An Investigation of Female Students' Participation in Extra-Curricular Sport: The Case of Bole Sub-City Selected Three Secondary Schools

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This is to certify that the thesis prepared by Solomon kebede, entitled: An Investigation of Female Students' Participation in Extra-curricular sport and submitted in partial fulfillment of the requirements for the Degree of Master of Education (Teaching Physical Education) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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ABSTRACT

Female students' participation in extracurricular sport

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The aim of this study was to investigate female students' participation in extra-curricular sport in three selected secondary schools found in A.A at Bole Sub city. The research was designed to be conducted by descriptive survey method and the participants in this research were 90 female students, 10 Physical education teachers and 3 school principals. The participants were selected by simple random and purposive sampling techniques. The instruments in this study were questionnaires, interview and field observation. To analyze the collected data, both qualitative and quantitative methods were employed. Moreover, Data analysis and interpretation were made in terms of mean, tables, graphs, figures and descriptive statements and explanations. The major findings of the study depict that female students' participation in extracurricular sport is low due to lack of facilities, awareness and budget, unmotivated teachers, psychological barriers, in appropriate training method and poor relationship among students, teachers and school principals. Finally, the researcher recommended based on the findings that there should be collaboration among stakeholders to facilitate materials, create awareness about use of ECAs, minimize students' psychological barriers, allocate budget, use proper training ,use time effectively and motivate students and teachers to participate actively in ECAs.

Key words: *Participation, extracurricular activities, physical Education, Facilities and inactivates.*

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ACRONYMS

PA - Physical Activity

CSPPA- The children's sport participation and physical activities

ECAs- Extracurricular activities

S.D - Standard division

A.A- Addis Ababa

P.E - Physical Education

NGO- Non-Governmental organization

WSF- Women's sports Foundation

VIC - Victorian

ISC- Irish sport council

ACSM- American college sports medicine

ERSE- Education Research and sport Education

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

According to Freeman (1988) Physical education is human movement, primarily in the sense of gross (larger) movements rather than the more minute or fine movements of the body. The unique contribution that physical education has to make to general education is that of general body development through physical activity. Moreover, Ratey and Hagerman (2008) state that physical education is an essential subject area for learning. It helps students become competent movers, which in turn, builds self-confidence and lays a foundation for participation in lifetime physical activity. Its movement content helps improve cognitive function, which in turn, promotes learning in other subject areas. In addition to this, walsh (2010) suggested that extracurricular sport refers to the provision of activities outside of the formal physical education, most often after school and lunch times and on weekends. According to Emmer(2010a,in Luneburg,2010:1) and Mckown (1956:4) state that the term extracurricular activities means experiences and activities such as school clubs, contests, and various social events. Lamberon et al. (1992) and Finn, (1993) suggests that participation in extracurricular activities increase students' sense of engagements or attachments to their school. Moreover, M.S Omar Fauzee (2007) states well planned after school activities can develop positive attitudes, fun and health lifestyle for students. Similarly, (rob 1Qcanter bury.ac.uk) claims school based sport is an important area for study, as it is sometimes the only experience of physical activity gained by young girls. However, females are exposed to a host factors. Such as: personal and environmental Factor. Moreover, Different reasons inhabit female students to participate effectively in the regular program, and also the time given for PE class is not adequate and supported by ECAs. In relation to this, king (2012) states that there are key factors affect females students sport participation and sport experiences. These are Social stigma, lack of access, Safety, transportation issues and positive role models.

In our case such problems are prevalent in different high schools. This condition urged the researcher to conduct a research if ECAs could solve the existing problems.

1.2. Statement of the problem

According to Freeman (1988) stated that, many scholars agreed classroom learning should be supplemented with activities outside the classroom practice for successful teaching and learning process of physical education. According to the scholars, there are different kinds of activities which help to develop confidence, talents, skills and academic achievements (Ibid). However, king (Jun 7, 2012) states that there are key factors affect females students sport participation and sport experiences. These are Lack of access, Safety and transportation issues, Cost, Lack of positive role models and Social stigma. Similarly, Hailu (2012:54) argued that lack of knowledge; low access and opportunity, lack of suitable equipment and religion affect female participation in sport activities. Lower rates of participation in early child hood may also mean that girls have poorer motor skills that are the precursors for sports. As a result of unfavorable situations at different levels, majority of females are unable to realize their potential and in most cases remain inactive. Nesan (2009) describes that there are also different problems that affect female students' participation in extracurricular sport activities like the absence of trained and motivated teachers, the absence of continuous monitoring, the recklessness of students to participate in this activity, the shortage of finance, no allocation of budget, lack of equipment and some students are too shy to participate in these activities and also some students even do not know their hidden talents .In our case such problems are seen in most of female students. The researcher has experienced the problems as he is working in different high schools. So this study is designed to search the practice of ECAs in high schools. The organization of these activities is equally important and every effort should be made to introduce and practice ECAs as important as academic classes. This condition motivated the researcher to assess female students' participation in extracurricular activities as afore stated. Hailu (2012) conducted a research on female students' participation in sports and physical activities and his findings indicated that the participation in PA among female students was low. However, Hailu did not assess participation of female students in extra class activities. Likewise, Rahel (2012) conducted a study on practicing on extracurricular activities and how they develop students' talents. Nevertheless, Rahel did not conceder hindrances of female students'

participation in ECAs. This clearly shows that female students' participation in extra-curricular activities was not given attention at the study area.

1.3. Research questions

The study attempted or tried to answer the following basic questions:

1. What are factors that affect female students' participation in extra-curricular sport activities?

2. What is the current level of female students' participation in ECAs?

3. What measures should be taken by the stakeholders to increase female students' participation in ECAs?

4. To what extents facilities and equipment are available?

1.4. Objective of the study

There are two objectives of the present study; they are general and specific objectives

1.4.1. General objective

The general objective of the study is to investigate female students' participation in extra-curricular sport activities.

1.4.2. Specific objectives

Specifically, the following objectives were set to be accomplished with this Study.

- to describe the current level of female students' participation in extra-curricular sport activities.
- to identify factors that affect female students' participation in extra-curricular sport activities.
- to provide valuable information to the stake holders.

1.5. Significance of the study

This study may play significance role in increasing female students' participation in extra-curricular sport activities and providing valuable information to the stakeholders to minimize the problems. Moreover, It serves as secondary source to other researchers who are going to conduct further study on the issue.

1.6. Delimitation of the study

The researcher is highly interested to conduct the study throughout Addis Ababa. However, the study is delimited to conduct only in Bole Sub City selected high schools and females students participated in ECAs due to the scarcity of time, budget and other facilities.

1.7. Limitation

While the study was carried on, the researcher has faced some challenges like unwillingness of some respondents to return back the questionnaire on time, non-adequacy of locally written literatures related to the title, and some bureaucratic problems.

1.8. Operational definition of terms used

In this study, for the purpose of clarity and consistency, the following terms were defined.

Extracurricular activity: A process of teaching, training and learning, especially in schools to improve knowledge and develop skills.

Scarcity-there is not enough of it and it is difficult to obtain it.

Physical activity-any bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure.

1.9. Organization of the Study

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

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter provides detail discussion on the theoretical perspective that would be used in this study. It deals with some important topics, which are related to female student's participation in extracurricular sport. Therefore, the idea of the review is that to establish theoretical basis for female student's participation in extra-curricular sport. It comprises the Concepts of physical education, Extra-curricular activity, Increasing Student Participation, Factors Influencing Female' Participation in Sports, Benefits of Female's participation for sport and society and School sport Clubs.

2.2. Concepts of physical education

According to Freeman (1988) states that Physical education has been known by many other titles in the past, but most of these are now considered too narrow and exclusive to express the full scope of the field. Physical education is concerned with the relations ship between human movements and other areas of education. Moreover, Physical education is the relationship of the body's physical development to the mind and soul. In recent years many physical educators have been debating the exact status of the field of physical education, whether it is a profession, a discipline, or either one. Physical education has many dimensions; one of these is a body of knowledge, which is required by a discipline, while other dimensions are the traits of a profession and professional concern. Moreover, Atkinson (1961:10) suggested that most individuals think physical education as only of its physical components, such as fitness and appearance. But the actual concept of physical education has several dimensions. Some dimensions of physical education are health, emotional, social and spiritual. Physical education experiences should provide a student with instructions in activities and skills that have great value to adults.

Physical Education plays a critical role in educating the whole student. Like other academic courses of study, physical education is based upon rigorous national standards

that define what students should know and be able to do as a result of participation. Physical education is unique to the school curriculum as it is the only program that provides students with opportunities to learn motor skills, develop fitness, and gain understanding about the importance of physical activity. Students will be provided an individualized, developmentally appropriate, and personally challenging instructional program that will advance the knowledge, confidence, skills, and motivation needed to engage in a lifelong, healthy, active lifestyle and disease prevention. These ideas is supported by wiles and hawses (1986:19) as follows: physical education is effective learning area that provides students with opportunities to progressively develop knowledge, skills, attitudes and values to become healthy individuals with the ability and confidence to manage their own life style. Similarly, According to Bucher (1975) suggested that physical education is an integral part of the general or total education process that has its own aim, the development of physical, mentally, emotionally and socially fit citizens through the physical activities. Moreover, The West and Bucher (2006) state about the definition of physical education as follows "an Education process that uses physical activity as a means to help individuals acquire skills, Fitness, knowledge and attitudes that contributes to their optimal development and well-being". Furthermore, According to Deborah A. West and Charles A. Bucher (2006) suggested that the well planned P.E program has the potential to contribute in a number of ways to all phases of individual development in relation to the three domains of instructional objectives. These are the cognitive, affective and psychomotor domain. The cognitive domain is concerned with the acquisition of knowledge and its application. The affective domain includes the promotion of values, the fostering of social skills and enhancement of emotional development. The psychomotor domain involves the development of motor skills and physical fitness. Likewise, According to Ratey, 2002; Ratey and Hagerman (2008) suggested Physical education is an essential subject area for learning. It helps students become competent movers, which in turn, builds self-confidence and lays a foundation for participation in lifetime physical activity. Its movement content helps improve cognitive function, which in turn, promotes learning in other subject areas .It helps students to learn about their abilities, aptitudes, limitations, and potential. It also provides opportunities for students to develop creativity, positive attitudes toward

physical activity, assume more personal and social responsibility, and meet performance obligations as individuals and in groups.

Siedentop (2003) suggested that an education of the body or a physical education was once an indispensable part of school curriculum during the beginnings of formal education. Physical education and physical activity once stood at the center of ancient Greek schools and culture providing the foundation from which education arose. Physical and intellectual learning experiences were essential and inseparable parts of education. Greeks believed in a sound mind in a sound body and the concept of "arête" or a quest for excellence. Moreover, Ziegler (2005) believes that the period of education that has followed the Greco-Roman period of equal treatment to the cognitive and psychomotor domains of learning has seen a lack of balance in favor of the cognitive within schools and those who write about education.

2.2.1. The significance of physical Education and sport

Bucher and Koenining (1974) state physical education plays a basic role in general education. As it is the element of total Education, contributes to the development and advancement of the nation's culture. It correlated with health, recreation and so on. Physical education is one part of the total education process and contributes to the achievements of the general education

2.2.2. Components part of physical Education program

The program of P.E consist variety of activities that are selected based on different scientific principles to achieve the design. There are no sources in the current document objectives and through the need and interest of students. Bucher and koenining (1974) state the three principles that are used as guideline for determining the activities to be included in a balanced program of PE. These are physiological, psychological and sociological principles. In general, components of school physical education program have been listed by many authors and under variety of terms. However, Bucher and Koenining (1974) listed five components of the school physical educations are: basic instructional class program, adapted program, intramural program, interscholastic program and extracurricular activities. In order to provide all around program to the

whole pupils, the entire program of PE specially in practical class should comprises those components and should be implemented in a variety of ways that considering different factors in school setting, because each has an important contribution to make to the achievement of physical exercise as well as PE.

2.2.3. Factors affecting the physical education program

According to Bucher and Keoning (1974) recommended that many factors can be taken as an obstacle to achieve educational objectives of PE. Among these problems are qualified teachers problems; large class sizes, time allotments and others. The implementation of successful teaching learning process of physical education may be depended up on a variety of factors that affects this process and most of them are function of school administrative. Because, school administers make decisions affecting physical education programs, determine budget allocation, approves facilities and equipments, teaching situation and scheduling. It is clear that physical education should give care full considerations about extra-curricular activities. According to Bucher (1955, 346) states that "extra-curricular activities are an integral school class hours in which education values are great."

2.3 Extra-curricular sport activity

According to Jha et al., (2004) states that extracurricular activity is defined as a program or out of class activity, supervised and/or financed by the school, which provides curriculum-related learning and character building Experiences. Moreover, extra-curricular activity program is an extension of the instructional program. It offers all students the opportunity to apply the skill and knowledge's acquired in the instructional program, further enhancing their psychomotor development. The intramural program can also contribute a great deal to the attainment of the social and affective development objectives of physical education. The intramural setting provides a social setting for students to participate with their peers in physical activities. Friendships are encouraged as students find a common meetings group in their enjoyment of the activity. Students learn to cooperate and compete with each other in a wholesome manner, without the undue pressure of winning and losing. Opportunities for leaderships and followership

encourage personal growth in these areas. Students are given the opportunity for involvement in the management and direction of the intramural program learns to accept and carry out responsibilities is an appropriate manner Extra-curricular activities are voluntary, are not part of the regular school curriculum, are not graded and do not earn credits. It is the intent of the School Committee by this policy to encourage academic effort and achievement by the students of all academic Schools. Extracurricular requirements are designed to supplement students' formal coursework, promoting the consolidation and application of knowledge and skills addressed in program curricula and readings through specified activities in vocation-oriented settings.

Woods, et al. (2010) suggests that extra-curricular sport refers to the provision of activities outside of the formal physical education curriculum, most often after-school and at lunch times, but also in some schools at weekends and/or before school. For the purpose of this study, extra-curricular sport will include dance, gymnastics and other forms of physical activity that are conducted in the school setting but outside of the formal physical education curriculum. Extra- curricular sport and physical activity are a central focus of the life and identity of many schools and play a major role in defining what Lynch called the 'hidden curriculum' the ethos and informal structures and processes that play a large role in defining the character of schools and the overall educational experience encountered by pupils. The extent and quality of extra-curricular sport varies across schools and is highly dependent on the school ethos, expertise available, staff commitment to the process and availability of resources and facilities. The focus is often on one particular sport, rather than providing a broad programmed of activities similar to what is on offer in a physical education programmed. Fahey and colleagues found that most children regularly participated in extra-curricular sports or extra-school clubs outside school. They also found that extra-curricular sports were concentrated on a limited range of team based sports and cited soccer, Gaelic football and basketball as the most common extra-curricular sports. Involvement in extra-curricular sport was found to decline with age, and be gender. Extra-curricular sport relies heavily on a teacher's willingness to take on extra-curricular activities outside their formal teaching duties. As the main delivery mechanism for school sport, volunteer teachers are

therefore central to how much sport children play, what sports are offerd and how effectively sessions are organized and supervised.

2.3.1 Historical Background of extra-curricular sport activities

According to Daughter and Woods (1976:307) claim extra-curricular sport activities first appeared in the school of American, the program had secondary status. To large extent, the emphasis of extracurricular activities served as a different to intramural growth, interscholastic growth and recreational developments. Extra-curricular sport activities in American schools are designed to provide children with the opportunities to receive adequate instruction in those areas necessary for adaptability of living in a democratic culture. Moreover, Erin Massoni Education (1100) suggested that extra-curricular sport activities began in the United States in the 19th century. At first they were just an additional part to the normal academic schedule for the year. Extra-curricular sport activities usually had some practical or vocational interest that was included into the activities. Likewise, Casinger, J. (2011) stated that the first extracurricular activities that were well known in schools started at Harvard and Yale University. They were literacy clubs that consisted of different debate clubs and Greek systems such as fraternities and sororities. Students in American schools were the first to initiate athletic clubs. These soon became popular and literacy clubs began to decline. Around the time of World War I, schools started adding clubs such as journalism, and newspaper. Now these clubs have become popular and many public high schools and grade schools have clubs for all interests) moreover Miller, Zittleman (2010, 189) states that today about 1 in 4 students participate in academic clubs. In addition, Girod et al., (2005, 64) suggests it costs about $250 million to establish extra-curricular sport activities in rural and inner city schools. Similarly, Mckown (1952) states that extra-curricular activities are as old as organized education itself. In Ethiopia, it started in the beginning of modern education.

2.3.2 The value of extra-curricular sport activities

According to Daniel nlesan (2009) suggested extra-curricular sport activities have a number of values like academic achievement; social spirit, recreation, physical development, and cultural values. Development of social spirit has its own values. Social

cooperation is recognized as one of the important demands of citizenship. It is difficult to teach social values through school subjects like languages, mathematics or social science. By participating in group activities, students learn good manners and develop a sense of cooperation and also develop group spirit, 'we' feeling, belongingness, unity and ability to be co-operative.

Regarding NFHS (1999) suggested Students who participate in activity programs tend to have higher grade point averages, better attendance records, lower dropout rates and fewer discipline problems than students who don't participate .Similarly, Wilson, Nikki L, et al., (2009) states that benefits of participating in extra-curricular sport activities included having better grades, having higher standardized test scores, higher education attainment, attending school more regularly, and having higher self-concepts. Moreover, Allison (1979) argues that extra-curricular sport activities not only do better academically but also develop other facts of their personalities in the process. Self- esteem, social cooperation, self- confident and leadership skills are just a few of the cognitive factors that are affected. Extra-curricular sport activities allow students to blend aspects of their academic learning into personal actions As Haensly, Lupkowsky, and Edlind (1985/1986) cited on Edward J. and Jan A. (2000) Extra-curricular sport activities may be one of the reasons many students stay in school or find personal meaning for their middle level and high school years. Students who are involved in extra-curricular sport activities are able to extend and enrich previously learned academic skills through competitions and real-world simulations. Extra-curricular sport activities may be one of the reasons many students stay in school or find personal meaning for their middle level and high school years. Students who are involved in extra-curricular sport activities are able to extend and enrich previously learned academic skills through competitions and real-world simulations. In the extra-curricular setting, they may also develop and practice artistic, musical, and psychomotor talents; leadership skills; and future career and occupational skills.

2.3.3 Benefits of participating in extra-curricular sport activities

Nikki (2009) states that benefits of participating in extra-curricular sport activities have directing bearing on having better grades, higher educational attainments, and attending schools regularly. Furthermore, Holland and Andre, (1987) claim that students may be required good grades in order to meet eligibility to participate in sports or cheerleading. Eligibility may motivate students to do their best academically so as to participate in the activity. Competing in sport completion may help students gain confidence and plays an important role in today's secondary education programs. When one considers the large number of activities available, one realizes the diversity of the programs. Included are athletics, publications, student government, fine arts, academic clubs, service organizations, and special interest activities. When balancing with academic learning, extracurricular activities may help student's raise self-esteem, develop school spirit and connect with the adults in the community in a positive manner creating a good situation (ibid).According to women sport foundation (1994) states that sport activity has the following benefits for women's: more likely to get better grades in school, reduce a teenager girls risk of breast cancer. Moreover, king (1974) states that sport activities prevent from osteoporosis, develop confidence and self–esteem and develop psychological will-being. In relation with this, Massoi (2011:85) suggested that participating in different extra-curricular sport activities help students to learn about group work, and sometimes helping them to avoid their conformity to gender stereotypes. Students who participate in extra-curricular sport activities benefit by making new friends, learning new skills, working with teachers outside the academic setting and having fun doing something. In addition, Daniel (2009) presented all students are strongly encouraged to participate in at least one school club. They want to involve themselves according to their interest and it helps them to know their hidden talents. According to Victorian Health Promotion Foundation (2014) states that Participation in sport and physical activity can provide females with the following benefits: Prevention and management of disease, such as: coronary heart disease, strokes, type 2 diabetes and Alzheimer's disease, Increased health, fitness, bone strength, Weight loss and prevention of obesity, Reduced risks of mortality, Increased mental health and improved wellbeing and Increase in social connections and enjoyment. Moreover, Scott E. crouter (2011)

states that physical activity is an important part of leading life; however, young females are at greater risk for getting enough physical activities. In addition, overweight and obesity are at an all time high, putting adults at greater risk for other diseases, such as diabetes, heart disease and osteoporosis. Similarly, extra-curricular sport activities such as sport activities, drama, music, dance, and various clubs are important part of the educational experience of many students. Moreover, Synday A, Adeyemo (2010) gave more emphasis about students' participation in extra-curricular sport activities influence their achievements in physics and this of course shows that generally students non participation in any of these activities account for the students' poor achievements.

James H. Borland (2005) states that an involvement in extra-curricular sport activities reflects students' school engagements.A number of different school-based extra-curricular sport activities are available during high school. Research suggests that participation in extra-curricular sport activities increases students' identification with school and school values.

One difficulty with using extra-curricular sport activities as a measurement of achievements as a measurement is that schools vary greatly in resources .Students who attend school that are financially well supported will have access to greater activities. Consequently, schools that are underfunded often have few extra-curricular sport activities for students. Moreover, ACSM (2015) states that exercise can help you in many ways more than what is seen from the outside. Exercise can help improve physical function, mental health and can help reduce chronic disease risk for condition like cardiovascular diseases and cancer.

2.3.4. The Positive Effects of Extra-curricular Sport Activities

Erin Massoni (2011) states that extra-curricular sport activities are activities that students participate in that do not fall into the realm of normal curriculum of schools. They are found in all levels of our schools. There are many forms of extra-curricular activities such as sports, clubs, governance, student newspaper, music, art, and drama. Extracurricular activities are totally voluntary so students that do not want to participate in them do not have to. Lunenburg (2010) stated that in his article that "Extra-curricular sport activities

serve the same goals and functions as the required and elective courses in the curriculum. However, they provide experiences that are not included in formal courses of study. They allow students to apply the knowledge that they have learned in other classes and acquire concepts of democratic life." Extra-curricular sport activities have many positive effects on education. The positive effects that extra-curricular sport activities have on students are behavior, better grades, school completion, positive aspects to become successful adults, and a social aspect. Moreover, Erin Massoni (2011) in his study on the Positive Effects of Extra-curricular sport Activities on Students the first affect that extra-curricular sport activities have on education is behavior. Students that participate in extra-curricular sport activities have reduced behavior problems. In sports, they show discipline in drills, practices, and routines. They have a responsibility to perform those tasks correctly and also take pride in their accomplishments. Because of the pride they achieve, they gain better self-respect, self-esteem, and self-confidence. However, Holloway, J. H., (2002) pointed out the most dangerous time for bad behavior is the time after school and before parents get home, which is usually the time between three o'clock and seven o'clock. Similarly, Howie et al., (2010, 120) this is the time when they are at the most risk at committing violent acts and victimization. The ages that usually are involved in poor behavior during this time are between twelve and seventeen years old. Researcher experienced that after school there was risk time due to expose by bad habits like drinking alcohol, and chewing chat. However, participation in ECAs were reduced such behaviors. Between the ages of nine and seventeen is when kids learn to make their own decisions and control their behavior. This is a crucial time for students to be in extracurricular activities because they are under supervision, guidance, and they are in engaged and enriched learning experiences. They are then better able to resist unsafe behaviors such as drug and alcohol use, gang involvement, and criminal activities. Higher grades and positive attitudes towards school is the second effect that extra-curricular sport activities have on students. Self-esteem can be a predictor of academic performance. Students that don't like school won't do as well as the students that do like school because they are not motivated to succeed. Participation in extracurricular activities provides students an opportunity to create a positive and voluntary connection to their school. In a study done by the USDE, "It was revealed that students who

participate in extracurricular activities are three times more likely to have a grade point average of a 3.0 or higher. This is higher than students who did not participate in extra-curricular sport activities. This is regardless of their previous background or achievement." Students that participate in extracurricular activities also showed positive changes in students self-confidence, teacher perception, and greater confidence, and then developed positive school related adult attachments. Extra-curricular sport activities increase a student's connection to school, raises their self-esteem, and positive social natures. Below is a story from Cosden, Morrison, Gutierrez, and Brown (2004, 223) suggested that about a girl who improved her grades because of her participation in extra-curricular sport activities. Stephanie was a 14-year-old eighth grader. Throughout her early school years, her teachers described her as a good student. During fourth grade, Stephanie's parents separated and she witnessed a lot of conflict in the home. Stephanie's grades began to slip and her teacher commented that Stephanie was preoccupied with the events occurring in her home life. In sixth grade her grades continued to plummet. In seventh grade, her brother suggested she become involved in sports. Stephanie enjoyed basketball, and she became the captain of the seventh-grade basketball team. At the same time her grades began to improve. When Stephanie was asked what made seventh grade different from sixth grade, she answered, "playing basketball and being the team captain." She indicated that she plans to continue to play basketball because it has been a positive influence in her life and it gives her an outlet in which to channel some of the negative energy she was experiencing within her home life. As a result of her desire to engage in this sport, she made a conscious effort not to let her family life interfere with her school work. Moreover, Casinger, (2011) shows that the third effect that extracurricular activities have on students is school completion. The Average dropout rate in the United States is about 10%. Students who participate in extracurricular activities are less likely to drop out and more likely to have higher academic achievement. Those students that are at risk of failure appear to benefit even more from participation in extracurricular activities than those who are normal achievers. This is especially important for students who belong to ethnic minorities, students with disabilities, and at risk of dropping out because students in some of these groups have almost a 40% drop out rate. Similarly, Holloway, J. H., (2002) suggested that engagement in extracurricular

activities is linked to decreasing rates of early dropout rates in both boys and girls. Sports are one of the biggest extracurricular activities to have effects on students. The athletic programs reduce the dropout rate by 40 %. There are also laws that are for kids in sports. One of the most known laws is the No Pass No Play act. Many states use this law. This law states that a student that is participating in sports has to have a certain grade point average and they cannot flunk more than two classes or they won't be able to participate in the sport. This encourages many students to keep up on their grades, which prevents them from failing or dropping out. There are also laws that say that students cannot participate in sports if they break the law. These things include using drugs, drinking alcohol, and tobacco use. The fifth way that extra-curricular sport activities have effects on students is because they have positive aspects that students need to become productive students and adults. By participating in extracurricular activities students learn lessons in leadership, teamwork, organization, analytical thinking, problem solving, time management, learning to juggle many tasks at once and it allows them to discover their talents. When a student decides they want to join an extracurricular activity, they look for one that interests them and one that they like or enjoy. When students are in high school or college, this could be the thing that helps them find a career. By participating in extra-curricular sport activities, they will find something they enjoy and see how they can use that as a career. Participating in certain extra-curricular sport activities having to do with the field that the student is interested in could help them find a job. If someone is looking at a resume for a potential employee, and they see they have experience or interest in what they are looking for, they will be more likely to hire that person. These students will then have higher career aspirations. Certain extra-curricular sport activities also look good on high schools applications. High schools look to see if students participate in certain things before they are accepted. Participation in some of these activities could also help a student get a scholarship for high schools. When students participate in extra-curricular sport activities, especially at a young age, it teaches them about long term commitments. If they want to participate in a certain activity, they sign up for a long time. Not just for a week or a few days. This is good for students to learn because school is a long term commitment, jobs, and other things that they will have to deal with as adults. The final effect that extracurricular activities have on students is the social aspect.

Students that are involved in extracurricular activities meet many new people. Each club or sport is different, so students meet different people in all different groups. By joining different ones they meet people with the same backgrounds they have and people they share interests with. Most times the people that students meet are students that they would never talk to or become friends with on a normal basis. In different extra-curricular students' activities students learn about group work, and sometimes they end up having less conformity to gender stereotypes. Extra-curricular sport activities are a part of students' everyday life. They play important roles in student's lives. They have positive effects on student's lives by improving behavior, school performance, school completion, positive aspects to make successful adults, and social aspects. As teachers, we need to be aware of the effects that extra-curricular sport activities have on education.

Michael B. Edwards, Michael A. Knaters, and Jason N. Bcarro (2011) state that school extra-curricular sport programs have the potential to be an important setting for adolescents to engage in physical activities. And also higher opportunities to participates in extracurricular physical activities at school may partially contributes to lower obesity levels

2.3.5 Educational contribution of extra-curricular sport activities

According to Negussie et al., (1956) forwards that extra-curricular sport activities offer opportunities for the students to become curious about himself, his qualification and characteristics of all types, give him setting in which he can experiments with this through actual participation and furnish situation in which he may further develop and capitalize these to his own immediate and ultimate satisfaction and profit.

The main purpose of education is enabling students develop knowledge, skill and attitudes this can be achieved through different methods. Methods are used to achieve desired education objectives. They are tools for education learners stated that students learn better and are more committed to learning when teacher use active learning. William, Brownull and Verner, (1964) presented about Students can think and act if they understand that the concepts well enough. With the help of extra-curricular sport activities the students can get moderate amounts of physical activity in school and this is

the best means to help individual learn the skills, knowledge and values necessary to incorporate physical activity in to life style.

2.3.6 Teachers' competence in school extra-curricular sport managements

According to Ministry of Education, putrajaya Malaysia (2011) suggested that the success of the schools' extra-curricular programmers' requires careful managements and good organization. Teachers as the main personnel in implementing extra-curricular activities should also have sufficient knowledge and skills to carry out the tasks entrusted upon them, for extracurricular educational objectives to be realized. Therefore, teachers must be equipped with the knowledge, skill, expertise and the latest developments in the areas of extra-curricular managements and activities so that they can carry out their duties confidently and effectively. The ability to manage extra-curricular sport activities effectively is a key factor in determining the success of extra-curricular programs in schools. Moreover, William H. Freeman (1988:215) states that the physical education teachers are also frequently involved in counseling students. This may be career counseling with students who are interested in pursuing physical education as a career, but more frequently, counseling involves others matters. The most common types of counseling involve students with problems for students often want to talk to an adult others than a parents or the school guidance counselor.

Jist Works (1998:269) suggested that physical education teachers instruct in physical education activities in educational institution: Plans physical education program to promote development of student's physical attributes and social skills. Teachers' individual and team sports to students, utilizing knowledge of sports techniques and of physical capabilities of students. Organizes, leads, instructs, and referees indoors and out door game, such as volley ball, baseball, and basketball, Instructs individuals or grapes in beginning or advanced calisthenics, gymnastics, or corrective exercise, determining types and level of difficulty of exercises, corrections needed, and prescribed movements, applying knowledge of sports ,physiology and corrective techniques. Teachers and demonstrates use of gymnastics and weights. Confer with students, parents, and school counselor to resolve student problem. Moreover, teachers are now viewed as professionals who are expected to master a large knowledge base that covers the subject's

matter they teach, the methods they use to teach it, and the students to whom it is taught. According to Butcher (1975) there are many ways in which teachers can involve students in physical education program.

2.4. Increasing Student Participation

According to Washington University in st. Louis (2013) while increasing participation is an obvious goal in courses that include frequent discussions and small-group work, it is also important in a lecture course. In short, if only a few students participate by volunteering answers, asking questions, or contributing to discussions, class sessions become to some extent a lost opportunity to assess and promote learning. You can improve student participation in your course by devoting time and thought to shaping the environment and planning each class session. Furthermore, the way in which you interact, both verbally and non-verbally, communicates to students your attitude about participation. Ideally, the goal of increasing participation is not to have every student participate in the same way or at the same rate. Instead, it is to create an environment in which all participants have the opportunity to learn and in which the class explores issues and ideas in depth, from a variety of viewpoints. Some students will raise their voices more than others; this variation is a result of differences in learning preferences as well as differences in personalities. For example, some students who do not speak often in class are *reflective learners*, who typically develop ideas and questions in their minds before speaking; others are shy students who feel uncomfortable speaking in front of groups (at least initially). Many students who frequently volunteer to contribute are *active learners*, who typically think while they speak. The instructor's goal is to create conditions that enable students of various learning preferences and personalities to contribute. To reach this goal, you will need to take extra steps to encourage quiet students to speak up and, occasionally, ask the more verbose students to hold back from commenting in order to give others a chance.

2.4.1 Benefits of Female's participation for sport and society

According to women's sport and fitness foundation (2009) suggests that the benefits of participation in physical activities are great, and the potential costs of inactivity can be severe. Many girls around the world are not currently able to take advantage of the benefits of regular sports and physical activities due to inequitable access and opportunities.

Female's participation for sport and society can promote positive development in sport by providing alternative norms, values, attitudes, knowledge, capabilities and experiences. The contribution of Female's particular in leadership positions can bring diversity and alternative approaches and expand the talent base in areas such as management, coaching and sport journalism. The participation of Female's in sport challenges gender stereo-types and discrimination, and can therefore be a vehicle to promote gender equality and the empowerment of Female's In particular, Female's in sport leadership can shape attitudes towards Female's capabilities as leaders and decision-makers, especially in traditional male domains. Families' involvement in sport can make a significant contribution to public life and community development. Moreover, Scott E. Crouter (2011) states that Physical activity is an important part of leading a healthy lifestyle; however, young females are at greater risk for not getting enough physical activity compared to young males. In general, young males are typically more active than young females, and for both genders, physical activity tends to decrease with age. Usually, the decrease in physical activity is much greater in females than males. In addition, overweight and obesity are at an all-time high, putting young adults at greater risk for other diseases, such as diabetes and heart disease. This is because of overlooked of physical activity by young females due to social and cultural stigmas. In addition, sport participation provides a means to build important life skills, such as teamwork and goal-setting, while having fun and staying in shape. Research has shown that young female athletes generally have higher academic test scores and are more likely to graduate from college. There are also important health benefits obtained from participating in sports and physical activity. Young female athletes are generally healthier and have a lower prevalence of overweight and obesity throughout life, reducing their risk for other

diseases, such as diabetes and heart disease. Sport participation is also an important component to building strong bones, which will decrease the risk of osteoporosis as they age. These ideas are similarly that of Vic health (2014:2) states that Participation in sport and physical activity can provide females with the following benefits:

-Prevention and management of disease, such as: coronary heart disease, strokes, type 2 diabetes, and Alzheimer's disease.

-increased health, fitness, body and bone strength

-Weight loss and prevention of obesity.

-reduced risks of mortality.

-increased mental health and improved wellbeing.

-Increase in social connections and enjoyment.

According to the above facts Daniel Nessan (2009) argues that Students who participate in co-curricular activities benefit by making new friends, learning new skills, working with teachers outside the academic setting and having fun doing something they enjoy. All students are strongly encouraged to participate in at least one club, activity or sport that they want to involve themselves according to their interest and it helps them to know their hidden talents .Moreover, Researcher observed females benefited more from intimate interactions that allow for personal exchange, self-disclosure and develop positive experiences such as fun, enjoyment, and success and peer relationships. WHO (2002) further strengthens the ideas stated earlier by stating that play, games and other physical activities give young people opportunities to have social interaction and integration as well as for learning the spirit of solidarity and fair play, among others, who goes further to say that active life styles through physical activity provide people of all ages with opportunities to make new friends, maintain social networks, and interact with other people of all ages.

2.4.2 Factors Influencing females' Participation in Sports

According to king (Jun 7, 2012), there are key factors affect females students sport participation and sport experiences. These are Lack of access, Safety and transportation issues, Cost, Lack of positive role models and Social stigma. Similarly, sun Fenglin (2013) states that biological factors also influence sport participation of female students. The developmental period for girls is from the age of 17 to 23 years old, which increase subcutaneous fat girls. Due to the stimulation of the pituitary towards gondola growth, secondary sex characteristics emerge. The growth rate of height and weight begin to decline, improvement of physical quality of natural growth become slow. Within this period, due to physiological changes as a result of discharging the adverse impact on the campaign, students don't want to do any activities. Obesity increases the inertia of each part of the body, and reduces contraction speed and explosive power, and the flexibility of coordination of movements is destroyed. Coupled with the increase in body weight, the physiological changes of female college students make themselves reduce physical exercises. Psychological factors also Influence females students sport participation. They become passive in sports activity due to lack of understanding of physical exercises; Second, being anxious. Some female students are shy by nature, so they are unwilling or even afraid of participating with considerable perseverance, courage in competitive sports activities. In general, they are more willing to be spectators in physical education teaching process. When it comes to a certain level of action, they often show the emotions of anxiety, stress, uncertainty, fear, lack of confidence, and so negative and unhealthy psychological phenomena emerges. Nowadays more and more college female students are in lack of the willpower of self-care and tenacious struggle, and the hard working spirit. Therefore, they need to overcome the physical fear, such as fear of wind, sun, rain, fear of sweating, being tired, being afraid of confrontation, and so on. Due to the physiological development of female students, they become very sensitive, very concerned about teachers, other students' views and evaluations. When they are learning a new action or completing a difficult action, especially in front of a male teacher and male students, normally they would feel embarrassed. Facilities are also factors that Influence females' students to participate in ECAs. The shortages of sports equipment

seriously restrict. Thus makes it difficult for internal and external integration of physical education class. Females are more and more passive in extracurricular activities, which is a major cause of the declining of high school students' physical quality. In addition to this, Dagkas et al., (2010) suggested that in some Muslim countries Muslim women face various problems and hurdles for participation in sports due to religious and cultural reasons, mixed gender sports, dress codes, attitude towards sports and limited resources. Moreover, Hewett (2010) states that there is another problem that some countries consider sports as male activity. We can give the example of Senegal in this regard where participation in sports is socially and culturally prohibited for Muslim women because they believe that sports and athletics are by definition masculine. Similarly, women's sport and fitness foundation (2009) states that females are not participated in sport activities due to practical barriers, personal barriers and social barriers. Practical barriers are lack of time, lack of money, lack of transport, personal safety, funding, and access to facilities. Personal barriers are body image, clothing and equipment and lack of self-confidence. Social barriers are the male-dominated cultural of sport, attitude and sexual harassment and abuse and also lack of role models in sports .In addition, Most of the females have not taken part in sports and physical activity in a significant level. Stuifbargen et al., (1990) gave more emphasis about several potential perceived barriers to health promotion activities for women's. They categorized barriers as internal, such as lack of time, energy or fatigue/weakness. Barriers may also be social or environmental factors which may affect one's ability to engage in health promoting activities. Moreover, Rimmer et al., (2004) also reported several different categories of barriers intrinsic and environmental, faced by women when participating in PA. Similarly, Hailu (2012:54) described that lack of knowledge; low access and opportunity, lack of suitable equipment and religion affect female participation in sport activities. The factors may change the interest and skills of female student's participation in sport and physical activity, and develop the attitude to hate the subject in the female students.

2.5 Motives for Females to Get Physically Active

Females are more importance on the social aspects of physical activity, and are less motivated by performance outcomes, such as building strength. Motives to participate can change and evolve over time. For example, Females may begin physical activity for health reasons, however, find enjoyment in the social aspect or mental wellbeing and continue for those reasons. Moreover, Researcher agreed that motivation is a key condition that determines effectiveness in any learning experience, desires, incentives, pressures, tensions, urges, interests, abilities, and anxieties all affect motivation. According to Singer and Dick (1974) give more emphasis on motivation, The learning of skills, attitudes, and information in physical education can be influenced by a variety circumstances, and the effective teacher realizes and uses those motivational techniques appropriates for the as a whole as well as for individual students.

Hemryet et al, (2007) suggested that key motivations include maintaining or improving health, appearance and weight management, personal fulfillment, wellbeing and improving quality of life and social interactions. One of the key tenets to understanding people in general and motivation in particular is that both individuals and situations must be understood to provide for optimal motivation. More specifically, both individual factors such as personality, needs, goals, and interests and situational factors such as teaching style, win-loss record, support of the community, and tradition as well as how individual and situational factors interact need to be considered when trying to determine the most effective way to motivate. Although one might have a general principle that says positive reinforcement is the best way to motivate female students, punishment might indeed be more effective for a specific female students in a specific situation. Moreover, Gottfried (1994) states that parent are beliefs and expectations also appear to strongly influence children's motivation. For example, parents who hold high expectations for their children's learning, believes in their children's competence, expose them to new experiences, and encourage curiosity, persistence, and problem-solving can help their children develop an intrinsic motivation to learn. By contrast, parents who are controlling, use rewards and punishments for academic performance, or display negatively or anger about academic can discourage children from develop in intrinsic

motivation. Moreover, Weinberg R.s and Gould (2007) described that the most recent view of intrinsic motivation considers motivation on a continuum from purely intrinsic to purely extrinsic motivation. And then depending on the circumstances, external rewards can enhance or detract from one's internal motivation. There are several key ways to enhance intrinsic motivation. Practices in sport can get tedious and boring. Adding variety to drills can increase fun and keep athletes more focused and interested in learning skills, such as involve participants in decision-making, giving more responsibility to the participants for making decisions and rules adds to their feeling. Fish Industry Authority (2008), states that Personal development is one of motivator that some people 'get a buzz' from successfully completing a training course and receiving a certificate to recognize the new skills that they have learnt. We will take a closer look at personal development when we look at appraisals. However, it is worth noting at this point that if you identify an individual who is developing well and would relish some extra responsibility, you can always promote them to a new role as team leader or supervisor. It's amazing what impact a job title and a little bit of empowerment can do for someone's self-esteem.

2.6 Facilities and Equipments

According to David Levinson and Karen Christensen (2005) stated that availability of Sport facilities and equipments has a tremendous effect on the development And popularity of a given sport if the facilities and equipments are available in sufficient manner it is too easy to produce a number of outstanding female students participants who can show highest performance at school level. Davis and loveless (1981:2) said that school facilities include such things as site, a physical structure, space arrangement, a set of special environment and clusters of specialized tools called furniture and equipment. The stage of school facilities can facilitate or hinder the attitude of teachers towards teaching and students towards learning. For instance, teachers are interested to teach in attractive and well equipped schools. Student is stimulated to learn in schools where school facilities are adequately available. It is obvious that students can develop interest when they are in a better learning environment. If they are suffering from the school environment or when they feel discomfort, they will begin to develop negative attitudes.

This lack of interest even urges them to hate the subjects they learn and to be absent from classes frequently. However, Students like to attend and participate in co-curricular activities and prepare themselves for different physical activity where the school site is conducive.

Moreover, Kelbessa Eba et al, (2012) described that about facilities needs such as: housing, foods and cloth to training site access to showers and transportation access to appropriate educational opportunities access to social, cultural, religious, and recreational opportunities, Community support and including that of the media. In relation to this, Slack (1994) stated that Educational materials play a facilitating role for the success of teaching learning process. These strategies could include: improvements to the provision of PE in schools, in participate equally with boys. Develop the programs that cater to the different needs and abilities of girls and younger women. Encouraging and supporting women and girls to conduct their own competitions. Providing a supportive environment encourages women and girls to take up sports or activities that they have undertaken in the past. The dissemination of information relating to women's sports targeted at women and girls, parents, teachers, coacher, health professionals and sports organizers. Similarly, Igram, (1979:80) suggested that without instructional materials learning becomes a theoretical exercise. Materials help to full teaching and learning as close as reality as possible and often the more natural the materials the closer the link becomes. In order to develop the three domains: cognitive, psychomotor and affective in the individual learners, materials have to be wisely selected and organized by the teacher. Moreover, In accessibility to facilities is an obstacle that hinders participation of female students, as often building are not designed to accommodate female students, i.e. ramps, doors, changing facilities etc. Arthur and Finch (1999) indicated that poor physical access at existing facilities can present a barrier to the participation of people in sporting activities, specifically in terms of the inappropriate design of buildings, lack of aids or adaptations to equipment, the need to check beforehand that extra assistance is available and restricted access times. Raise the issue of a lack of locally available facilities and lay the blame for this at cuts in funding. Challenges to the participation of female students are also rooted in the values, structures and built environments of society. These and other challenges impose lifetime limitations on sport participation. Canada (2006) as it also

cited in sport and disability thematic profile (2009) some adaptive equipment is required for some athletes to participate sport. However, Hailu (2012) suggested that a lack of facilities or limited access to existing facilities is often problematic in developing countries and with limited means to host large sporting events.

2.7 Sports as a Legitimate Field of Academic Study

Freeman (1988) described that sport holds a prominent place in modern life. Millions of people participate in sporting activities, watch and read about them, and spend billions of dollars annually on sport-related activities and equipments. Though this massive interest in sport was noticed many decade ago, little attention was paid to actually studying sport except sport journalists and by the occasional scholars ,whose professional co-workers often conceder the pursuit of such interests as scholarly "slumming." Indeed, scholarly suspicion of the idea of a "scholarly" interest in sport still exists. But the impact of sport on modern society has made it clear that sport is a much legitimated field of academic study. Moreover, Nikki (2009) states that there has always been a debate whether participation in extracurricular activities has a positive correlation with academic success. According to Reeves (2008) states that students who took part in three or four extracurricular activities during the academic year had dramatically better grades than those who participated in no extra-curricular sport activities at all. As Max Scholar noted over half a century ago, "Scarcely an international phenomenon of the day deserve social and psychological study to the degree that sport does. Sport has grown immeasurably in scope and in social importance, but the meaning of sport has received little in the way of serious attention".

2.8 Role of parents and common problems among families

According to Adeyemo (2010) states that parents need to give their children some freedom in determining which activities to participate in but still need to monitor how their children some freedom in determining which activities to participate in but still need to monitor how their children spend their time. Moreover, parents who regularly do sports often exerts a noticeable influence on their children's involvement in sport through their own favorable attitudes or life style model, or by directly encouraging and

supporting them to acquire sporting habits they can progressively do on their own. In line with this, the researcher believes that parents play great role to enhance participation of female students in ECAs. However, they have many problems such as; shortage of time, financial problems, transport issues and lack of awareness etc. due to these parents are not able to support females' students to participate in ECAs. On the other hand, Bloom, 1985, Brustad, 1993 and cotes's (1999) state that parents influence on participation of female students in ECAs. Several authors have discussed the importance of parental influence on student's introduction to, involvements in, and achievements in sport and other achievement domain. Furthermore, David Levinson and Karen Christensen (2005) stated that parents appear to be important as financial supporters, as organizers of transportation.

Moreover, problems among families influence females' students to participation ECAs. Lack of privacy is a common problem among family's sometimes they are not aware of each other's need for privacy. Tension can occur when people's needs conflicts. In this example, the need for privacy conflicts with the need for companionship.

One way to deal with this privacy problem is for families' members to tell each other politely how they feel. Clear communication without making demands is a good way to discuss problems. Similarly, as Dies and Guisasola (2002) suggested that we must make parents aware that there daughters is indispensable and that, when they do not take on this decisive and sustained role, they are giving their daughters the importance that this activity is not important. The desire for greater independence is a common need among teenagers that can cause problems in families. Sometimes parents feel that their teenagers' need for certain kinds of independence is unnecessary. Although parental influences and behaviors can have negative effects on a young athlete's sporting experience, these behaviors can also be perceived as encouraging and positive and result in positive affective responses. For instance, even though Hellstedt's (1988) presented the study on parental pressure on young ski racers found negative affective responses to parental pressure, he also found that those skiers who perceived their parent's involvement as supportive and positive had more positive reactions to sport participation. In addition to this, researcher believed that parents provide the first learning experience

on love, support, trust, sharing, and companionships and also they provide emotional support, such as praise and encouragements. Students develop self-confidence when their efforts and when they are encouraged to meet new challenges. Families also help students develop ideals about what is important and what is not important in life. Moreover, Scott, Foresman (1988:267) stated that relationships between parents and adolescents can become strained as their roles change. Most adolescents get along fairly well with their parents as they discover a comfortable balance between independence, dependence, and responsibilities. Maintaining good communication can also help promote feelings of trust and cooperation. Similarly, researcher experienced that others stakeholders like suppliers, employees, unions, owners (shareholders), and community need to support females' students to participate in ECAs.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

Under this chapter, the research described the research approach employed, which was used to gather data at a particular point in times especially with intention of describing the nature of existing conditions, or identifying standards against it, which compare, or determine the relationships between specific events. Moreover, Best kahn (2006) states descriptive research deals with the relationships between variables.

On the top of this, the results which were collected through data collective instruments such as, questionnaires, observation and interviews have been organized and interpreted well. Moreover, the research gave out questionnaires (close-ended and open-ended) to the respondents (students and physical education teachers) to give their pertinent responses. Furthermore, the researcher collected the questionnaire papers and organized the data similar categories. Similarly, school principals were interviewed about female student's participation. Finally, the data were analyzed and discussed to come across certain findings which end up by conclusions and possible recommendations.

3.2. Research Design

The main concern of this research was to investigate female students' participation in extracurricular sport activities in Bole sub-city selected high school. In conducting this research a mixed approach, qualitative and quantitative approaches were used. Because, it allows using more than one research techniques or source of data within study which makes data triangulation possible. According to Hagan (2003) triangulation assumes use of multiple methods to measure the same phenomenon. The researcher employed questionnaire and interview for data gathering instruments because it is easy to address many people and save time and money to collect data. The questionnaire was designed so as to be completed by Grades nine and ten female students who participated in extracurricular sport and P.E teachers.

3.3. Study area description

The study area of this thesis focus on Addis Ababa particularly in Bole sub city at Beshale, Dr. Addisalemayehu and Bole community. Bole is one of the ten sub cities of Addis Ababa which named as of Medhanealem Cathedral church set there. As of 2011 its population was of 328,900. The area covers 122.08km2. The district is located in the southeastern suburb of the city. It borders with the districts of Yeka, Kirkos, Nifas silk-Lafto and Akaki Kality.

3.4. Data sources

Both primary and secondary data sources were used in this research. The Combination of the primary and secondary information from different sources or employing multiple instruments of data collection techniques increase the Credibility of the research findings and minimize the risk of erroneous Conclusion**.**

3.4.1. Primary source

Female students, physical education teachers and school principals were used as primary sources for the study.

3.4.2. Secondary sources

Books, journals, internet sources, and other researcher' thesis works were used as secondary source to obtain information for the study.

3.5. Method of sampling

3.5.1. Population of the study

The population of the students in the three secondary schools were 900 and recording to the rules and regulations of the research, the researcher has selected $1/10^{Th}$ of the total population i.e 90 students were selected as sample for the study.

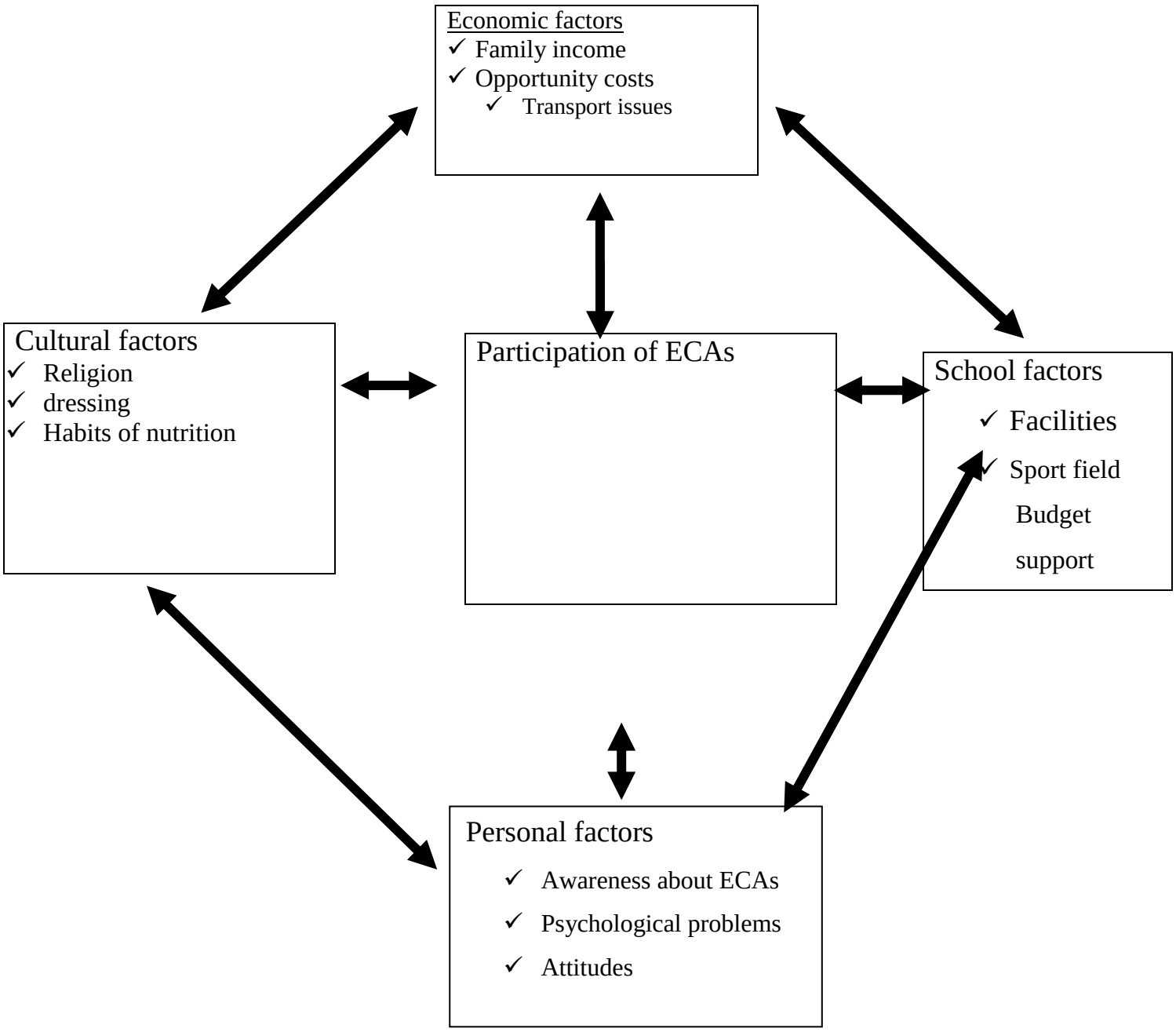
3.5.2. Sample and sample size

In this study samples were female students, physical education on teachers and school principals. Since the study title focuses on female students' participation extra-curricular sport activities, the sample size included 90 female students, 10 physical education teachers and three school principals,

3.5.3. Sampling techniques

In this study simple random and purposive sampling techniques were employed. Moreover, simple random sampling with lottery method was used to select female students. Because simple random sampling provides equal chance to all sample. Purposive sampling was used to select both physical education teachers and school principals because both samples share similar characteristics.

Figure 1 Conceptual Frame work of the study



The above conceptual frame work shows factors which affect female students' participation in ECAs and they are interrelated. The participation of female students is depending on the factors and these factors will be described as follows;

Personal factors include level of awareness of female students about ECAs and psychological problems created during their participation. Similarly, cultural factors consists mainly religion, culture, norms, beliefs, and habits of nutrition. These factors are related to the assets of the community where they live in. some religions and cultures abide female students from participating in sport activities and this situation decrease the female students' participation in ECAs. Moreover, economical factors include mainly family income, and transport issue. The economic background of students' family may affects their participation in terms of purchasing sport wears, using transport services before and after training and obtaining balanced nutrition to compensate the energy (calories) lost during training session. In addition, school factors are related with budget support, availability of playing grounds, and other sport facilities like balls, sport suits, nets, etc. The school management is responsible to allocate adequate budget for better participation of female students in ECAs. However, if the budget is low, it may decrease the female students' participation in ECAs.

3.6. Data collection instruments

To collect adequate information for the study the researcher employed the main data collecting instruments such us, questionnaire, observation and interview. Hagan (2003:277-78) states that one approach of collecting valid data employs triangulating information of key items using various means. Triangulation assumes use of multiple methods to measure the same phenomenon. The purpose of triangulation is using different methods and techniques such as questionnaires, interviewers, experiment, observation, and document analysis are to ascertain the validity of data findings.

3.6.1 Questionnaire

The research prepared two sets of questionnaire to obtain information from female students and physical education teachers. Both sets contained open-ended and close-ended questions. The Amharic version was used to collect data from female students'

respondent. This was used to the fact that it avoids language problems in understanding the questions that helped to find clear and relevant information. Both sets of questionnaires were piloted at Bole Community School in Bole sub-city to identify fit falls and possible misunderstanding. After piloting the questionnaires, some questions were modified and some others were be rejected for the sake of specificity and simplicity. The modified questionnaires were administered to the respondents by the researcher himself and collected by the researcher too.

3.6.2 Interview

The researcher used structured interview to acquire additional information from school principals. This structured interview was used because Kothari (2004) underscores that in the case of descriptive studies, we quite often use the technique of structured interview because of its being more economical in providing a safe basis for generalization and requiring relatively lesser skill on the part of the interviewer and also suitable for cases when the researcher has a good domain in question and is able probe about the topic. Face to face interview was used with school directors.

3.6.3 Observation

Observation is as a prime assessment strategy. Teachers engage in observations of their students behaviors. Systematically observation can be used to gathers data can be analyzed in order to understand, correct, or modify a situation or a student's behavior. James H. 2005:86) states that observation data can be classified as narrative, checklists, and rating scales. Therefore, researcher used checklists to gather data from selected high school.

3.7. Reliability

In order to check the reliability pilot test was conducted and were distributed among some selected 20 individuals who were not include in the samples of the study. Moreover, the respondents have given their own comments and response regarding the important concepts and related ideas that should be included in the instruments or not.

Furthermore, the research made some improvements and corrections on the questionnaire to make the research more consistent and reliable.

3.8. Validity

It's obvious that if the research is reliable, it is also valid. The instrument has included contents which describe questions that were related to the research title. The appearance and contents of the instrument were constructed based on what is intended to measure the groups to be measured.

3.9. Data collection procedures

The researcher has prepared questionnaire and distributed to the respondents which were translated in to Amharic. This was because to decrease language difficulty. The questionnaire contained close-ended and open-ended question. Moreover, the procedure began with distributing the letters seeking permission to include female students and physical education teachers in the study. The letter included the purpose and importance of the study. After approval of all authorizes the questionnaires were distributed to the respondents. Most of the questionnaires were filled in during the time when students were free. Most of the questionnaires were collected immediately.

3.10. Methods of data analysis

The researcher used both quantitative and qualitative research approaches to analyze data. After the data were collected through questionnaires and structured interview, the researcher coded quantitative data and entered into stata statistical software and then analyzed in terms of mean, tables, graphs and figures; qualitative data were analyzed using descriptive statements and explanations. Moreover, the collected data was first coded and were entered into the Microsoft Excel using different ways depending on the nature of the questions. For example, the question on gender male was given a code of 1 and female a code of 2 (this is for teachers), questions that required yes/ No responses: yes was given a code of 1 and No a code of 0.

3.11. Variables

3.11.1. Dependent variables

In this study participation of female students in ECAs is considered as dependent variable and it can be affected by independent variables such as lack of budget, lack of awareness, lack of positive role model and social stigma etc.

3.11.2. Independents variables

In this study the independent variable are lack of budget, lack of awareness, lack of positive role model and abused by boys etc.Moreover, such as lack of equipments, shyness, afraid of injures are independent variables etc affect the dependent variables (participation of female students in ECAs) either positively or negatively.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

4.1. Introduction

The primary objective of this chapter is to find out the appropriate responses for the basic questions raised under the statement of the problem from the data gathered through questionnaires from female students of P.E teacher who participated in ECAs and using structured interview designed for school principal. Moreover, observation conducted on actual training and on the availability of facilities. The results obtained from the questionnaire, interview, observational checklists, and documents were analyzed using table and mean. Statistical methods employed to present and analyze the structured items of the questionnaire quantitatively.

4.2. Background of female students

Table 1 Students' profile

Students' profile	Students' respondent	Number
Sex	Female	90
Age	Below 20	77
	20-25	9
	26-30	3
	Above 30	1
School's name	BESHALE	30
	BOLE COMMUNITY	30
	D. r ADDIS ALEMAYEHU	30
School place in Sub city	BOLE SUB CITY	90

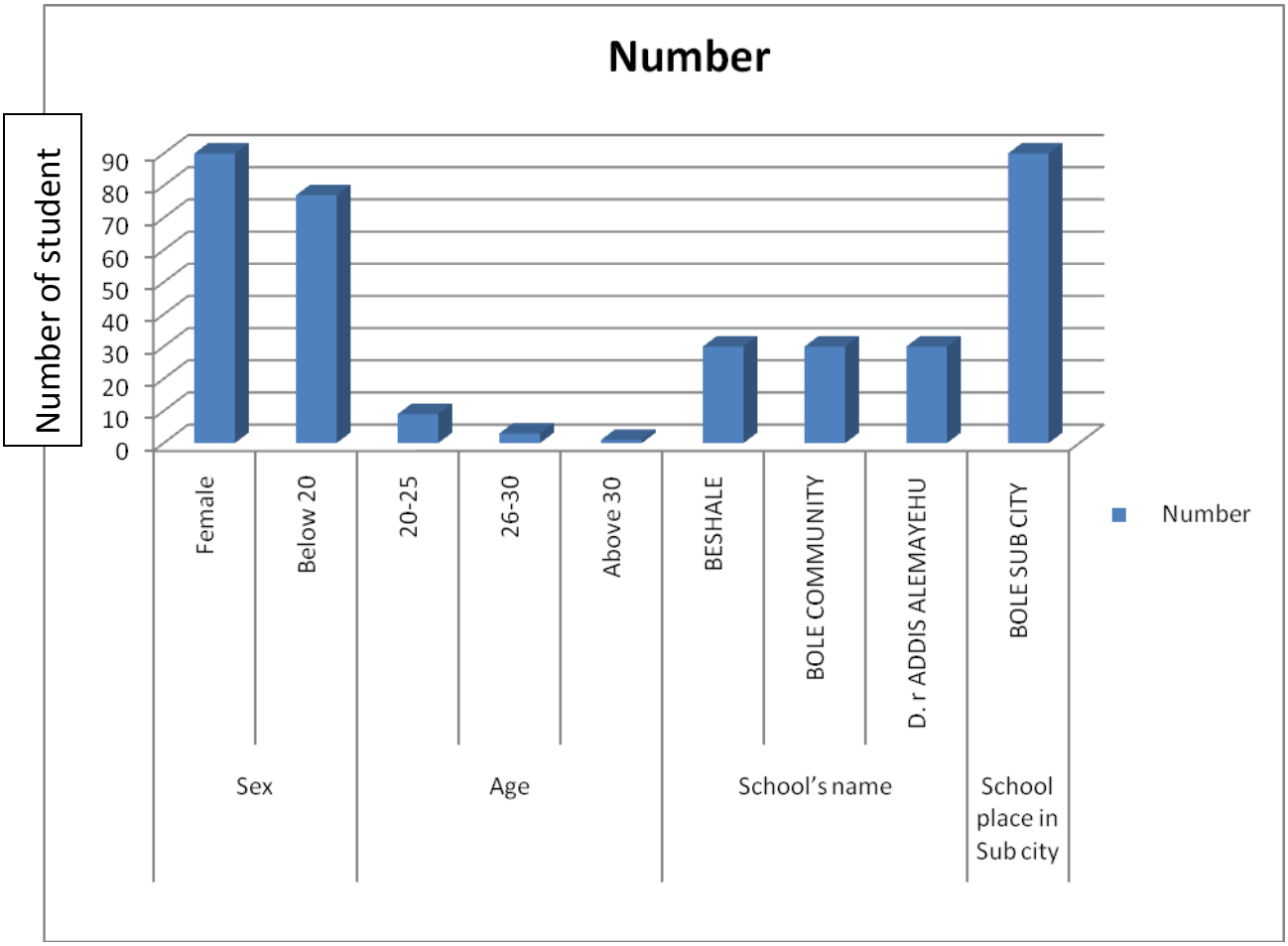


Figure 2: Students Profile

According to this students profile 90 of the respondents are female . Regarding to the age of the respondents,77 of the students are below 20 years, 9 of the students are 20-25years,3 of the students are 26-30 and the remaining 1of the students is 30 and above.

4.3. Analysis and interpretation of female students' participation of female students in ECAs

Table 2 Participation in extracurricular activities

N.o	Item	Central tendency	Test for normality	
		Mean	skewnes	kurtosis
1	Do you participation in extracurricular activities?	0.955	-4.42	20.54

As shown in table 1, the mean of the items is 0.955. This implies that the majority of the respondents participated in ECAs. This indicates that students need to participate in it. The observation also reveals that respondents currently participate in ECAs. Beside, teachers responded that they participated in extracurricular activities.

Table 3 times when students participate in ECAs in a week

No	Item	Central tendency	Test for normality	
2	For how long do you participate in a week?	Mean	skewnes	kurtosis
		0.77	-1.33	2.78

The mean score is 0.77 and it is negatively skewed. Therefore, most of the respondents' participated in ECAs less than 2 hours in a week. The observation also reveals that the participants and teachers were asked the time when they participated in. They responded that they did not participate regularly whereas school principals did not participate at all. Their role was only allow the sport field and materials for ECAS participants.However, ACSM's physical activity recommendations for healthy adults, updated in 2011, recommend at least 30 minutes of moderate-intensity physical activity five days per week, or 20 minutes of more vigorous activity three days per week. The researcher believes that regular P.E time is not enough time for participation in sport activities and also did not give chance for all students.

Table 4 participation in extracurricular sport

No	Item	Central tendency	Test for normality	
		Mean	Skewnes	kurtosis
3	How are you participation in extracurricular sport?	0.24	1.18	2.41

From the above table 4 the mean response is 0.24. This implies that most of female students' participation was poor. According to teacher responded for a question, they said that their participation was limited. Moreover, observation shows that the participation of the students and teachers were very less while school principal never participated. Similarly, an interviewer responded that they did not participated in ECAs.On the contrary, one principal said there was high participation. However, Vic health (2014) states that female participation in ECAs was declined. In addition to this, the researcher observed poor participation of students, teachers and school principals through long year experience.

Table 5 Problems for female students to participate in extracurricular sport

No	Item	Central tendency	Test for normality	
		Mean	Skewnes	Kurtosis
4	Are there problems for female students to participate in extracurricular sport?	0.8	-1.68	3.84

For question whether there are problems for females students to participates, the mean score is 0.8. This implies that the majority of the respondents believed that there were many problems that affect the participation of females in ECAs. One of the respondents state as follows. Their problems such as lack of facilities, lack of sport filed, and lack of gymnasium, transportation, being shy and shortage of finance. Likewise, P.E teachers responded that problems like balls, playing field, lack of interest, lack of gymnasium, lack of enough toilet and bathroom affect female students' participation. In addition, observation reveals there are problems like motivation, shyness and lack of materials.

Besides, in the interview principals were asked about the problems of females' students and they responded that afraid of injure, being shy, abusing of by boys and lack of awareness. In line with this, king (2012) states psychological factors such as afraid of confrontation, shyness, anxiety and social environmental factors like family support and peer support affect students participation in ECAs. Moreover, sun Fenglin (2013) states biological factors like increase fat influence them.

Table 6 Psychological barriers (discrimination, menstruation, fear of accidents and stigma) affect female students to participate in ECAs.

No	Item	Central tendency	Test for normality	
		Mean	Skewnes	Kurtosis
5	Are there psychological barriers affect female students to participate in ECAs?	0.83	-1.78	4.2

From the above table 5 the mean psychological barrier is 0.83 and the skewnes is -1.75. This shows that most of the students believed that psychological barriers. Such as menstruation, stigma, afraid of confrontation, physical fear (fear of wind, sun, rain and fear of sweating) and anxiety affect participation in ECAs. Moreover, the observation reveals that sun, fear of sweating and wind affected the participation of ECAs. Besides, teachers did not need to support respondents when the sunlight was very hard. In line with this, Hailu (2012:54) states that females' psychological barriers affect participation in ECAs. Similarly, Interviewers responded that female students were abused by boys and forced to stop participation in ECAs. In addition, researcher experienced that fear accidents, menstruation, family problems like illness, divorce and disagreements are psychological barriers for female students to participate in ECAs.

Table 7 Believes of participation in extra-curricular sport activities is wastage of time.

No	Item	Central tendency	Test for normality	
		Mean	skewnes	Kurtosis
6	Do you believe participation in extracurricular activity is wastage of time	0.711	-0.93	1.86

As shown in the above table the mean response of respondents is 0.711. This means that female students believed extra-curricular sport activities takes too much time, decrease family relationship and influence resting time. Moreover, lack of time, too tiring, fear falling, bad weather and no exercise partners emerged as the greatest influence on leisure the activities (Lion, Gan, Pin, Ye 1999). Nevertheless, the observation reveals that ECAs was not being wastage of time. Similarly, teachers explained that students' participation in ECAs was not wastage of time. Moreover, an interview reveals that participating in ECAs was not wastage of time rather they recommended more time should be added.

Table 8 knowledge or skill about female students' participation in ECAs

No	Item	Central tendency	Test for normality	
		Mean	Skewnes	Kurtosis
7	Do you have knowledge or skill about female students' participation in ECAs?	0.466	0.133	1.01

As shown in table one, the mean of the item is 0.466.This implies that the majority of respondents did not have any Knowledge or skill about ECAs. However, some of them have it. The observation also reveals that the respondents have not any knowledge or skill. One of them was asked and commanded to perform the activities but he could not perform and response well. Researcher experienced that most of the students, teachers and school principals did not practice exercise regularly. Due to this, they had not skill and knowledge about ECAs.

Table 9 training facilities (Gym, training field and bathroom etc) in your extracurricular activities

No	Item	Central tendency	Test for normality	
		Mean	skewnes	Kurtosis
8	Are suitable training facilities in your extracurricular activities?	0.211	1.41	3.00

On the table above, the mean score is 0.211 and skewed is positive. Most of respondents replied that there were not suitable training facilities. Observation also reveals that three schools have not suitable facilities or not at all such as gymnasium, sport field like basket ball and hand ball court, balls, sport wear and classes to change sport wear. Interviewers also mentioned that there was lack of facilities. One of them said that there were not sport wear, ball, cons and matters. In addition, Teachers replayed that they were not able to participate in ECAs due to lack of facilities. Moreover, Arthur and Finch (1999) state that poor physical access at existing facilities can present a barrier to the participation of in sport activities. However, Girma Rata (2013) states that adequate facilities and equipments like balls, shin guard, sport wear football shoe and comfortable sport filed were necessary for sport activities. Researcher experienced such problems in different schools. For instance, In Bole community school there were not enough balls and comfortable sport filed. In case of this even, many female students were forced to sit in the classroom during regular sport classes.

Table10 Advantage of participating in ECAs

No	Item	Central tendency	Test for normality	
		Mean	Skewnes	Kurtosis
9	Do extra-curricular sport activities have advantage for female students	0.844	-1.9	4.61

According to table 9.the mean score is 0.844. This implies that majority of female students believed that extra-curricular sport activities have advantage. Respondents said that it used to develop self-confidence, improve health, to be active, to get new friends, to refresh mind and to be physically fit. Teachers also said that participating in ECAs used to body building, develop skill, to be active, mental development and to use time wisely. Observation also reveals that students became active, develop a leadership's skill, to get mental satisfactions and develop confidence. Moreover, Interviews showed as ECAs used to increase mental health, social, emotional and physical health. In line with this, Billie Jean king (1974) states that ECAs are more likely help to develop confidence and self stem .Moreover, Vic Health (2014) also states that ECAs used to prevention and managements of disease, such as: coronary heart disease, strokes, and type 2 diabetes and

also used to reduce weight loss and presentations of obesity, Moreover, Willison and Nikki (2009) note that participating in ECAs help to improve higher educational attainment and self-concept. In addition to this, researcher also believed that females' students were benefited by developing mental satisfaction, physical wellbeing and social interaction, develop confidence and create tame mate,

Table 11 sport dressings create any influence during participation in extracurricular sport

No	Item	Central tendency	Test for normality	
		Mean	skewnes	Kurtosis
10	Do you get sport clothes create any influence when you participate in extracurricular sport?	0.8	-1.5	3.25

The mean response for question 9 is 0.8. This implies that most of the respondents stated that sport cloth create influence that students did not participate in ECAs. One of them said that she was very shy when she changed sport clothes and during menstruation time. She felt discomfort. Moreover, observation also reveals that when respondents worried during participation. However, teachers said that changing sport clothe was not the cause of discomfort to participating ECAs. Interviewers opposed such explanation they said that participate in ECAs without sport cloth became of the cause of injures and discomfort. However, women's sport and fitness foundation (2009) states that sport cloth influence students to participation in ECAs. In its report also mentioned that suitable sport cloths are needed during ECAs time. The researcher also observed worried and injured students during ECAs time due to uncomfortable clothes.

Table 12 Parents view when you participants in ECAs

No	Item	Central tendency	Test for normality	
		Mean	Skewnes	Kurtosis
11	How is Parents view when you participants in ECAs	0.688	-0.81	1.66

As shown in the above table the mean score of the respondents is 0.688. This means that the majority of respondents agreed that parents did not help them. They mentioned that

they needed to be supported by transportation, cost, organization and parental encouragement. Regarding to this, parents should also get involved in school activities and encourage them can be an effective way to keep them turned on to physical activities. Abate Tesfay (2013)

Table 13 Motivation of school principals for female students to participate in ECAs

No	Item	Central tendency	Test for normality	
		Mean	Skewnes	Kurtosis
12	Do the school principals motivate female students to participate in ECAs	0.322	0.76	1.57

Mean score of item Q.12 is 0.322. Which implies that majority of the students did not agree that school principals motivated them. One of them said respondents were not motivated by awareness and preparing gift. Others said that students were motivated directly and indirectly. For instance, During P.E class teachers motivated them to participate in ECAs and also others like voluntaries gave gifts for talent students who participated in ECAs. The observation also reveals that teachers and others did not motivate them. In Interview question one of the principals said there was not enough time to motivate them. Moreover, ERSE (2013) states that less motivation are one of the problems that affect to participate in ECAs. Researcher observed that females' students participated in ECAs without motivation.

Table 14 Believes of stakeholders regarding to supporting female students to participate in extracurricular sport

No	Item	Central tendency	Test for normality	
		Mean	Skewnes	Kurtosis
13	Do you believe stakeholders support female students to participate in extra-curricular sport?	0.288	1.45	4.13

As shown in the above table the mean response of respondents is 0.288. This implies that most of respondents responded stakeholders did not support them. Moreover, teachers also said that stakeholders did not support participants because they did not have

awareness and finance. Observation also reveals that any stakeholders did not come to support students while they were on participating in ECAs. In line with this, state of Quens land (2013) states stakeholders were not enabling to flexible participation in sport activities. Moreover, they did not provide opportunity those females to interest in. Researcher also experienced that stakeholders did not support students to participate in ECAs. Mostly they focused on only academic subject or regular program.

Table 15 physical education teachers motivate female students to participate in extracurricular sport

N0	Item	Central tendency	Test for normality	
		Mean	skewnes	Kurtosis
14	How often physical education teachers motivate female students to participate in extracurricular sport?	0.288	1.45	4.13

As shown in the above table 14. The mean response of Q.14 is 0.288 which implies that majority of P.E teachers did not motivates students. Respondents also said that teachers did not motivate them. Observation also reveals that most of teachers did not motivate them because of large number of participates. Most of the time interview shows that the teacher's motivation was limited because there were not budgets and no one supports them. Regarding this, Massoi (2011:85) claims that participating in ECAs help students to have less conformity. However, Fredrics (2006:712) in vermas (2009:3) states youth who participated in voluntary activities had high intrinsic motivation.

4.4. Data analysis gathered from PE teachers

The PE teachers who worked in three primary schools were asked to complete a questionnaire. All the ten distributed questionnaires were filled and returned.

Table 16Teachers' profile

Teachers' profile	Teachers' respondent		Number
Sex	Male		7
	Female		3
Age	20-25		1
	26-30		5
	Above 30		4
Total years of experience in teaching	1-2		1
	2-3		4
	Above 3 years		5
Marital Status	Single		4
	Married		6
	Divorced		-
	First Degree	BA,BSC and BED	9
	Second Degree	MA,MSC and MED	1

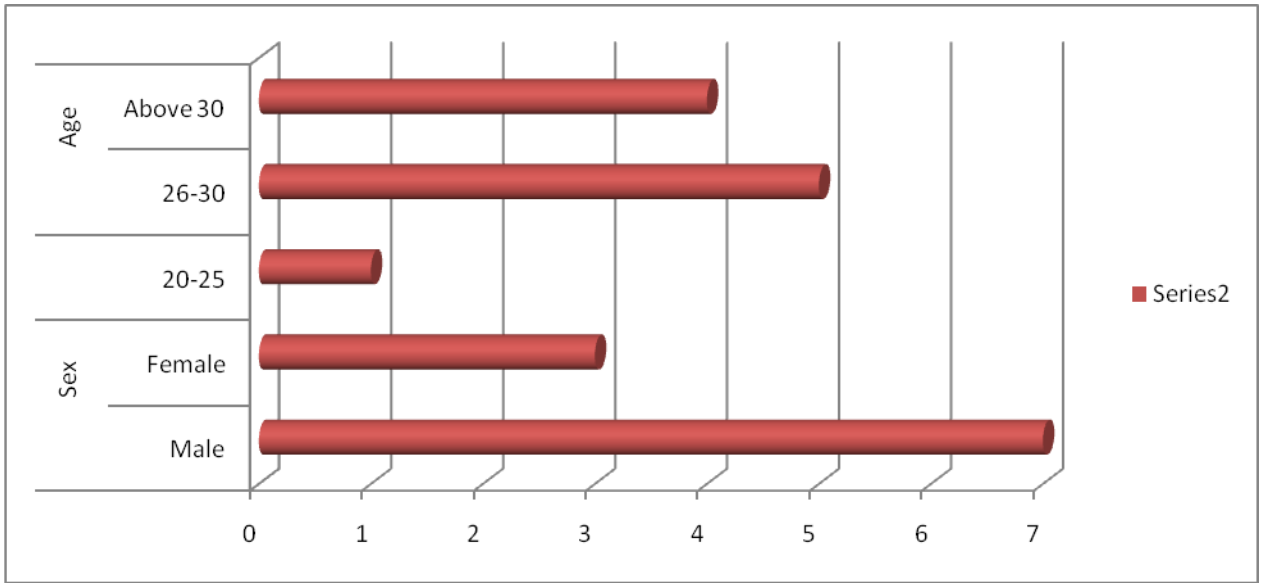


Figure 3: Teachers Profile

From the above table 1 of respondents has 1- 2year experience, 4 of the respondents have 2-3 years' experience, and the remaining have above 5 years of in teaching. Regarding to the marital status 4 of the respondents is single, and, 6 of them are married. Related to the educational level of the respondents, 9 of them are 1st Degree holders and the remaining 1 master's degree holder.

Table 17 Teachers engagements in extra-curricular activities.

N0	Item	Central tendency	Test for normality	
		Mean	Skewnes	Kurtosis
1	Do you engage in extra-curricular sport activities?	1	0.1	0.1

As shown in the above table the mean response of respondents is 1. This implies that all physical education teachers agreed to participate in ECAs. As they explained that this is because all are P.E teachers and interested in participating in ECAs. Similarly, respondent said that all females were participated in ECA. But not regularly participated.

Table 18 Teachers support when female students participate in extra-curricular activities?

N0	Item	Central tendency	Test for normality	
		Mean	Skewnes	Kurtosis
2	Do you support female students when they participate in extra-curricular sport activities?	1	0.1	0.1

As shown in the above table the mean score is 1.This implies that most of the teachers did not support the participants. One of them said teacher's salary was not enough to support them. Observation also reveals that few teachers were present during ECAs. However, students were not supported as they expected .Similarly; school principals also said that they did not support them.

Table 19 Budget support from school management for female students' participation in extra-curricular sport activities

No	Item	Central tendency	Test for normality	
		Mean	Skewnes	kurtosis
3	Do the school managements allocate adequate budget for extra-curricular sport activities?	0.2	0.1	0.1

From the above table the mean score is 0.2. This shows that most of teachers agreed that there was not allocated budget for female students to participates in ECAs. Moreover, one Interviewee said that no regular budget for ECAs. Students also bear their own expenses during field trip related with ECAs. In addition to this, researcher assured during observation that students were not supported with budged.

Table 20 Physical education teachers motivate for female students to participate in ECAs

N0	Item	Central tendency	Test for normality	
4	Do you motivate female students to participate in ECA?	Mean	skewnes	kurtosis
		0.3	0.87	1.78

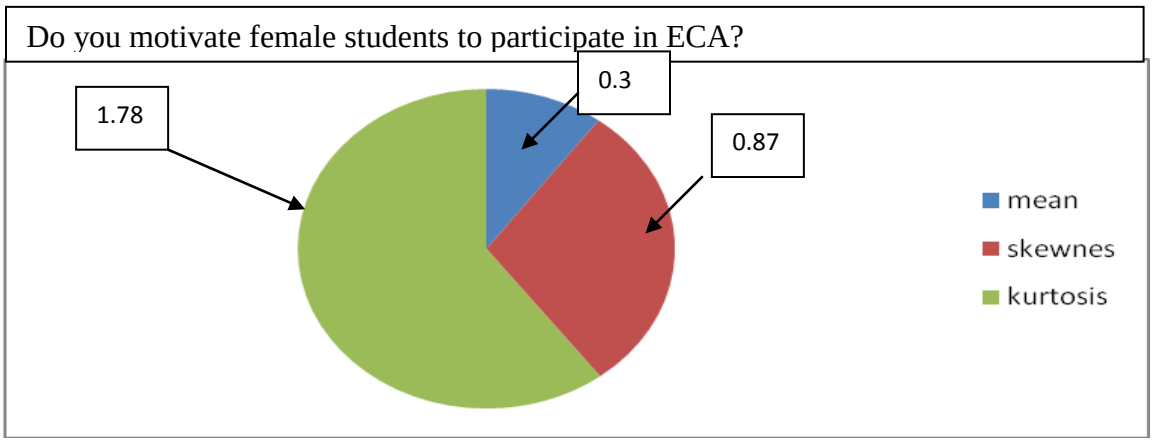


Figure4:- pi chart total motivation of female students

As indicated in the above table the mean score is 0.3. This shows that most of the respondents did not motivate students. One of respondents said lack of time; work intensity and unwillingness were the factor that hinders to motivate students participation in ECAs. However, Ryan and Deci (2000) state that people can be motivated because they value an activity has strong external coercion. However, researcher observed that female students were not motivated. Researcher believed that motivation cannot come only from external sources, but also from inside the person. This is because motivated students tend to participate in ECAs.

Table 21 Importance of extra-curricular activities for teachers

No	Items	Central tendency	Test for normality	
		Mean	Skewnes	kurtosis
1	Do you believe that extra-curricular sport activities important for teachers?	1	0.1	0.1

From the above table the mean score is 1. This implies that all teachers believed extracurricular activities were important for physical education teachers. One of them that said they supported physical education class and increased the participation of students in sport activities. ACSM (2015) also states that exercise can help you in many ways more than what is seen from the outside. Moreover, exercise can help improve physical function, mental health and widen your perception to all the health benefits of physical activity. Similarly, Bradley (1995:5) suggests that play a major role in the teaching learning process and in attracting and keeping good teacher.

4.5. Analysis of observation data

Table 22 Observation Checklist

4= Excellent 3= Very good 2= Good 1= Poor

No	Activities		Beshale secondary school				Bole community Secondary school				Addis Alemayehu Secondary			
			4	3	2	1	4	3	2	1	4	3	2	1
1	Facilities	A.Bathroom								✓				✓
		B.Sport Filed			✓									
		C. First aid								✓				✓
2	Teachers motivational to help students during ECAs time	Teacher 1				✓								
		Teacher 2							✓					
		Teacher 3											✓	
3	Participation of students during ECAs					✓			✓				✓	
4	Students appropriate sport clothes					✓								✓
5	Students skills related to the activities					✓				✓				✓
6	Participates psychologically readiness					✓				✓				✓
7	Principals participation during ECAs					✓				✓				✓
8	Teachers material and technical support(ball, cone, matters, sport clothes and training method)					✓				✓				✓
9	Teachers feedback at the end of the activity					✓				✓				✓

As it is mentioned in the methodology section, the observation check list is concerned with students, teachers, school principals and school facilities. Table 22 indicates that the summary of the facilities of both Bole community and Dr. Addis Alemayehu schools. The facilities were found inadequate. While, Beshale School has only good sport filed. The motives provided from the teachers during practical activity in case of Bole community were found poor. In the remaining two schools were found good. Concerning participation of students according to the above table, it clearly shows that in all school students' participation and skills were poor. Regarding students' psychological readiness was poor in all schools and in relation to school principals' participation, the result very poor participation. Concerning teachers' materials like ball, cone and matters, and teachers' feedback at the end of the activities in all schools were poor.

4.6. Analysis and interpretation of school principals' interview

In order to obtain adequate information about female students' participation in extra-curricular sport activities, the researcher has interviewed three school principals through semi-structured interview questions. The responses of respondents were analyzed qualitatively and will be presented as follows:

Regarding the presence of extra-curricular sport activities in the selected schools, all the respondents have given similar responses that there is extra-curricular sport activities in their schools .Moreover, they responded that football, basketball, and volleyball are common in their schools. Furthermore, the three school principals responded that there were many barriers affect female students participation in ECAs and also they believed that there were no adequate annual budget and sport facilities. Similarly, teachers agreed that there was no allocated budget for female students to participate in ECAs. Moreover, Students also bear their own expenses during field trip related with ECAs. In addition to this, researcher assured during observation that students were not supported with budged.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

The main focus of this study was to assess the female students' participation in extracurricular sport in Bole Sub City with selected secondary schools these were Bole community, Dr. Addis Alemayeu and Beshale School. The subjects of the study were 90 females and 10 PE teachers. Hence, the samples were selected through random sampling techniques, While PE teachers and school principals were selected using purposive method. To collect the required data questionnaire, observations and interview were used. This chapter deals with the summary of the major findings of the study, the conclusion reached at, and finally the recommendations were forwarded based on the findings.

5.2. Summary

The main objective of this study was to assess female students' participation in ECAs in Bole sub city with selected secondary schools. A descriptive survey method was employed to study the existing problems of female students' participation in ECAs. 90 female students and 10 PE teachers' and 3 school principals were involved in the study. The sampling techniques used in this study were random sampling for students and purposive sampling for teachers and school principals. The data collected was analyzed using mean, tables, graphs and figures.

5.3. Major finding

Based on the results of the data analysis; the major findings of the study were summarized as follows.

- Female students' participate in ECAs were not sufficient in the school as expected, because the attitude of the school communities and insufficient sport materials, influences them.
- It was pointed out by the results of the study that females had a positive attitude towards the benefit of ECAs.
- The majority of the respondents assured that if they didn't obtain an opportunity to take part in ECAs and sport of their choice, they will be initiated to be more participant and active.

- The mean score achievements of female students in specific sports like football, basketball and volley ball was 0.9 this indicates that many respondents participated in ECA
- Most of the female's students didn't take part in ECAs in a significant level.

5.4. Conclusions

The following conclusion was made according to the above summary. As the results of the study revealed, the majority of female students were not taking part in ECAs. However, they had positive attitude towards ECAs. For that reason, furthermorewas not telling them about the importance of sports and physical activities rather provide them with more opportunities according to their needs and abilities. The inherent motives among female students to participate in ECAs were their awareness about health benefits of participations in ECAs.

According to results of the study, females did not have access quality of ECAs and opportunities. Female students have not got the opportunity to participate in specific ECAs activities in Bole Sub city. In order to help and encourage the participation of female students the schools need to improve the situation of their facility. Physical education time was important for students. However, it did not give chance for all students due to time limitation. But ECAs gives chance to support them. And to supply sport materials and equipments.

The findings indicated that the participation in ECAs among female students was low. Moreover, the most identified barriers were: lack of knowledge, information, and lack of suitable equipments or not at all. Then these all should be taken into consideration or deal with in order to develop involvement strategies and to minimize the barriers to participate in ECAs. These barriers caused by inadequate encouragement and a lack of coordination between schools, families, teachers and students. So that, adequate information should be provided and coordination and relationship between schools and families has to be made to help knowing where, how to exercise and to increase knowledge of available opportunities, and increasing effort to provide opportunities for accessible, cheap and high quality activities in their school. Schools seem to put no or very little emphasis on the needs of female students concerning ECAs while developing programs and policies. However, developing policy may help the schools to give more focus and use the ECAs. Generally, female students were interested in becoming more active but were limited in doing so because of several barriers to increased ECAs participation. Indeed, the results

of the study shows that participation rates for females were significantly lower. Therefore, stakeholders and others were required to support them.

5.5. Recommendations

Based on the findings obtained and conclusions, the researcher arrived at the following recommendations.

- Provide more choices and programs for participating in physical activities to minimize several barriers which limit participation of female students' participation in ECAs.
- Give chance for parents and others to visit female students' participation.
- Provide opportunities for female's students to engage in valuable and positive relationships with parents, teachers, and school community.
- Ensure the environment and facilities to be favorable and easily accessible to female students by stakeholders with adequate budget.
- Plan strategies in order to increase ECAs participation based on the needs of female student.
- The schools, families and PE teachers should work together to encourage ECAs participation, to fulfill sport facilities more accessible for female students.
- Give awareness for students and stakeholder about the importance of participation in ECAs.

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Appendixes A

Addis Ababa University

College of Education

Science and Mathematics Education

Department of physical Education

Questionnaire to be filled by female students

The purpose of this questionnaire is to collect information from female students who participate in extracurricular sport activities. The information will be gathered through this study and will keep confidential. Hence, your cooperation in giving genuine information is highly appreciated.

N.B There is no need to write your name

Thank you in advance for your cooperation

General information

Instruction: Indicate your response by putting a tick mark () under one of the alternatives given

Part one

1. School's name_____

2. School place in Sub city_____

3. Sex: male ☐ Female ☐

4. Age: below 20 ☐ 20-25 ☐ 26-30 ☐ above 30 ☐

Part two: Indicate your response by circling one of the alternatives given

1. Do you participate in extracurricular sport?

1. Yes 2.no

2. If your answer is yes for question number one, for how long do you participate in a week?

1, Less than one hour 2, one hour

3. One up to two hours 4.more than two hours

3. If your answer is no for question number one, what are your reasons?

_____

4. How is your participation in extracurricular sport?

1. Good 2.very good

3. Excellent 4.poor

5. Are there problems for female students to participate in extracurricular sport?

1. Yes 2.no

6. If your answer is yes, from question number 5 what are these problems?

_____

7. What solution would you suggest to solve the problems you listed above?

_____

8. Are there psychological barriers (discrimination, menstruation and stigma etc) for female students to participation in ECA?

1. Yes 2.no

9. If your answer is yes for question number six. What are these barriers?

_____

_____

10. Do you believe participation in extracurricular activity in ECA is wastage of time?

1. Yes 2.no

11. Do you have knowledge/skill about extracurricular sports?

1. Yes 2. No

12. Are suitable training facilities (Gym, training field and bathrooms etc) fulfilled in your extracurricular activities?

1. Yes 2.No

13. If your answer is yes for question number 12

A. What are these?

_____

B. What are the influences?

_____

14. Do you get advantage in participating ECA?

1. Yes 2.No

15. A. If your answer is yes what advantages do you get?

_____

B. If your answer is no what are your reasons?

_____

16. Do sport clothes create any influence when you participate in extracurricular sport?

1. Yes 2.no

17. If your answer is yes. What are the influences?

_____

_____

18. How is your parents view when you participate in extracurricular sport?

1. Good 2.low 3. Average 4.high

19. Do the school principals motivate female students to participate in extracurricular sport?

1. Yes 2.no

20. A. If your answer is yes for question 18, how do they motivate?

_____

B. If your answer is no for question number 18.what are your reasons?

_____

21. Do you believe stakeholders (school principal, community members, and staff members etc) support female students to participate in extracurricular sport?

1. Yes 2.no

22. If your answer is yes, list down their support?

_____

23. How often physical education teachers motivate you to participate in extracurricular sport?

1. Frequently 2.sometimes 3.rarely 4.not at all

Appendix B

Addis Ababa University

College of Education

Science and Mathematics Education

Department of physical Education

Questionnaires to be filled by physical education Teachers. The purpose of this questionnaire is to collect information on female students' participation in extracurricular sport. The information will gather through this questionnaire will be used only for the purpose of this study and will keep confidential. Hence, your corporation in giving genuine information is highly appreciated.

N.B There is no need to write your name

Thank you in advance for your cooperation

General information

Instruction: indicate your response by putting a tick mark ( ) under one of the alternatives given

1. Sex: male☐ Female☐

2. Age: 20-25 ☐ 26-30☐ above30 ☐

3. Marital states A. Married B. Single☐ C.Divorce☐

4. Educational qualification

A/certificate ☐ B/collage diploma☐

C/BA☐ BSC☐ BED ☐ D/MA/MSC/MED☐ If other, specify_____

5. Work Experience: Less than 1 year 1-2 years☐ 2-3years☐

Above 3years☐ no experience☐

1. Do you engage in extracurricular activities?

1. Yes 2.no

2. Do you support female students when they participate in extracurricular activities?

1. Yes 2.no

3. If your answer is yes, for question number two.

A. for how long do you support them in a week?

1, Less than one hour 2, one hour

3. One up to two hours 4.more than two hours

B. In what way do you support female students to participate in ECA?

_____

4. Do you motivate female students to participate in ECA?

1. Yes 2.no

5. What can be the roles of teachers in ECA?

_____

_____

6. Do you believe that extracurricular sport important for female students?

1. Yes 2.no

7. If your answer is yes, for question number six. What are the importance of extracurricular sport for females?

_____

_____

8. Is there facility access for female students to participate in ECA?

A. Yes B.no

9. Would you please list problems that hinder to implement extracurricular sport?

_____

10. What possible solution have you taken to solve the problems for question number8?

_____

_____

11. Do stakeholders involve in extracurricular sport?

A. Yes B, no

12. What do you suggest about stakeholders (school principal, community members, and staff members etc.) contribution to develop female students' participation in extracurricular sport?

_____

_____

13. Do female students' participation in extracurricular sport supported with sufficient annual budget?

A. Yes B. No

14. If your answer is no, what is its impact on female students' participation in extracurricular sport?

_____

_____

_____

Appendix C

Addis Ababa University

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Science and Mathematical Education

Department of physical Education

Interviews for school principals

Thank you for agreeing to participate. This is an interview designed to obtain information on female students' participation in extracurricular sport activities. Therefore, you are kindly request to give genuine and truthful responses.

Thank you in advance

For your cooperation!

Part one personal detail

1. Sex: male ☐ Female ☐

2. Age: below 20 ☐ 20-25 ☐ 26-30 ☐ and above30 ☐

3. Marital states A. Married ☐ B. Single ☐ C. Divorce ☐

4. Educational qualification

A/certificate ☐ B/collage diploma ☐

C/BA ☐ BSC ☐ BED ☐ D/MA☐ MSC ☐ MED☐

If other, specify_____

5. Work Experience: Less than 1 year ☐ 1-2 year ☐ 2-3 year ☐

Above 3year ☐ no experience ☐

1. Is there extracurricular sport program for female students in your school?

1. Yes 2.no

2. If your answer is yes, in what sport do they participate mostly?

_____

_____

_____

3. Are there barriers for female students to participate in extracurricular activities?

A. yes B. no

4. If your answer is yes, what are these barriers?

_____

5. Do you believe that there is sufficient annual budget for extracurricular sport?

A. Yes B. no

6. Do stakeholders (school principal, community members and staff members etc.) involve in female students' participate in extracurricular sport?

A. Yes B.no

7. If your answer is yes for question number six. What are the contributions of stakeholders (school principal, community members and staff members etc.) for female students to participate in extracurricular sport?

_____

_____

_____

DECLARATION

This thesis is my original work and has not been submitted partially or in full, by any other person for an award of degree in any other university institution.

Name of the candidate	Solomon kebede
Signature	_____
Date	_____

Advisor's name	Dr. Solomon Teka
Signature	_____
Date	_____