where learning materials are in short supply, library space is inadequate, and text books, even if available, are shared with two, three or four, these situations demand that a student to compete and strive hard if he/she is to succeed. Considering the general personality of girls characterized by synthesis, unassertiveness and low self-image, it is not difficult to imagine their failure in achievement unless special attentions made.

Generally, women are regarded as intellectually inferior to men in many societies. This perceived inferiority to women is often given as 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 Duncan (1989) as cited in Genet (1991:14) 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 (200:24) indicates that "biased sex-role stereotyping has the effect of lowering women's self-esteem".

2.9 Physical education. As integral part of general education

Physical education is the integral part of the total education process which enhances and integrates that physical, social, and psychological aspects of an individual's life, though directed physical activity (Arnold, 1976:69).

Very often the natural relationship between general education and physical education is forgotten; with the result that the two exist physically together but functionally apart this has resulted in reducing the scope of the school program in two respects. Firstly the educational function of physical education has been neglected and secondly the physical functions of education are not recognized. These two are really complementary to each other and to have a function together (Festle, 1996:269).

Arnold (1976:69) also views that though a well directed physical education program students develop skills for the correct use of leisure time by undertaking activities which are conducive

Bucher (1972:45) defined physical education as: An integral part of the total education process a field of endeavor that has as its aim the development of physically, mentally, emotionally, and socially fit citizens through the medium of physical activities that have been selected with a view to realize these at outcomes. The above definition depicts that physical education is a process which utilizes activities that are inherent in each individual to develop a person organically, neuron muscularly, intellectually, and emotionally. These outcomes are realized whenever physical education activities are conducted in such places as the playground gymnasium and swimming pool.

2.10 Physical education as an academic discipline.

Life itself is "physical education" Presently it is in the process of transformation to bring physical education in to the mainstream of education. The current mood of the physical education to contribute their resource to the maximum in helping the individual to achieve a fuller growth (Ram et.al.1992:1). These authors further speculated on the possible inter-relationships between physical activity and other domains to knowledge. Besides it has been though necessary to enhance the scope, status and purpose of physical education and make it more broad based. Though there was some exploration of the influence of social, physical, cultural, and psychological conditions up on human physical activities there was not serious attempt to bring about cohesion among the various factors that stimulate human activity and

skill acquisition. For example, although accepted in theory element or issue like motivation, aspiration level, self-estimation, did not find their due place in the physical activities and programs and even in the modifying effects of factors like group interaction, competition and cooperation. To these authors they have been considered in a reunite, mechanical and in an unscientific manner.

2.11 Gender Issues in education

According to Mosse (1993:2) gender is asset of roles which like in theaters communicate to other people that are feminine or masculine. This set of particular behaviors which embrace appearance, dress, sexuality, family, commitments and soon together make up gender role.

Gender differs from biological sex in many ways. Biological sex is given, by nature. But the way in which become masculine or feminine is a combination of the two basic biological building blocks and the interpretation of biology by the culture (Mosse, 1993:2).

The term gender is also useful because it covers social roles of both women and men. The relationship between men and women is often crucial in determining the position of both equally.

The kind of relationship that can exist between women and men will be the consequence of society's definition of appropriate gender behavior. The work that women and men do in a particular society is determined by class, gender, and ethnicity. But most women also live in families, and gender relation in the family represent extremely important aspect of the way in which women experience the world (Wolpe, 1997:78).

Besides, the interest of needs of the women in a family may be quite different from the interest of the men. These interests are not based on the biological roles of women and men but on their social roles and the power and differences to status vested in this social role. For this reason, such interests are sometimes referred forces gender interest (Festle, 1996:172).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

To achieve the stated objectives, the researcher employed descriptive survey method. The method is appropriate to describe, understand and define the problem and influence of culture on girls participation in physical education. Descriptive research involves a technique of collection used to specify or describe occurring phenomena without experimental manipulation. It shares characteristics with both qualitative and quantitative research designs. So that mixed approach is applied in this research. The combination of these qualitative and quantitative data collection tools in separate method can endure blurring into one another in research practice (Crang and Cook, 2007).

3.2 Methods of study

In order to achieve the intended objective, quantitative and qualitative method is chosen. The data from open ended type of the questioner and interview was analyzed qualitatively by using words. And closed ended questioner results from students and teachers are expressed in statically. In this way there is percentage, table and table contains the item, the number and present of respondents for question.

3.3 Subject and sampling procedures

The method employed to select the study area was purposive sampling method and to select the research participants simple random sampling. In this study two schools were selected randomly out of ten schools from Horo Gudru Welega Zone. The selected schools are Shambu and Amuru secondary school. There were 451 students in Shambu secondary school, 450 students in Amuru secondary school total 901 students were selected. Therefore, the sample were drawn proportionally, 20% from Shambu secondary school 90 students from Amuru 90 student were involved.

These sampled schools were believed to be adequate in representing the population, in order to choose representative sample of students which are the target for the study were selected by using simple random sampling and fill the questionnaire. From the sampled school all teachers who had been teaching physical education in grade 9-10 were taken as respondents to fill the

questionnaire. For the actual class and practical session, observation was done while the lessons were given.

The observations were conducted in schools four times in each school in practical and theoretical classes interview was also conducted with school directors.

3.4 Sampling Selection and Procedures

The method employed to select the study area was purposive sampling method and to select the research participants simple random sampling.

3.5 Tools of data collection

In order to achieve the objectives of the study both primary and secondary data were utilized in the study. The primary data was gathered mainly by the tools such as questioner, structured open-ended interviews, and student and school offices observation. The secondary data was gathered from different materials such as books, journals, magazines, published and unpublished materials and online sources.

3.6 Procedure of data collection

The researcher adopted three steps in collecting the data for the study. First relevant literature was reviewed to get adequate information on the topic, second objectives and research question were formulated to show the direction of the study. Third, data gathering tools were developed the questionnaire was distributed and collected, classroom observations have taken place. Finally the interview with school principal was conducted.

3.7 Methods of Data Analysis

It is the process of systematically searching, arranging and organizing the questionnaire, Interview and observation. The data collected through questionnaire was organized in the form of tables. The organized data was presented and analyzed quantitatively by the methods of descriptive statistics percentage. The analyzed data was then discussed and interpreted. Observation and interviews analyzed qualitatively. Finally conclusions and recommendations were drawn from the interpreted data.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION

This chapter deals with presentation and analyzing of the data collected through questionnaire, observation and interview. The data are presented in tables, analyzed using percentage and textual description. In this process the first section deals with the general background information of the total population. The second section deals with the sample representatives; those are a subject or respondents. And in the third section in light of the basic question of the research data collected have been analyzed and interpreted.

4.1 Demographic data of respondent

❖ Response obtained from teachers

As shown in table 1 below, the population of the study included six physical education teachers of selected high school of Shambu and Amuru. The researcher decided to take about hundred percent of the population as a participant of the study, to make the sampling more representatives and the study more valuable.

Table 1 Background information of physical education teachers by age

No	Total teacher			Age							
				20-30		31-40		41-50		51-60	
	Sex	No	%	No	%	No	%	No	%	No	%
1	F	1	17%	-	-	1	17%	-	-	-	-
2	M	5	83%	2	33%	2	33%	1	17%	-	-
	T	6	100%	2	33%	3	50%	1	17%	-	-

As table 1, shows the age composition; 33% of teachers are between 20-30 years, 50% of them are between 31-40 years and the remain 17% of the respondents are between 41-50 years.

Table 2 Education Background of physical education teachers

Education Background										
No	Sex	Certificate	%	Diploma	%	Degree	%	Masters	%	
1	F	-	-	-	-	1	17%	-	-	
2	M	-	-	-	-	5	83%	-	-	
3	T	-	-	-	-	6	100%	-	-	

When we see the above table, which shows educational background of teachers. From the total number of respondents 83% are degree holders, out of those 17% are female and 83% are male.

Table 3 Distribution of sampled teacher respondents by years of service

Year of Service											
No	Sex	1-5		6-10		11-15		16-20		21>	
		No	%	No	%	No	%	No	%	No	%
1	F	-	-	-	-	1	17%	-	-	-	-
2	M	3	50%	1	17%	-	-	1	17%	-	-
	T	3	50%	1	17%	1	17%	1	17%	-	-

❖ **Responses of teachers**

Table 4 Challenges that faced during practical lesson

No	List of Questionnaire	Yes		No		I don't know	
		No	%	No	%	No	%
1.	Are there any challenges that affect you to teach physical education, especially practical parts in the field?	4	67%	2	33%	-	-

As table 4, teachers response on any challenges that affect to teach physical education, especially practical parts in the field shows that 4(67%) of them answered yes and the rest 2 (33%) say no.

Is the availability of material is the main challenges to hinder practical classes. With this respect the researcher had observed that there are little or no materials for practical activities especially gymnastic, athletics and ball game in most school. The reasons why there is great shortage of those materials are:-

- ❖ There is a great shortage of many as described by the directors of the school.
- ❖ There is the lack of suitable training fields or there is no play ground is the reason.
- ❖ Lastly there is a bad condition that is not expected, this problem is school administrators and physical education teachers are careless for the subject condition and their responsibilities.

Largely it can be concluded that the implementation of the physical education effectiveness is challenged with many problem such as:-

- ❖ shortage of material (teaching aid)
- ❖ shortage of play ground
- ❖ Inappropriateness of period allotment
- ❖ Absence of bath room, dressing room etc
- ❖ Large class size

Table 5 Cultural perception of society and school community towards physical education subject

No	List of Questionnaire	Yes		No		I don't know	
		No	%	No	%	No	%
1.	Do you think that the society's culture affects physical education in learning and practicing sports activities, especially in the field?	5	83%	1	17%	-	-
2.	What are girl students face cultural problem on their participation in physical education lesson?	4	67%	2	33%	-	-

As indicated on the above table the question about society's attitude/culture is affected practicing physical education activities in the field. The respondent also similar answer, for this question 5(83%) agreed and their main 1(17%) said no. On lack of enough teaching material for teaching and learning process of physical education and at the same time all teachers said yes on their responses.

As can be observed in the above table, 4(67%) of the respondents agreed the culture has significant influence on girls participation in physical education lesson whereas, 2(33%) of the respondents claimed that no culture influence are observed on the part of girls during their physical education classes.

Table 6 Counseling and gender education

No	List of Questionnaire	Yes		No		I don't know	
		No	%	No	%	No	%
1	Did the school give sex education by using programme?	5	83%	1	17%	-	-

In the teachers' questionnaire, Majority of the teachers, 5(83%) responded that there was no program adjusted purposefully to teach girl student about gender education or there was no counseling office to treat such big issues in the school 1(17%) of the teacher respondents answered that there was a program in the school to give awareness to girl students about gender education. From this one can understand that, there hardly exists a program that addresses gender issues, counseling program and related issues to promote the awareness of girl students concerning gender and sex education. This was also observed during observation that, there was no counseling office except in one sample schools which were not properly functioning.

Moreover, Ogara (1996:24) stated that, when gender in curriculum is analyzed people recognized---- often for the first time ----- that school teaches children about gender roles. Once a community becomes aware of this questions often about the purpose of education and the role of schooling in transmitting cultural norms about male and female roles and relationships.

Table 7 Availability of equipment and facility

No	List of Questionnaire	Yes		No		I don't know	
		No	%	No	%	No	%
1	Do your school have enough teaching material?	2	33%	4	67%	-	-
2	Do parents support available physical education material to their daughters to participate in sport activities?	2	33%	4	66.6%	-	-

Responses from the teachers towards the encouragement of their families in sport materials and other supports reveal the following 2(33%) of the respondents say that they get full cooperation and support from their families while 4(67%) of them do not get material support or no other cooperation to participate in sport activities.

Teacher' responses on the same issue show the following: 2(33%) teachers responded that, they believe that if family, community teachers and schools encourage female students, their participation will increase constantly, 4(66.6%) respondent said that I don't believe.

Asking the opinion of parents about who did not make an effort to help their daughters in their schooling was not the intention of this study. But the researcher's assumption is that families may not have sufficient knowledge about the role of physical education subject.

Table 8 Permission during practical classes

No	List of Questionnaire	Yes		No		I don't know	
		No	%	No	%	No	%
1.	Do you permit at the time when girl students faced with menstrual period to be excused from physical education activities?	1	17%	5	83%	-	-

The teachers' response regarding giving permission to those student who asked to be excused from performing activities during menstrual period, indicates the following: 1(17%) gave permission when ever asked and 5(83%) did not give permission. This indicates that the majority of girls' students don't feel comfortable to perform physical activities during menstruation.

There was no proved risk or problems caused by performing physical activities during menstruation but some high performance athletes doesn't feel good or comfortable to compete during menstrual period, However, it is necessary to look or examine at some myths and the actual facts followed regarding girl participation in sport at all levels.

IOC (1986: 64) indicated that few types of myths regarding exercise and sport are harmful to the female reproductive system and menstrual cycle. The fact is that, some women in intense training may cease menstruating or will have, irregular periods but this is evidence that child birth is easier and the recovery is faster for women those life style includes moderate exercise even during pregnancy.

Table 9 Equal opportunity to participate in physical education

No	Item	Very High		High		Medium		Low	
		No	%	No	%	No	%	No	%
1	To what extent is the participation of girls students compared with	-	-	1	17%	1	17%	4	67%

	their male counterparts in physical education classes?								
2	How did girl students perceive the discussion question and answering held in the classroom?	-	-	2	33%	-	-	4	67%

According to this table, the majority of teachers 4(67%) responded that girls participation in physical education practical class is below that of boys. On the other hand, 1 (17%) replied that girls are participating equally, Still other 1(17%) hold that girls participate even better than boys do.

The response of teachers show the following 4(67%) say girl students perceive the discussion and answering question in the class of physical education is high. Both the responses of students and teachers somehow show there are similarities between girl students and teachers opinion. Although, it was the teacher who provides opportunity for the students to expand their participation in the investigators also observed that during classroom observation there was no full participation in answering questions compared to male counterparts.

Furthermore, FAWE (1996:39) stated that, classroom observation has shown that teachers encourage and pay attention to boys than girls. Because of this, girls often may not answer and asking questions as equally as the boys not because of they do not know but, because of their socialization that does not allow them to even take the risk of being wrong.

The implication is that, there are some girl students still who believed that they are not as good as their peer opposite sex in academic and other activities.

Table 10 physical education and relevancy of the curriculum

No	Factor	No	%
1	Not giving due attention to the subject area	3	50%
2	Instructional materials	1	17%
3	Skilled man power	1	17%
4	Lack of syllabus relevancy with the existing conditions	1	17%
5	If you have other opinion	-	-

Regarding the response 90(50%) of teachers respondent responded that, emphasis has not been given to the subject, 1(17%) of them responded that lack of teaching materials are considered as a reason, 1(17%) lack of trained man power and 1(17%) lack of syllabus relevancy were reflected as reasons. It can be deduced from the top to down including curricular development. In addition to the above reasons, lack of teaching materials, trained man power and lack of relevancy in the syllabus and physical education curricular materials which are not designed congruent with the needed interest of the learner and mentioned. Therefore, one can conclude from the above facts that, physical education curricular materials need revision and more serious study to assess whether or not they are fit or relevant to satisfy the need and interest of the learner and the society at large.

Table 11 Teachers intervention mechanisms to promote girl students participation in physical education learning

No	Intervention	No	%
1	Change of attitude at school level	2	33%
2	Encouraging girl students to participation sport	1	17%
3	Inviting role model known sport man/women in sharing the experience through mass media	2	33%
4	Arranging sport competitions at school level	1	17%

The result from the table 16 indicates that, 2(33%) of the respondents answered that some work should be done to bring attitudinal change about girl students participation 1(17%) of them responded schools should prepare interclass and interschool competitions.

Famous girl athletes and others by sharing their experiences could encourage girl students to involve in sport competition, in line with this, media competitions particularly to encourage girl participation to make them understand their environment and their world which they live in by showing them different alternatives and possibilities of their future life.

Table 12 Teachers responses, on factors deterring girl student participation in physical education learning

No	Factors	No	%
1	Lack of education background knowledge and understanding about girl participation in physical education learning	1	17%
2	Lack of girl students understanding and attitude towards physical education subject	1	17%
3	Negative attitude of the community the religion and the culture towards participation of girls students in physical education learning and sport competitions	1	17%
4	Low attitude of teachers and male students towards the participation of girl students learning and sport completion	2	33%
5	Lack of encouragement and understanding directors and administration employees towards girl students participation in physical education learning.	1	17%

The findings, from table 12 indicates that, 2(33%) responded low attitude of male students and teachers towards participation 1(17%) of the teachers responded lack of education background, knowledge and understanding 1(17%) of teacher were responded little encouragement and lack of understanding from school administration towards girl students participation and to the subject, while 1(17%) of the teachers responded negative attitude of the community to the subject, the influence of culture and religion was considered as the deterring factors.

Thus, it can be deduced that, the information obtained from girl students and physical education teachers can be a highlight to improve the deferring factors which occurs in the school environment and in the community by taking remedial measures and by creating awareness which encourage and gives opportunities to girl students to participate in physical education and sport activity in the school and out of the school.

Beside these, the school should use intrinsic and extrinsic rewards and appreciating to girl students when they are participating in sport completion by watching the match and by giving value to create belongingness to increase and promote girls participation in physical education learning.

The next two consecutive questions allow teachers to give their own suggestion to the upgrade girl participation in physical education classes.

The first question asks teachers to comment on girls' participation in health and physical education class. They suggest several ideas but most of them state:

- ✓ It would be better to teach girl students according to their ability and sex.
- ✓ If it is possible, girl teacher are necessary for girl students.
- ✓ It could be to encourage females early at the begging of primary school.
- ✓ It would be better to have closing room.
- ✓ It could be better to have a bathroom.

What does the family or the communities in general have to do to encourage girl students?

For this question, various answers were given out of the most frequent ones are:-

- They have to prepare play ground for girls.
- They should afford the necessary materials depending on their economic capacity.
- Families should allow and encourage their daughters to perform physical exercise that involve the appropriate movement, as they allow and encourage their boys.

❖ Response obtained from students

Table 14 participation in practical and theory classes

No	Item	Yes		No		Partially	
		No	%	No	%		
1.	Can you ask teachers when they explain and demonstrate through theory and practice to repeat the practical activities?	31	17%	102	57%	47	26%

Female student response to wards asking questions to repeat issues not clear in practical and theoretical classes.

The responses regarding the issue vary: 31(17%) of responded by answering yes and the other 47(26%) of them responded sometimes, while 102(57%) of the respondents confirmed that, they did not ask questions in the class totally. From the above finding that, they are not interested to ask questions in theory and practical classes while they are in difficulties. Both the

responses of students and teachers somehow show there are similarities between girls' students and teacher opinion. Although, it was the teacher who provides opportunity for the students to expand their participation, the investigator also observed that during classroom observation there was no full participation in asking questions compared to male counter parts.

Furthermore, AWE (1996, 39) stated that, classroom observation has shown that teachers encourage and pay attention to boys than girls. Because of this, girls often may not answer the questions as equal as the boys not because of they do not know but, because of their socialization that does not allow them to even take the risk of being wrong.

Table 15 Peer group domination

No	Item	Yes		No		Partially		I don't	
		No	%	No	%	N	%	N	%
1	Do male students show superiority in physical education classes?	84	46%	46	25%	50	29%	-	-
2	Do you think that girl students and male students can perform equally in physical education activities?	31	17%	115	65%	17	9%	17	9%

Views of girls students towards male students domination during physical education activities vary, 84(46%) of the respondents agreed that male dominate girl students and the other 46(25%) do not agree on this. while 50(29%) respondents said. I don't know to the issue. The responses generally reveal that male students are dominating girl students in the class participation, in the field during practical exercises by occupying the field and using more materials and others sport facilities and by excluding girls.

Moreover, Ogare (1996:122) stated that halls, walkways, fields, eating places, washing facilities, areas for trash disposal, play areas, and latrines are typically 'givens' in a school, if access to them is limited by gender, girls that they do not have an equal right to occupy and use the environment in which they live. Access to all school facilities, laboratories, libraries, computers and other mechanical equipment, playing fields, and physical education equipment should be possible for all students. If access is denied by school policy, girls lose part of their education.

Girls' students opinion towards performing and demonstrating physical activities equally with their counterparts, the response indicates that, 31(17%) of them agreed positively and 17(9%) of them partially agreed. while, 115(65%) disagree and the rest 17(9%) are not sure of it. This indicates that, majority of the respondents agreed that, girl students has appositve desire in developing self confidence parts during physical education classes.

In light of this, IOC (1989: 65) stated that there is no medical evidence that endurance events are inadvisable for healthy trained athletes. Women may even endure better than men are some sports because of a great percentage of sub coetaneous fat. That is why IOC included 3000meter and marathon running events for women in the 1984 Olympic Games in Los Angeles, and that is abrean through for girl athletes.

Table 16 Problem faced during menstruation period

No	Item	Yes		No		Partially	
		No	%	No	%		
1	Does it bring problem to girls if they participate in physical education class during menstruation period?	137	76%	43	24%	-	-
2	At the time of menstrual do you think to practice physical activities?	43	24%	137	76%	-	-

As the above table indicates, most of the respondents 137(76%) of do not participate in physical exercise during their menstruation period where as 44(24%) of them responded that menstruation does not prevent them from participating in physical activities.

Perception of girl students towards performing physical activities in relation with their health and its contribution to the development of their country is very important.

Responses from girl students regarding performing physical activities during menstrual period indicate, 137(76%) responded that they don't participate, while 43(24%) said that they participate. This indicates that the majority of the respondents do not feel comfortable to perform physical activities during physical education classes.

There was no proved risk or problems caused by performing physical activities during menstruation but some high performance athletes doesn't feel good or comfortable to compete

during menstrual period. However, it is necessary to look or examine at some myths and the actual facts followed regarding girl participation in sport at all levels.

IOC (1986:64) indicated that few types of myths regarding exercise and sports are harmful to the girl reproductive system and menstrual cycle. The fact is that, some women in intense training may cease menstruating or will have, irregular periods but, this is evidence that child birth is easier and the recovery is faster for women those life style includes moderate exercise even during pregnancy.

Table 17 Value of participating physical activity

No	Item	Yes		No		Partially	
		No	%	No	%		
1	Do you believe that the participation of girl students in physical activities can contribute for your health and development of the country?	160	89%	4	3%	12	8%
2	How does culture plays a role in the failure of girls' attitude to participate in physical education class?	129	72%	51	28%	-	-
3	Do you have experience to do physical exercise at your home?	6	3.3%	174	96.6%	-	-

Accordingly, 160(89%) agreed and believed that , physical activities have great importance to promote health and can contribute for economic development of a country, by far 12(8%) of partially agree, the other 4(3%) opted for no change and the contribution of physical activities for health was undeniable and the issue was given emphasis by girl respondents, in addition to this, they believe that healthy person can fit and participate in many productive areas to bring an economic change to her/his country.

IOC (1986: 64) stated that, for the individual, physical activity provides fitness, health, determination, competitiveness and self –confidence. These virtues of sport can equally benefit both sexes and therefore, should be equally available. In line with this, Hyde (1989: 9) agrees, ‘female education is being viewed as critical; not only for its contribution to literacy but also for its contribution to health, nutrition, family planning and economic growth’.

As the above table illustrates most of the respondent 129(72%) agreed that culture has a significant influence on their participation in physical education class lesson, but 51(28%) of them argued that culture does not affect their participation in the instruction period.

The table shows that nearly all of the respondent's 174(96.6%) do not do physical exercise outside the school whereas 6(3.3%) of them said that they do physical exercise in their home, village and etc.

Table 18 Availability of materials

No	Item	Yes		No		Partially	
		No	%	No	%		
1	Do parents support available physical education material, to their daughters to participate?	45	25%	135	75%	-	-

Responses from girl students towards the encouragement of their families in sport materials and other supports reveal the following 45(25%) of the respondents say that they get full cooperation and support from their families while 135(75%) of them do not get material support or other cooperation to participate in physical education activities. This shows that, the majority of the respondents get family support. Although the students who did not get support from their families were not a negligible number, this may contribute to low participation of girl students in physical education activities.

Asking the opinion of parents about who did not make an effort to help their daughters in their schooling was not the intention of this study. But the researchers' assumption is that families may not have sufficient knowledge about the role of physical education subject.

Table 19 Student counseling

No	Item	Yes		No		Partially	
		No	%	No	%		
1	Do you contact with students' council to discuss problems related to how to participate in sport activities?	30	16%	123	67.7%	27	15.5%

Responses of girl students towards asking counseling services from the school and support from physical education department, the respondents indicated that 30(16%) favored yes, 27(15.5%) of the respondents responded some times, and the rest 123(67.7%) of the respondents responded no. From this finding the majority of girl students do not ask any help from their teachers or departments or counselors during difficult situations they face to participate in physical education learning. This shows that, there is a gap of communication and lack of awareness how to get appropriate counseling from physical education department and counseling office.

Table 20 Communities attitude towards physical education learning

No	Item	High		Medium		Low		Very low	
		No	%	No	%	No	%	No	%
1.	What is the societies or communities attitude towards learning physical education? Give your own idea if your answer is C and or D for question number 10.	24	13%	76	42%	67	37%	17	9%

In addition, data obtained from open ended question students responds about the reason why their attention is low for this subject, it is because of lack awareness and available play ground, naturally lack of student's interest. In every grade there is reputation of lesson with this reason the subject to be un changeable, shortages of available material and awareness of teacher that should be model for students. Additionally information that obtained from interview and observation implied the same answer like those listed above. The students response on the society attitude on physical education, 24(13%) of the respond is high, 76(42%) is medium, The remain 67(37%) is low and very low by 17(9%) of the students. In addition, the respond based on.

Table 21 Female students Participation in practical classes

No	Item	High		Medium		Low		Very low	
		No	%	No	%	No	%	No	%
1	To what extent is your participation in physical education learning especially in	50	28%	106	58.8%	20	11%	4	22%

	practical session?								
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Girl students responded towards self-initiation during practical activities in physical education sessions, 50(28%) of the respondents responded high the other 106(58.8%) average, and 20(11.11%) of them respond low while, 4(22.22%) of the respondent answered I don't participate respectively. The responses indicate that the majority of the respondents rated that, they have developed an average confidence to participate in physical education learning.

4.2 Deterring factors to achieve good results in physical education learning.

It is obvious that there are deterring factors in girls' education. girl students' response towards factors that hinder girl students i.e. not to achieve good results better than male counter parts in physical education learning is one of the issues considered.

Table 22 Deterring factors for girl students achievement

Deterring factors	N	%
No unique hindrance to female students	51	28.8%
Lack of ability compared to male counter parts	26	14%
Low attitude and perception of teachers and male students towards girl students.	40	22.2%
Influence of culture and lack of time because of house hold work to participate in physical education learning	63	35%

Responses of girl students on deterring factors reveal the following. The respondents 63(35%) responded due to having responsibility working at home helping their families they do not have time to participate in physical learning, the other 51(28.8%) of the respondents answered that, there is no unique factors which hinder girl students more than male counter parts, and rest 40(22%) of the respondents indicated that low perception and attitude of teachers and male students towards girl students are factors while, 26(14%) lack of ability and skill than male counterpart to perform physical education learning.

The factors mentioned above have an influence on their culture. However, the major deterring factors to decrease girls result of theoretical and practical performance during intramural or

extramural sport competitions was that lack of time to practice physical exercises than male partners because of supporting their families at household work at home.

Ram and et.al. (1996) also elaborated that; co-curricular activities should be decrease which will give the influence of culture and an opportunity to develop habits of cooperation, fair play and good citizenship. He further more discussed extensively that co-curricular activities should be interrelated and integrated, with regular academic activities so initiative and proud will be developed.

Therefore, teachers, male students, families, and society at large has to create a suitable environment by encouraging girl students to participate in physical education and sport competition by avoiding influence culture and attitude towards girl and helping them to develop self-esteem.

4.3 School factors

Responses of girl students concerning factors that deter or not to involve in physical education learning are varied.

Table 23 School factors deterring girl students influence culture on physical education learning.

No	Factors	No	%
1.	Teachers mode	50	28%
2.	Lack of interest for the subject	18	10%
3.	Social, parental and personal attitude	60	33%
4.	Absence of room for changing clothes separate latrine and water service	33	18%
5.	Other students laugh at me	19	10.5%
6.	All could be the answer	-	-

The result from table 8, 60(33.3%) of girl students indicated that, social, parental and personal attitude in teaching physical education is one of the major factors not to participate in physical education learning, 50(28%) respondents said that teacher approach in teaching physical education is one of the second factors not to participate in physical education learning, 33(18%) respondents said that lack of place to change sport suits to prepare themselves for the activity

and lack of separate latrine and water service for drinking and washing their face and their hands after the exercise were the problems and are sensitive issue.

Moreover, 19(10.5%) of the respondents said that the other may laugh at them and the rest of group 18(10%) believed that lack of interest for the subject is one of the deterring factors.

This in general indicates that, the activities should be attractive and enjoyable. This was observed in one of the sample schools (Shambu) utilizing teaching materials in relation to their abilities and age, teachers also confirmed that, the improvement which was made in this school was due to this reason and this has increase girl students influence of culture in physical education learning to some extent.

During class observation the researcher observed that, students were using tree shades and classroom to change clothes.

Therefore, the school administration by organizing the school community and parents can possible solve and reduce problems of concerning the lose uniforms and other materials by preparing safe place for changing sport suits. Furthermore, the administration can improve water service and separate latrines to promote girl students influence of culture in physical education learning.

4.4 Girl students' attitude towards cultural influences

Girl students attitude towards factors that contribute to create cultural influence during performing physical education learning are varied.

Table 24 Cultural influences deterring girl student's participation in physical education learning.

No	Factors	No	%
1.	Being seen by sport tights and shorts which show their body.	29	15.5%
2.	Undermining of girl students by male counterparts.	90	50%
3.	Giving stereotype names to girl when they are found in sport fields.	9	5%
4.	Low attention given by the teachers than male counterpart.	52	28.8%

The result from the table 9 indicate that, 90(50%) undermined by male counterpart was a serious issue, 52(28%) of the respondents responded low attention was given by the teacher when compared to male counterpart, and 29(15.5%) being seen in sport field wearing sport shorts and tights which shows the body part partially and 9(5%) girl students being found in sport field with their male counterpart were given them another name.

This shows that, girls are discouraged in many ways, such as by the culture, attitude of the society, families, teachers and male students. Even if girl students who have time and interest to participate in physical education learning and sport lose interest because of these most recurring problems mentioned above.

4.5 Hindrance in influence culture on physical education learning.

Response of girl students towards factors that hinder them hot to participate in extracurricular sport activities is discussed below.

Table 25 Deterring factors not to participate in extracurricular activities.

No	Deterring factors	No	%
1.	No parent permission	67	37%
2.	Lack of time	56	31%
3.	Lack of appropriate sport facilities for girl	36	20%
4.	Economical problem to buy sport suits and materials	21	11.6%

Many girls do not feel comfortable welcome or entitled to access in all areas of their schools or to all instructional equipment.

The result indicate that, 67(37%) of the respondents answered that they do not get family permission, 56(31%) of them responded that lack of time due to helping their families after school and 36(20%) of them responded that there is no appropriate sport facilities, 21(11.6%) of them answered that there was economic problem to buy sport suits. This indicated that economic status of families has a strong motivating factor to fulfil sport facilities to their daughters.

4.6 Socio-cultural factors

The ratings of girl students on the factors that deter their participation in performing physical education learning indicate the following results.

Table 26 Factors that deter girls participation in physical education learning.

No	Factors	No	%
1.	Cultural influence	56	30.5%
2.	Religious influence	24	13.3%
3.	Families influence	48	26.6%
4.	Societal influence	50	28%

The factors that deter girl students participation in physical education learning 56(30.5%) of the respondents answered cultural influence, 50(28%) of the respondents said societal or community influence, 48(26.6%) depicted that families influences and 24(13%) forwarded that religious influence has an impact when girl students participate in extra-curricular activities.

4.7 Role modeling

One of the issues treated in this study is girl students' perception towards the importance and contribution of physical education teacher in the school.

Table 27 girl students perception to the presence of female physical education teacher in school.

No	Perception	No	%
1.	Increase the participation of girl students in physical education learning	53	30%
2.	Free from male students domination	33	19%
3.	Free to explain ideas and problems	87	49%
4.	The presence or absence of girl physical education teacher doesn't bring any change in our physical performance	17	10%

As it is shown in table 12 the information obtained from most of girl student respondents,17(10%) indicated that, the presence of girl physical education teacher help girl students to explain their idea freely, 87(49%) responded that the presence of girl physical education teacher increase the participation of girl students in physical education learning, and

33(19%) of them responded that it will help them to be free from male students domination while 53(30%) of them responded that, the presence of girl physical education does not bring any change in the physical performance.

The result indicates that, most of girl students have awareness about the importance of role models to encourage performance, of girl students to explain ideas and to develop two way communications, to solve their problems, to develop self-confidence and to perform physical education learning without difficulties.

Furthermore, Junge and Mekelich (1998: 165) in Amare and et.al (1998: 166) stated that, girl teachers and other in the school are particularly important for girls. Women in the school can be model competence, self-esteem, success, respect and other ways of thinking, not respected and under-valued the girl students will expect to become like them. The authors tried to highlight briefly using example that, observation of a sport festival in one school showed that girls prepared tea and other entertainment while male teacher made speeches and gave prizes for the winners. Thus, male teachers were seen in the foreground and girl teachers in background.

The next two questions are open-ended.

They ask students to give general opinions about the subject and to mention some cultural, physical, psychological problems face to girl students which are appear during physical activity for girls students to participate in physical education class.

Except few students, most of the respondents agreed that culture has a significant influence in their participation in physical education. Moreover, they face physical, psychological and socioeconomic problems that prevent them from making active participation in physical exercise.

This makes them inactive during physical education class due to this groundless outlook. Still most of them present their menstruation period as an obstacle against their participation. There are also other students who do not want to participate in physical education during their menstruation period. Their reasons for this include:

- The discharge may spoil their cloth
- Their moisture preventive may fall in the crowd

- The discharge may have a bad smell, etc.

If the above reasons have happened, they are afraid that male students do not accept it as a natural phenomenon. They don't feel comfortable as it makes a psychological trauma.

To solve these and others problems they suggest;

- They need special attention.
- The exercise should be selective
- They need female physical education teachers
- The exercise should not be boring
- The community should recognize them as having a right to do exercise, to wear shorts and other sports wear at school as well as wherever there is physical exercise.
- They need permission during their menstruation cycle.
- The family should give an equal attention with their brothers, etc.

Discussion

In the preceding parts of this chapter a detailed description of the findings about this influence of culture on girl students to participate in physical education learning in this school and out of the school environment has been part of this chapter deals with a brief discussion of the main finding of this study.

Girl students' participation in classroom and in field practical activities

Majority of the female student 102 (57%) responded that, they do not participate in asking or answering questions in the class of physical education

Similarly teacher respondents confirmed that girl students have low participation both in theory and practical class in this field.

The participation of girl students in physical education class and in practical field activities as a rated by girl respondents 47(26%) was low. This is due to low encouragement and less attention of teachers to female students

More over as cited by female respondent's teachers low appreciation and peers low expectation towards to achievement of girl were reasons for low participation of girls in physical education class.

The finding in general indicated down scaling of girls ability by their teachers peer groups family, the community attitude influences of culture and girls students self perception about their own abilities are the reflection of this culture in the society. The fact that female students low self efficiency perception, low perception to the subject, low confidence in their ability, low participation in classroom and in the field contributed to the low participation and performance of girl students in physical education classes and practical field activities.

Furthermore, Tsige (1991) indicated that girls do not ask or answer question in class as well as in this field. The main reasons for this are lack of confidence, fear of teachers, shyness and fear of audience. This situation more reflected during class observation.

To this and directors, teacher, parents and other educationalists have to encourage and give opportunities to develop the attitude that females can participate in classroom by asking and answering questions and perform physical activities as equal as boys.

Factors affecting influence of culture on girl physical education learning

The focus of this study was to investigate source of the gender based barriers to influence culture in physical education learning. To this end, an attempt has been made to investigate certain aspects at cultural attitudes; parental attitudes, personal attitude. In the societies in the school, cultural practices, teachers attitude, religion, socio-cultural and at home inducing parental support and household labor which may contribute for their lower participation in physical education learning.

In this regard, the findings of the study appear to indicate the factors investigated to be responsible to the present perception of female students towards physical education. This factor is presented here under.

Factors at home environment

Girl students' poor performance and school can be related to house work that is cooking taking care of their younger brother and sisters at home environment. These are some factors which hinder girls' students' participation in extracurricular sport participation in extracurricular sport activities to improve their skills as compared to boys. this finding comply with response of teachers also indicates that, because of domestic labour at home, girls do not have sufficient time for the study, to do their assignment and to participate is sport and learning physical education.

Socio-cultural factors

The socio cultural norms, in which girls are brought to expectations of their parents and the society at large, are highly influential on their attitudes towards physical education

Mensch (1995) stated that, the way girls and boys are treated during their child hood development, how they are expected to behave by their family and the society at large has a great influence on their schooling and future aspirations. Society encourages females to Identify and develop the role they are expected to play in their future life. Similarly, society positive perceptions and attitudes toward girls' students

Participation in education in general and in physical education in particular has great impact on nutrition, health family planning and to promote their future life style in general.

Therefore, families the school community, peer groups and the society and large have to encourage and give emphasis to promote girls students participation in physical education learning

School factors

School characteristics and school environment could enhance or retard girl students' performance. Those characteristics include teaching style, teacher approach and availability and use of instructional materials in the school

School are important socializing agents which shape the future aspiration by developing social, moral, intellectual, physical and emotional development of students. In contrary school also can

affect the participation of girl in physical education learning. Most schools are in short of supply of facilities and learning materials. Even those facilities that are available are inadequate, and outdated lacking basic amenities such as water, separate latrine, sport fields to recreate and rooms to change their clothes during physical education activities are the common practice.

Regarding physical education faculties in the sample school which were visited are still poor. In addition, most facilities are not sufficiently available compared to the class sized.

Schools are endeavouring to promote girl students participation. For instance using mini media by promoting incentive to those who perform better during inter school competition. In addition, schools are also exerting their maximum effort to work closely with the community to provide different services for girls students.

Role modeling

The presence of role models in the school encourage girl students to participate in physical activities

The majority of girl students respondents pointed out that, they prefer girl physical education teacher for case communication as well as to e free from male domination.

It is suggested that the presence of girl teachers in the school can contribute following parents.

1. As the society looks of these female physical education teachers it will change its old traditional outlook against girls.
2. Encourage girl students by looking at their role models.
3. Felling their problems frankly without shame.
4. People can understand that physical education can be taken as another field of employment.

Concerning physical education, the data collected from the sample schools that, there are one single girl teacher in the field; training of girl teachers in the field has been started with few number only recently in order to overcome the problem.

Therefore increasing the number of female physical education teachers brings role models and provides special care and encouragement needed by girls to participate in physical education learning throughout their life

Additional point on this section focuses on the discussion of the tables in general form as follows.

It could be argued that the majority of girls are in favor of wearing sweater but not shorts. Those teachers whose majorities of students like to wear sweater were also asked to list some of the reasons that forces students to prefer sweater to shorts. Among these reasons, the followings are frequently cited:

- Girls do not wear clothes that leave their body necked. This seems to be the reflection of their cultural influence. That is, in our culture, girls are supposed to keep their bodies covered. They are not allowed to leave their bodies necked as opposed to boys. This can be considered as the imposition of culture on girls' way of dressing that may have strong negative impact on their participation in physical education.
- Because they perform physical exercise only in the school, they do not have readily available cloths for this purpose. Besides, families do not provide them with the necessary materials and facilities for physical education.

Different scholars proposed different ideas about menstruation and physical exercises. Some of them stressed the discomfort-ability of menstruation period among girls. Others recommended special exercises as a remedy for such discomfort ability of mind and body. As it has been indicated in chapter two physical exercises by itself is not the cause of pain during menstruation cycle or there is no significant influence that damages health. However, some students try to associate their pain with physical exercise. This is simplifying because of their cultural and psychological image that they acquire from their colic. Teachers who said they give permission to students during their menstruation period present the following reasons:

- exercises are cause for menstruation discomfort.
- The discharges may have bad smell, it may be exposed out of their cloth or their moisture preventive may fall down etc. All these may result in an adverse effect on their personality.

On the other hand, the rest of the respondents say that exercise is not the cause for menstruation.

Discomfort and ashamed during their menstruation period. They must avoid this cultural influence and they should accept it has a natural phenomenon.

Failure of participation may arise from several reasons such as cultural, socioeconomic and psychological reasons. A great deal of boy's superiority might have come from culture. And it becomes the cause for the inactive participation of girls, despite the fact that Krakur (1984:366) said, girls to perform physical exercise with boys in their early age to strengthen their social affairs and self-confidence, girls do not seem to like this way. They are rather in favor of doing their physical exercise with girls. This may be due to the cultural influence that is girls might feel a bite ashamed if they do physical activities being in mixed groups with boys, unless they participate in the kinds of physical activity with that of boys in their earliest age. In other words they may not be free to do whatever they like in front of or with boys.

Several reasons that nearly all of them do not perform physical exercise outside the school. This negative response may be the result of lack of play ground, in-availability of sport wear, time etc. Furthermore carelessness, unwillingness of the parents to provide different materials and facilities, etc may be other possible factors which might in turn be the result of cultural influences.

❖ Responses of the Interviewees

The principals of the respective schools voluntarily reflected their views about the Influence of culture on girl physical education learning.

Their responses to the interview were very similar. All the two principals mentioned that there are different problems associated with the implementation of the subject. They stated that there is a bad condition that is not expected, this problem is woreda educational bureau, school administrators and even physical education teachers are careless for the subject condition and their responsibilities. On the other hand they pointed out that they have been supporting physical education teachers. However, this answer contradicts that was reported by teachers about the support that principals should give for physical education teachers. Again, the principals indicated that lack of materials, lack of teachers, shortage of play ground, inappropriateness of period allotment, absence of bath room, dressing room and large class size. Are the major factors affecting the implementation?

According to their views, the implementation of the subject is minimal due to different problems stated above. In order to alleviate these problems, they suggested the following solutions.

- Schools should create a good relationship with parents and give them awareness about girl students.
- Scarcity of sport materials and sport fields discourage.
- In order to increase teachers' capabilities up-grading.
- There are no well planned council should give attention to this subject.
- There is lack of suitable training fields or there is no play ground is the reason. Etc.

❖ Discussion on class room and field observation

The discussion on class room and field observation focused on what we observed in class room and field in the selected sample high school physical education classes.

Based on the observation table, I have made an indication on each table indicated points. The observation focused on two major and basic observation points and based on those point we gave a parameter for the observation.

As the observer seen facility of all sample school compound observation presented as follow. In the first place all school has teaching room facilities in each are observed as very good. When we seen Amuru high school do not have play ground at all. And shambu high school is the older school in the zone when we compare with other selected school; it's started time to be secondary and preparatory school. As the observer observed it has sufficient play ground.

According to the researcher information which gained from her observation both of public school had no sufficient play ground and physical education teaching learning material. On the observation to see whether there are no differentiate adequate of toilet in the Amuru school compound. We have observed that Shambu School has sufficient adequate seats and good toilet conditions. Whereas, when we see the school's library facilities we have observed that the facility of the library of all school are medium. Accordingly when we see the conditions of the school observation, we have learned that Shambu school compound constructed as very good and attracted, on the other hand Amuru we cannot well contract.

Moreover, point 3 indicates observations on teaching materials and when we see basic teaching aid of the school, we ranked Shambu high school as very good.

As the same time we have observed learner books of the school, in all school the student gain text book by each numbers, no except Shambu.

As last, point 4 on the school teachers need observation presented as follow and in the first place all facilities material store on each school are use store together with department office of other, because there is no store and material. When we go to both school no cafeteria(lounge). When we come to dressing room, staff and school locker facilities have no.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATION

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

5.1 Summary

The main objective of the study is to assess the influence of culture on girls physical education learning in H/G/W/ zone secondary schools. The study is also intended to explore hindrance that affects culture on girl students' physical education learning.

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

In order to carry the study a survey, descriptive method with qualitative and quantitative approach was adopted. To collect the required information different instruments of data gathering including questionnaires, interview, classroom and field practical observations were used. The sample populations were female students, physical education teachers and directors.

The data secured from questionnaires and classroom and field practical observation was handled by using statistics such as simple percentage and interview was described by using narrative approach. Finally, the study has come up with the following points as conclusion.

5.2 Conclusion

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

The researcher attempts to investigate this area: to addresses the problem of secondary high schools girls and suggest some possible solutions. This study reaches the following conclusion by aggravating the influence of culture on female students` participation.

- As the data indicates girls do not participate equally as boys do in physical education. It is possible to enumerate several factors for inactive participation of girls, among these factors the most frequent ones are: fearing others may laugh at them during practical class, discourage by other on play ground, superiority of boys towards girls, the absence of dressing room, the boring nature of the lesson, etc. As Leonard II (1998:243) stated that several studies <<reflected and encourage girls passivity. >> In most culture girls are often regarded as weak creature as compared to boys. On other hands,<<Biologists may tell us that men are, on the average, stronger than women; but they cannot tell us male strength and male activities in general seems to be valued by people in all culture>> (Zimbalist .M. and et al 1974:2), So the most common and possible factor is their-modes of living or culture.
- Cultural imposition looking of girl students as they are not equal to male students and insult and attack because of their sex. This can demotivate girl students from participating in physical activities
- As far as participation of girl students in physical education learning is concerned girl students should participate by breaking all the barriers from their surroundings. Hence, the research indicated that imposition of tradition up on girl students being considered of tradition up on girl students being considered as not equal males and looked down by their families and male counter parts.
- Cultivating self esteem in students can helps to lead them to achievement. Lead to successful academic performance especially girl students. Hence female students have to be motivated and be given moral in every angle in the society by providing support such as sport materials preparing suitable cloths changing rooms and sport field.

- Role model teachers are an important part of social learning. They can increase the number of female students' participation and enhance competence, self-esteem, success and other ways of thinking and doing things. But the research indicates that there was scarcity of role model female teachers in the secondary schools of H/G/W/Zone in general and in physical education in particular.
- Special assistance was not given to girl students to encourage the participation in physical education learning.
- Instructional materials are resources that can assist a teacher in bringing about an intended desirable behavioral change in girl students. In this regard the study pointed out that there was shortage of teaching materials in physical education learning for male and female students to practice which hinder their participation in physical activities.
- Gender linked problems exist in the society for which schools must hold some responsibilities, that is many girls fail to think more rather than becoming wives and/or mothers this limits their career potential. Moreover, some materials including the text books are gender biased in their explanation and examples
- Parents give less importance to their daughters education and that responsibility to more domestic labor put girl students in a disadvantageous position than male students and the work load leaves them with no or little time to study to play and participate in physical activity.

5.3 Recommendation

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

- ❖ The force which interests in the playing fields, provide for children a steady flow of motivation and feelings which gradually shape the personality. In the sense they we as teachers have a part in controlling or influencing to some extent these factors in our culture, we become guardians' dominant attitudes and goals of that part of our culture related to physical exercise.
- ❖ The concerned (school) bodies should develop program based on students needs, do not develop students to the program.
- ❖ Girls' physical activity should receive the same public supports as that of boys.
- ❖ To eliminate the lack of self-confidence and to develop socialization of female students concerning physical performance , our society must encourage preschool age and elementary school girls to participate in the same kind of physical activities that boys participate.
- ❖ It is better to have female teachers for female students at high school level and they should do the exercise separately from their opposite sex. (Unless participating in the same kind of physical activity with that of boys in their earliest age).
- ❖ Coeducational programs are of great social significance to growing boys and girls in helping them to meet, understand and merge their interest in whole some activities that are of common concern.
- ❖ The ministry of education, society, family and other concerned governmental bodies should strive to relief girls from their cultural influence.
- ❖ To increase classroom interaction, teachers have to encourage and motive female students to develop positive attitude and to participate in asking and answering questions in physical education classes.

- ❖ During observation, some of the existing facilities were in adequate particularly in government school. These schools should, therefore, be facilitated by using the government and the societies resource investing on building classrooms to reduce over crowdedness in sport fields, buying sport materials, making available water supply, separate male female latrines, building cloth changing rooms, teachers guidelines, text books and other gender sensitive materials.

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APPENDIX 1

Addis Ababa University

Post graduate Program Studies

Department of Sport Science

A questionnaire designed on Influence of culture on girl physical education learning in Amuru and Shambu high schools.

This questionnaire is to be filled by **female students**. The purpose of these questionnaires is to collect information on the influence of culture on girl's physical education. It is also based on identifying the major problems in the Influence of culture on girls physical education. Therefore, you are kindly requested to fill-in this questionnaire ideas that incorporate different issues related to the paper. Your realistic response will achieve the success of the research.

Thank you in advance for your response

Instruction 1 Write your own Background Information on the Space Provided

1. Name of the school _____
2. Grade _____
3. Age _____
4. Sex _____
5. Zone _____ Woreda _____ Town _____

Instruction 2 Put a“✓” mark in the boxes when the correct answer is found.

1. Can you ask teachers when they explain and demonstrate through theory and practice to repeat the practical activities?
A. Yes B. No C. Sometimes
2. Do male students show superiority in physical education classes?
A. Yes B. No C. I don't know

3. Do you think that female students and male students can perform equally in physical education activities?
A. Yes B. No C. to some extent D. I don't know
4. Does it bring problem to girls if they participate in physical education class during menstruation period?
A. Yes B. No
5. At the time of menstrual period do you think to practice physical activities
A. Yes B. No
6. Do you believe that the participation of female students in physical activities can contribute for your health and development of the country?
A. Yes B. No C. Partially I believe D. I don't now
7. How does culture plays a role in the failure of girls` to participation in physical education class?
A. Yes B. No
8. Do girls have chance to do physical exercise at their home?
A. Yes B. No
9. Do parents support available physical education material, to their daughters to participate?
A. Yes B. No
10. Do you contact with student council to discuss problems related to how to participate in sport activities?
A. Yes B. No C. Sometimes
11. What is the societies or communities attitude towards learning physical education?
A. Higher B. Medium C. Low D. Very low
12. To what extent is your participation in physical education activities especially in practical session?
A. Very high B. Medium C. Low D. Every low

13. What are the factors that impaired females' students not to achieve good results better than male counter parts in physical education activities?
- A. No unique hindrance to female students
 - B. Lack of ability compared to male counter parts
 - C. Low attitude and perception of male students towards female students
 - D. Lack of time because of household work to participate in physical education activities

Instruction 3. Rate the Following Question

14. What are the factors that cause for the failure of the students to participate in physical education class?
- ___ A. Teachers mode
 - ___ B. Lack of interest on the subject
 - ___ C. Social, parental and personal attitude
 - ___ D. Absence of room for changing clothes separate latrine and water service
 - ___ E. Other students laugh at me
 - ___ F. All could be the answer
15. Cultural hindrance is more created and caused by
- ___ A. Being seen by sport tights and shorts which shows their body
 - ___ B. Undermining of female's students by male counterparts
 - ___ C. Giving stereotype names to females when they found in sport fields
 - ___ D. Low attention given by teachers than male counterparts
16. What are the causes that hinder females to participate in sport activates?
- ___ A. No parent's permission
 - ___ B. Lack of time
 - ___ C. Lack of appropriate sport facilities for
 - ___ D. Economical problem to buy sport swears and materials

17. What are the major hindrances when female students practice in the physical education classes?
- ___ A. Cultural influence
 - ___ B. Religious influence
 - ___ C. Family influence
 - ___ D. Social influence
18. What do you think if female teachers are assigned in physical education?
- ___ A. Increase the participation of female students in physical activity
 - ___ B. Females can be free from male domination
 - ___ C. Free to explain ideas and problems
 - ___ D. The presence or absence of female physical education teachers doesn't bring any change in our physical performance
19. What is the general opinion of girls' students to physical education during its class?
20. What are the problems that encounters female students in relation to culture, physical and psychological aspects to the subject matter?

APPENDIX 2
Addis Ababa University

Post graduate Program Studies

Department of Sport Science

A questionnaire set on Influence of culture on girl physical education learning in Amuru and Shambu secondary schools.

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

Thanks you in advance for your cooperation

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

1. Sex _____

2. Age _____

3. Qualification _____

4. Work experience _____

II. Please put “✓” mark in the space provided it is possible to answer more than one if it is necessary

1. Are there any challenges that affect you to teach physical education especially practical parts in the filed

A. Yes B. No

2. If your answer for question 11 above is <Yes> list them.

3. Do you think that the society`s culture affects physical education learning and practicing sport activities, especially in the field?

A. Yes B. No

4. What are girls students face cultural problem on their participation in physical education lesson

A. Yes B. No

5. Did the school give sex education using programmed?

A. Yes B. No C. I don`t know

6. Do your school have enough teaching materials?

A. Yes B. No

7. Do parents support available physical education material, to their daughters to participate in sport activities?

A. Yes B. No

8. Do you permit at the time female students when faced with menstrual period to be excused from physical education activities?

A. Yes B. No

9. To what extent is the participation of girl students compared with their male counter-parts in physical education classes?

A. Very high C. Medium B. High D. Equal participation E. Low

10. How did girl students perceive the discussion question and answering held in the classroom?

A. Very high B. High C. Medium D. Low

11. If your answer to question “13” is No, which one of the following was problem?

A. Not giving due attention to the subject area

B. Instructional materials

C. Skilled manpower

D. Lack of syllabus relevancy with the existing conditions

- A. If you have other opinion _____
12. What do you recommend (advise) in order to enhance the participation of female students globally and with in the country?
- A. Change of attitude at school level
 - B. Encouraging female students to participation sport
 - C. Inviting role model known sport men/women in sharing their experience through mass media
 - D. Arranging sport competitions at school level
13. Rate the problems (factors) that hinder female students not to participate in physical education activities?
- A. Lack of educational background knowledge and understanding about females participation in physical education activities
 - B. Lack of female students understanding attitude to words physical education activities
 - C. Negative attitude of the community, the religion and the culture to wards participation of female students in physical education activities and sport competitions
 - D. Low attitude of teachers and male students towards the participation of female students in physical educations activities and sport competitions
 - E. Lack of encouragement and understanding of directors and administration employees towards female students participation in physical education activities

APPENDIX 3
Addis Ababa University
Post graduate Program Studies
Department of Sport Science

Interview questions for school administrators

These interviews are prepared to gather school administrators opinions about the Influences culture on girls physical education learning process and to undertake survey study.

1. What is your attitude about physical education subject?
2. What are the factors you think can affect the teaching learning of physical education?
3. What are the solutions for those factors that affect teaching learning of physical education?
4. Do your schools have enough teaching material?
5. Is there a place for girl students where they can change their clothes, they can wash their body, toilets and other necessary materials in your schools to make them participating in physical education
6. Can you say physical education has an acceptance with the society like other subject?

APPENDIX 4
Addis Ababa University
Post graduate Program Studies
Department of Sport Science

Classroom/field observation sheet

For selected school of Shambu and Amuru high school. These observations are prepared to gather information from schools about Influence of culture on girl physical education learning processes and to undertake survey study. The observation provide very important to forward constructive information to researcher data.

1. School name _____
2. Subject _____
3. Duration of time for visit _____
4. Date of visit _____
5. N^o of class for each grade 9th _____ 10th _____
6. N^o of teachers teaching each grade level 9th _____ 10th _____

Classroom field observation check list

1. Highly sufficient 2. Sufficient 3. Medium 4. Poor

No	Variable to observed	School			
		High	Sufficient	Medium	Poor
1.	Facility of the compound				
	Teaching room				
	Play ground (teaching field)				
	Adequate seats				
	Toilet				
	Library				
2.	Condition of the school				
	Well constructed				
	Attracted				
	Safety				
3.	Material for teaching				
	Basic teaching aid				
	Learner book				
4	Facilitator manual				
	Teachers need				
	Material store				
	Cafeteria (lounge)				
	Shower				
	Staff				
	Dressing room				
Locker					

**INFULENCE OF CULTURE ON GIRLS PHYSICAL EDUCATION LEARNING:
WITH SPECIFIC REFERENCE TO SOME SECONDARY SCHOOLS IN HORO
GUDRU WELEGA ZONE, OROMIYA REGIONAL STATE**

BY

DEMSIS WOLDEAB

APPOVED BY BOARD OF EXAMINERS

Chair man, Department Committee

Signature

Date

Advisor

Signature

Date

Internal Examiner

Signature

Date

External Examiner

Signature

Date

DECLARATION

I declared that this thesis is my own original work and has not been presented for any degree and that all sources of materials used for the study have been duly acknowledged.

Name: _____

Signature: _____

Date: _____

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

Name: _____

Signature: _____

Date: _____