FEMALE STUDENTS' PARTICIPATION IN PHYSICAL EDUCATION PRACTICAL CLASSES IN SOUTHERN NATIONS, NATIONALITIES AND PEOPLES REGION: THE CASE OF SECONDARY SCHOOLS OF KAFFA ZONE

BY

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This to certify that the thesis prepared by Girma Gebre, entitled: *Female students' participation in physical education practical classes in SNNPR the case with specific reference to general secondary schools of Kaffa Zone*, and Submitted in partial fulfillment of the requirements for the degree of Masters of Education in Teaching Physical Education complies with the regulation of the university and meets the accepted standards with respect to originality and quality.

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ACRONOMS

AAU	Addis Ababa University
HE	Higher Education
MOE	Ministry Of Education
HPE	Health and physical Education
PE	Physical Education
PET	Physical Education Teachers
GNP	General Number of Pupils
TLP	Teaching Learning Process
ALT-PE	Academic learning time physical Education
FITT	Frequency Intensity Time and Type

ABSTRACT

Female students' participation in physical practical classes in Southern Nations, Nationalities and Peoples Region: the case of general secondary schools of kaffa zone.

The main purpose of the study was to identify the female students' participation in Physical education practical classes: the case of general secondary schools of kaffa zone. In the zone secondary schools, female students have low participation in physical education practical classes. The low participation of female students initiated the researcher to conduct the research. To this end, descriptive survey method was employed. To collect the necessary data for the study observation, interview and questionnaires were used. Questionnaire, interview and observation were employed as the main data collecting tools. Then, the collected data through Classroom observations and interviews were analyzed using qualitatively and the questionnaire was analyzed quantitatively. The findings showed that the school teachers' did not give attention toward female students about the relation of health and practical exercise activities. Furthermore, the school teachers' did not accustom to encourage students and generate practical activities. They did not select enjoyable and suitable tasks for the female students. Cultivating self-esteem in students can help to lead them to achievement because feeling of high self-esteem can lead to successful academic performance especially females' students. Hence females' students have to be motivated and be given moral in every angle in the society by providing support such as sport materials, preparing suitable clothes changing rooms and sport fields as well as enjoyable and suitable tasks. Hence, it is recommended that depending on the results of findings, concerned bodies such as parents, teachers, participants and woreda educational bureau, etc should work together to make female students more active on practical tasks. To give equal opportunity and access in practical physical education tasks with their male counterparts, to exert maximum effort to work closely with the community to provide different services for female students, increasing the number of female physical education role model, teachers to encourage and participate female students, to involve teachers, to overcome the problems that affect female students from participating in physical education activities through awareness, to give regular counseling for female students on the bases of their performance should be done.

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CHAPTER ONE

INTRODUCTION

1.1Background of the Study

Education is one of the fundamental elements for social, cultural and economic development of a country. Education is the main means to bring behavioral changes and attitudes. Therefore, sustainable national development is unthinkable without education (Birhanu, 2004). He further argued that in modern society, education is increasingly viewed as the primary means of solving social, economic and political problems. Moreover, Ross Miller (1986) points out, "Education thus consists in a modification of natural development which as a result of education is other than it would have been without it". Based on this fact education may be visualized as a process of self-realization and emancipation. Now a day as education, there are various disciplines, which are conducted in kindergarten, elementary schools, colleges, and universities.

Moreover, according to Anderson (1991) and Fuller (1986), contend that several factors could contribute to raising educational standards. For example more money could be spent on education, if school expenditure was increased; better instrumental materials and facilities could be made available to students and teachers. Teacher training course could also be improved with more findings. The teacher-pupil ratio could be lowered. Nevertheless, Anderson (1991) asserts that since the early Eighties there has been a rising awareness around educators that if teaching was made more effective this could have a far-reaching effect on the quality of education that students experience. Gage (1978) asserts that the class room teacher plays a central role in education. He also claims that a major aim of education is to increase teacher effectiveness for children to reach their full potential in our schools; it would seem to be essential that teachers engage in effective teaching practices (Hick son & Fishburne, 2001).

Classroom based investigation has been able to determine effective research-based teaching practices that are related to positive learning outcomes (Borich, 1996). Bucher (1983) states that the basic objectives of physical education are to develop physical skill, physical fitness, participate on, knowledge, attitudes, social value and emotional stability. Students' learning time ultimately determined the performance of learning tasks and therefore is a critical factor that may influence

learning (Rink, 1998). A second factor that can affect female students' engagement is the relationship between teacher behavior and ALT-PE. It may be theorized that the type and frequency of teaching behaviors have a strong relationship with the amount of ALT-PE taking place within physical education sessions. Moss ton and Ashworth (2002) suggested that there are always two sets of objectives in any teacher-learner interaction, these are specific objectives that pertain to the particular content of the episode i.e. performing dribbling the basketball, and objectives of human behavior i.e. ability to work as a team. Good and Bryophyte (1997) observed "we have discussed behaviors that teachers engage in without full awareness and noted that even when teachers are aware of their behavior they may not realize its effects.

Furthermore, according to Siedentop (1991) has also suggested that if teaching is defined primarily in terms of its impact on the students, then one should observe what is happening in the learning environment as an essential component in evaluating teaching effectiveness. Schools and teachers have an influence on the behavior of students (Jill & Joy, 2009) at school. Also the reasons for any behavior problems are caused by students, teachers and schools (Jill & Joy, 2009). The fact is that teachers and fellow students to play a role in influencing female student motivation. The importance of building teacher-student relationship is more interested students to learn, student to teacher cooperation, enhance student achievement and more motivated students (Jill & Joy, 2009). However, female can show remarkable improvement in their physical feature by making continuous physical exercise. To this end physical education plays a decisive role. They claim that they use physical activities during the lesson, and this captured the researcher's interest to look into the female students' participation in physical education in practical classes.

1.2 Statement of the Problem

Physical education has been given as a vital and unique subject among all; it is because of that it provides movement as a primary means to give the lesson. High school students are experiencing a phase in their development in which they are attempting to make sense out of who they are and how they will live their lives as adults. Physical education can play an important role in their life situations. Positive self-concept of the subject provides the development of an outgrowth of a number of positive experiences encountered through physical activity. Social development results

from interactions between peers as they learn to work cooperatively in small, medium and large groups (fall, 2007).

As the active participations of female students are one of the most important aspects of the educational process, it determines the effectiveness of the learning situation, the attitudes, development of the country and interest to learn the lesson effectively. Other scholars also provided their own view on the physical education. For instance, Leonard II and Knapp (1968) suggested that the fundamental purpose of physical education is to stimulate students on the physical activity, the establishment and maintenance of interest, attitude, and other conditions which enable female students to establish a pattern of living that provides satisfaction, self-expression and adjustment through individual accomplishment. Physical Education has the potential to positively impact and contribute to physical activity levels of students in developing their physical fitness (Fraser-Thomas & Beaudoin). Research showed that educators are not doing a sufficient job in meeting the needs of female students specifically. The teachers may not always be fully aware of the effects of this can be useful to examine its implications for the teaching-learning process in practical classes.

In relation to this, research has been done on female students' participation in Physical Education. The research attempted to address the extent of female students on physical education practical classis. For instance, Fraser-Thomas and Beaudoin (2004) as cited in Kathryn A. Aucoin (2009) conducted study on factors affecting female students participation in Physical Education classes and concluded that the curriculum, teaching environment, role modeling, fun and competence levels affect female students participation in physical education. Moreover, O'Brien (2007) also conducted a research on the barriers of female students' participation on physical education lessons. His finding revealed that the barriers of female student's participation are self-confidence; lack of motivation; low perceived value of physical activity; lack of opportunities for physical activity; marking scheme; competition; co-education; teaching approach; and peers.

There are also some local researches that have been done on the challenges of female students' learning physical education. For instance, Andinet (2014) conducted a research on the challenges of female students in learning physical education. The findings of his study showed that there are various challenges that affect female students in learning physical education. The challenges are lack of family guidance and counseling, inappropriate instructional materials in the field, socio cultural

problems, economic problems, parents household demand of their daughters labor early marriage, abduction, religion, socio cultural factors and school factors were considered as reason for low or challenges of learning females students in physical education.

Moreover, Fitsum (2014) conducted a study titled "the trend of female student participation in physical education class activities." The findings of his study shared that the imposition of tradition upon females' students being considered as not equal to males and looked down by their families and male counter parts.

As discussed so far, previous works were done in relation to female students challenge on learning and participation on physical education. However, this study wants to investigate factors affecting female students' participation on physical education practical classes. Hence, this study is different from the past studies as it focuses on problems of female students' participation on physical education practical classes. In addition, students' grade level and area in this study are different from the previous local and foreign pieces of research works. This study, therefore, tried to assess secondary schools of Kaffa Zone female students in twenty selected government secondary schools in Kaffa Zone of ten woredas namely; Bonga, Gimbo, Chena, Gesha, Addiyo, Cheta Decha, tello, Bitta and Gewata secondary Schools. Therefore, this study attempted to answer the following three basic questions;

1.3 Research Questions

1. What does the performance of female students look like in physical education practice?
2. Why do female students fail to participate in physical education practical classes?
3. How do female students practice in physical education practical classes?

1.4 General Objectives of the Study

The general objective of this study is to explore the current status of female students' participation in practical class in kaffa zone secondary schools.

1.4.1 Specific objectives of the study

The specific objectives of the study are:-

- to assess female students performance in physical education practical classes
- to examine female students problem to participate in physical education practical classes in secondary schools of kaffa zone. .
- to assess female students practice in physical education practical classes.

1.5 Significance of the Study

Since this study emphasizes the participation of female students in the performance of physical education during practical activities, the findings of this study are expected to have the following significance: Most importantly, this study is expected to provide methodological insights and information to teachers which will help them to implement the appropriate principles of teaching practical classes properly. Teachers' are a crucial variable in the implementation of materials and methods. The introduction of new materials and methods need to be supplemented with the awareness to physical education teachers' during teaching learning process in treating female students, and give them a guide line to overcome problems that challenge female students in practical classes. This study, therefore, will help education officials and other concerned bodies to take into account the level of female students' practical participation, which influence the teaching and learning process in physical education lesson. Secondly, the result may benefit physical education teachers to know the performance of female students in physical education practical classes and its proper implementation in their classes. Thirdly, the results of the study may inform course designers and textbook writers about the level of female students' performance in physical [i]education classes. Moreover, the results of the study can also help the course designers and textbook writers to include some awareness raising tips on how to use the course material effectively, which is important for both teachers and students. Finally, the findings can also serve as a source for researchers or a stepping stone for those who have an interest in conducting further study in the same area as well.

1.6 Delimitations of the study

This research would be comprehensive enough if it could investigate the female and male students' participation in physical education practical classes the whole secondary schools found in the Kaffa zone. However, the constraint of time and finance will not allow this comprehensive investigation to be done.

Therefore, to keep the study in manageable size, the study was done only with female students' participation in physical practical classes of secondary schools found in the Kaffa zone. In other word, the scope of the study was focusing only on female students at the secondary schools of Kaffa zone.

1.7 Limitations of the study

The study was intended to get the necessary information from female students and teachers to conduct the research. However, the researcher was confined to find female teachers in the secondary schools found in kaffa zone, this hindered in getting more information and idea, hence, depending on the role model part of female teachers in the field of physical education. Since female teachers have intimacy with female students than male teachers. Moreover, the researcher also faced transportation difficulty to move to the ten woredas of the Zone. Lack of transportation access especially four woredas hindered the researcher to collect the necessary data timely.

1.8 Organization of the Study

The study was organized and presented in five chapters. The first chapter gives a general idea on the background of the study; states statements of the problem, the research question, objectives of the study, explains the significance of the study and describe briefly the scope of the study and limitation of the study.

The second Chapter includes literature review and discusses the relevant literature from international and national perspectives. In this part, the historical and existing situations of females' education in the developing world in general in Ethiopia in particular were explained briefly.

The third chapter (Research design and methods) describes in detail how the study was conducted. The fourth chapter (presentation and analysis of data) attempts to summarize and present the data collected from the field. In this part, attempt was also made to examine, evaluate and interpret the implications of the results with respect to the research questions.

Finally, the fifth chapter summary, conclusion and recommendation tries to draw inferences based on the results of the study. At the end some suggestions are forwarded based on the main findings and conclusion of the study.

1.9 Operational Definitions of Terms

Physical education: is a term used to describe an area of educational activity in which the main concern is with bodily movement.

Sport: is an institutionalized competitive activity that involves vigorous physical exertion or the use of relatively complex physical skills by individual whose participation is motivated by a combination of the intrinsic satisfaction association with the activity itself and the external reward earned through participation.

Challenge: is difficulty or difficult tasks that test some body's skill or ability that deal with it.

Participation: the act of taking part in an activity or event.

Practical class: is connected with real situations rather than with ideas or theories particularly in sport activities.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Under this chapter related topics on factors affecting class participation of female students will be discussed. The first topic gives high light on the concepts of practical classroom participation and the second topic deals with the factors that are assumed to affect class participation.

2.1 Concept of Practical Class

Practical class is taken as a formal environment where the teacher and the individual learners, the teacher and group of learners, the teacher and the class as whole the learner among themselves are interacting in open air. Here the main thing that should be emphasized in since –practical class is the place where the learners have better opportunity to learn PE. The teacher and learners have their own role to perform.

Lier (1988:78) but here is very important point that should be raised in connection with participation what kind of classroom would allow the teacher and each individual learner to participate equally in the activities provided.

2.2 Students Participation

There are a lot of factors that may affect learners in general and PE learners in particular during physical education class participation following are some factors that can affect learner's classroom participation.

2.2.1 Motivation

Motivation is what makes us act; it is some kind of internal or external drives that encourages somebody to pursue course of action or reach a good. According to Harmer, (1991), "students who really want to learn will succeed whatever the circumstances which they study". So, teacher has a responsibility to point out and to show the students what they achieved after the course. The teacher should notice that learners learn best when they are appreciated and responded for their questions.

In general; there are different reasons that could affect students' motivation, but strongly motivated learner is in far better position as a learner than who is not motivated.

2.3Female and Education

2.3.1 Female participation in Education: A Global Trend

Women comprise more than half of the world's human resource and are central to the economic as well as to the social well-being of societies. Development goals cannot be fully reached without their participation (Synder and mary, 1995:1-5).

According to Kane (1995) cited in Lishan (2004:12) the ample evidence available suggests that educating women has a considerable social return. For instance there is a positive correlation between primary education, enrolment rate of girls and GNP per capital moreover, there is an overall impact of education on the economic well-being of women their families and society

According to King and Hill (1993) the enrolment rate in all school levels has been rising in the developing countries for both sex, the enrollment rate of girls is much lower than boys with the widest gap exists in the poorest countries. Among the poor countries, both enrolment rate and gender disparities in enrolment differ regionally. Except for south Asia and sub-Sahara Africa all regions have achieved nearly universal primary education for boys. East Asia and Latin American, however, have enrolment rate for girls, which is approaching similar level with that of boys on other region (Ibid). In conclusion, the above ideas show that female learning is the base of economic, social wellbeing as well as the overall impact of the society.

2.3.2 Female Education (African Trend)

Odaga and Heneveld (1995) consider female education as recognized, as one of the critical pathways to promote social and economic development. Evidence from sub-Saharan Africa indicates that although there have been improvement in female access to education remains limited in several countries across the region. It is evident that, once enrolled, females are more likely to dropout than boys that their academic achievement is poorer than that of boys .In recent years, African governments, non-governments, non-governmental organizations and donors have been working together to develop programs that address the problems of improving girls educational participation.

A recent literature provides a summary of the state of knowledge of the factors constraints girls. Schooling in sub-Saharan Africa. It presents an outline of how this accumulated knowledge can be used in practical ways to facilitate the design of programs to accelerate female participation n education in the region (Odaga and Heneveld, 1995). In relation to this, World Bank (1988:1) depicts that one of the pressing educational concerns include poor student participation high dropout and repetition level. Low academic achievement and low teacher morale and attendance. Perhaps the most daunting challenge is that of promoting female education. This must be a central concern in efforts to improve learning achievement school effectiveness, teachers' motivation, education management and issues to resource mobilization and recollection of expenditure, such initiatives provide an important opportunity for creating an enabling environment where girls and other disadvantaged groups can participate fully.

Wyalt et al. (1988) states that the cross-cultural study of female educational out comes have increased tremendously since 1970s. Analysis has indicated particularly that there is a wide gender gap in enrollments in South African, the Middle East and North Africa, and sub-Saharan Africa. The same author discussed extensively has clearly identified. The central problems of female education as access to school, attainment in years of schooling, academic achievement and accomplishment after school. All these problems are interrelated and influenced by in and out of school factors increasing in enrollment but continuing poor educational out comes for female have been documented and the multiple supply and demand reasons for persistent gender differences in educational out comes have been well

2.3.3 Female Education in Ethiopia

As one of the least developed nations, Ethiopia suffers from a very low representation of women in different fields at all educational levels. In spite of this fact, effort and measures have been taken to encourage females' participation at all level of education. However there are diverse factor that affect the teaching learning process of female students. According to Tsigie (1991) among the factors contributing this gender differences are societal and cultural beliefs, household responsibilities, early marriage, lack of motivation, lack of confidence lack of guidance, and counseling services and so on. Furthermore, Tsigie's fingings indicate that biological, physiological, psychological and religious factors also contributed to the low participation of female students in

certain areas where the study was made some of the suggestions forwarded by Tsige (1991) to remedy the problem so that the gender gap could be narrowed. Include: Establishing well organized guidance and counseling program, giving special attention to female students, educating parents, organizing relevant programs through various means that could change the attitudes of the society in general and of females in particular. According to Allasbu (1988) as cited in Tsige (1991) the reason for such low participation of women in different level of education may be attributed to the values and attitudes that Ethiopian society attaches towards education of women that in most parts of Ethiopian patriarchal thinking dominates the culture. Astede and Kebede (1988) as cited in Tsige (1991), states that teachers as well as school administrators try to influence female students so that they join home economics, nursing or secretarial area on the ground of their usefulness to domestic work. The view of the female students in regard to their education is not in any way different from the view of the preceding groups. In relation to such withdraw view Mclean (1967) cited in Tsige (1991) indicted that "it is my conviction that a young women shies away from and avoid involvement in activities outside her home because she fears that she cannot achieve equally with men." Thus, it is with such background and skepticism that female student's participation in physical education. In similar words Genet (1991) states that there are many constraints that prevent women from attaining equal educational level with men. These include: access and attitudes towards certain field of training (sex segregating character of educational program and various types of barriers like occupational, educational role and social and cultural barriers.

Genet further explained that in the Ethiopia context where learning materials are in short where learning materials are in short supply, library space is inadequate, and textbooks, even if available are shared between two three or four, these situations demand that a student's compete and strive hard if he/she is to succeed. Considering the general personality of girl's characteristics by synthesis, unassertiveness and low self-image, it is not difficult to imagine their failure in achievement unless special attention is made. Generally, women are regarding as intellectually inferior to men in many societies. This perceived inferiority to women is often given as a justification for their being restricted from playing important roles in the society. Such views also has an impact on the self-image of girls in relation to this point Duncan (1989) as cited in Genet (1991: 14) writers: Images of women reflect to values and pressures of society but at the same time they permeate mental attitudes

and underpin social conventions….they fashion habits of thought and together with the family and economic structures peculiar to each society, help to determine the state of women.

2.4 Female's in Sport Activities

Women in the 1950s and early 1960s did participate in sport much less than their dissipate in the 1990s. A lack of opportunities discourage them, as well as the knowledge that intense sports activities were not considered normal for women (Siedentop, 1998:151)

According to pate, 1994; 110, many other women, however, did worry about sports "Masculinity." They tried to minimize the dissonance between sports and their proscribed role through apologetic behavior. Advocates of women's sport tried many ways of compact the effects of the restrictive definition of feminist. Girls' rule, special private standards, sexualizing the game and apologetic behavior were creative adaptations to an oppressive situation. They were understandable reactions, but, it did not work. Generation after generation has tried various forms of apologetic behavior, but this have not made sports more widely accepted for women's as a group it is not say that women should have or should in the future adopt the male model of sports. There has been much to criticize in the dominant model, but they way that women rejected men's sport in the 1950's and 1960's by accepting feminine propriety, embracing differences, bowing to notions of fragility, had serious consequence. Most important, if left oppressive assumptions unchallenged (Ibid) "Difference" has always posed a difficult dilemma. In the past, differences between m and women have been used to justify discriminatory treatment and to suggest female inferiority. Understandably, many activities in the 1970s tried to gain legitimacy by demanding equality and demonstrating women's capacities. They achieved many gains using the strategy, but it has two drawbacks. First there are ways men and women as a group differed physiologically, and arguments that are based on claims of equal capabilities instead of basic justice may be doomed to failure. Second, the emphasis on sameness has blinded people to examining alternatives conceptualizing sports. Perhaps after women have achieved greater power and credibility, women's (and other) alternatives will not be so easily ignored (Festle, 1996:281).

In conclusion, whatever the means, the struggle to change sports is well worth attempting. Although the male model of sport is resistant, the changes that occurred between 1950 and 1995 demonstrate

the sport is pliable; sport has been in the past (and has the potential to be0 violent, exploitative, elitist and corrupt. It has perpetuated society's prejudices about race, class, gender and sexuality.

Understandably, it has been arena that women have avoided, resulting in timidity, weakness, and alienation from their bodies. It has also been a place where women et al etc. have been socialized to feel self-hatred and shame on the other hand sport, has been (and has the potential to be) a place where, comradeship, pride in their bodies, excitement, mastery, strength, and leadership. Sport can be a place where disadvantage groups build community and pride (Ibid).

2.5 Female's in Physical Education practice classes

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2.6 The Importance of Physical Education and Sport Activities

A. Biological Significance

Various biologists emphasized that there is a difference in biological constitutions between male and females. For instance, on the average, boys are stronger than girls. This difference is highly judged by the norms and culture of the community (Roy, 1983; 412). Roy (1983:462) also explains the close relationship of culture and biology as "human biology requires human culture." However, the existence of biological differences between sexes does not necessarily mean women are socially and behaviorally weak.

B. Gender Issues

Creedon (1994:32) describes gender in terms of biological, social and cultural perspective. According to Creedon 91994) in the last century the biological differences between men and women were considered all important, and the curriculum was designed to give the individual a particular place in the social hierarchy.

Hence the curriculum was affected by class as well as gender but women were seen as intellectually inferior and incapable of sustained study.

This view is really expressed so openly today, although dated biological and psychological evidence is occasionally quoted as an explanation for individual differences.

The nature nurture debate has found discussion on educational quality whatever it relates to race, gender or class difference.

This is essentially an argument about whether it is out biology or the environment within which are grow up that has more important implications for our eventual fate (Creedon, 1994: 320).

This is essentially an argument about whether it is out biology or the environment within which are grow up that has more important implications for our eventual fate (Creedon, 1994: 320). Biological determinism has been a power full way of explaining the observed inequalities of status, wealth and power in society. It also provides a means of defining human; universals' of behavior as natural characteristic. When biological determinism is related directly to support racial difference its absurdity is particularly sticking (Ibid).

Reached on the conclusion, for the purposes of educational equality, the nature /nurture debate is significant of those who believed that behavioral and intellectual differences are biological also believe these difference are inevitable and immutable .

C .Biological Social and Cultural Perspectives

A study group physical education examined several biological explanations for differences in performance including gender likely to be less prescriptive than in other subjects, so guidelines and policy statements will need more attention at school level (Creedon, 1994; 35).

These include; widening experiences, extending opportunities, multicultural sport, team games.

Widening experiences

The whole ranges of movement should be experienced by all children, and the physical education curriculum should provide them with the opportunity to develop physical skills which will be useful

for a number of differences in physical; strength or muscle and fat distribution between boys and girls at primary age.

In fact there are likely to be many differences between members of the same sex as there are between the sexes.

Extending opportunities

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

Multicultural sports

It can be very interesting to experiment with sports and games from a variety of culture, but consideration has to be given to religious and cultural practices so that girl can participate fully.

Team games

Creedon (1994: 37) stated that, well-run team sports are enjoyable for the cooperation and team spirit they base difference in strength, endurance and susceptibility to injury.

They produced considerable evidence to show that women can participate in strenuous activity under all the conditions in which men participate they also conclude that women were not in any way fulfilling their potential for sports.

They pointed out he obstetrical and gynecological data recited the idea that heavy exercise was the cause of undesirable effects. The study group concluded that physical endurance is no more damaging or overtaxing for women than it is for men.

D. Physical and Physiological Significance

There are some differences in physical as well as physiological between male and females. These differences have an effect on females to participate in few sports effectively. Anatomical and physiological differences are quite apparent between to sexes particularly after puberty. By

improving her strength the female athlete will improve her potential in which she is engaged (Butcher, 1972: 322).

According to Edward and Mathews (1981:348), it must be remembered that the cellular mechanism controlling most physiological and biochemical responses to exercise are the same for both sexes. However, there are some differences but they should be recognized mainly as differences in magnitude rather than as mechanism. On the other description, boys and girls achieve almost equivalent in the elementary level, however, when they are transferred to the junior, secondary, and tertiary levels performance variations between girls and boys come to light (Kelly, 1978 as cited in Ethiopian Journey of Education, 1997, vol. 1:30-31) .

To conclude the whole idea biological difference between the sexes may not have necessary social and behavioral implications to participate in physical education activities.

E. Psychological Significance

A part from its physical importance, physical education has got tremendous positive impact on the psychological development of students. Child who has every chance and right to participate in activities is usually active, friendly and interested to participate in any physical activity. So parents are expected to raise their children in a free and democratic environment (Butchar 1979: 323).

According to Mangan (1973: 56), it is a well-known fact that for any one to perform any activity successfully first and for most, females must have a positive attitude towards the activity in a position to determine one's willingness to do any activity. Psychological factors such as lack of motivation, self-awareness, self-actualization, lack of confidence, fear of playing in front of large number of people, psychological disturbance of menstrual regularity and even fear of winning may prevent females to participate in different sport activities.

Roy and Irvin, (1983; 462), concerning motivation of the two sexes suggested that 'students have shown that the male is encouraged to become independent while the female is encouraged to become dependent." This can obviously hinder self confidence in the side of the female, and in general because of many psychological factors females are influenced not to participate in different sport activities but if motivated they will be successful.

To sum up the view of the scholars in the field, it is virtual for physical education teachers to understand and consider the psychological feelings of female students in physical education classes.

F. Social Significance

Physical education has undeniable effect to strengthen the social interaction to people in general and females in particular. Butchar (1972: 324) underlines that; physical education can have strong positive impact on social characters of female students such as traits of leadership and moral character.

Fortunately according to Butchar (1972), female attendance in physical exercise contest is increasing to a considerable extent in some parts of the world.

In general social significance of physical education could be summarized as "physical education is as much as social program as a biological one because, its outcomes are measurable in terms of group individual behaviors as well as no organic environment."

2.7 Factors that Influence Practical Classroom Participation of Female Students

2.7.1 Gender Difference

Average gender differences in aerobic function before the age of puberty a regularly not large, however, and to state the obvious, a bread overlap exists between groups of boys and girls.

Most scholars agree that gender can affect learners' classroom participation; scholars such as Sunderland (1994) suggest that. "Teachers respond more to boys than girls in positive and negative way. Boys get more praise for intellectual equality of work, whereas girls are practical more for the wetness of their work.

This reveals the differential teachers gender biased treatment of students in classroom. Teacher think that boys are active who participate a lot and girls who are shy and quiet as incapable (beginner) in addition to this idea cawell and schewehnt (1973-48) suggest that:-

"The scorers for boys on motor performance improve throughout adolescence but adolescent girls fail to live up to their potential in motor skill. Their performance peaks b/n the ages of 11-13 and slowly declines there after (as compared to age 18 for boys).

The majority of female students who are found or placed under this study belong to above 13 years old. Therefore their motor performance decline gradually then after.

2.7.2 Anatomy and Physiology of Men and Women

There also anatomical and physiological differences exist between men and women according to sherry and Bokor suggested (1997:245).

Anatomical and physiological differences between men and women

Women Anatomical Lower center of mass taller Saver body frame limbs longer Greater values at elbows, knees longer homers. Whereas, men wider pelvis wider shoulder Narrow thoracic cavity, small lung and heart size -large thoracic cavity, lung and heart size. Physiological - Higher body fathigher muscle mass on the other hand; men have more surface area per kg move blood volume /red. Whereas, women have smaller maximum cardiac cells /hemoglobin

2.7.3 Social and Cultural Background

A classroom is considered as a mirror of reality outside of the school. The society with its culture has great impact on learner over all behavior Lier (1998:86) says that:-

The classroom doesn't occur in a vacuum before the lesson, the learners come from somewhere else, what happens in these other places inevitable; has important repercussion on what happens in classroom this shows that what is going on in the society can be reflected in the classroom. The case of Ethiopian girls in PE class situation could not be very far from these facts. Parents encourage their male children to express themselves in front of other but they need their daughter to be decent shy and quiet. As a result of girls effect in the classroom situations, that they directly or indirectly learned from their parents

Debate still exists over the advantages and disadvantages of utilizing single sex and co-educational practical physical education settings with more current studies revealing avenge of perspectives on both settings. For example in a study conducted by Kely (2007) the existence of generally lower physical education participation rates within female students was identified. Kaly (2007) attributed this largely to the possible maculation of physical education in current school context which many act as a different to girls and therefore result lower the participation of girls in PE. With

coeducational PE contexts, Wright (1999) describes the nature of many girls to exhibit low level of participation and performance to be highly influenced by the ridicule subtle put downs and harassment experienced by girls form their male peers. This unconstructively influences girls' enjoyment of PE, and can contribute to girls higher dropout rates and greater resistance to PE (Wright 1999). Similarly Tsolidis and Dobson (2006) state that "boys" behavior in the classroom and in schools more generally has been understood to have a deleterious effect on girls" (P:126), and suggest that the presence of boys in coeducational PE classes may adversely affect the participation and performance of girls in PE lessons.

Boys often dominate play in a game situation which can negatively impact girls' participation and performance in coeducational PE settings. (Wnght 1999).

In association with, Olli's and Meldrum (2009) Convey that single sex environments commonly allow girls to better participate and perform in PE, without being explored to boys sexual invented and frequent traversing of girls health interests, issues concerns and physical behaviors. Also separating boys form girls in health education setting is often highly influential in enhancing girls. Comfort to participate in class without embarrassment a detrimental factor in allowing students experience optimum learning (Olli's and Meldrum: 2009).

Self-confidence is a belief in one's personal with and like hood of succeeding based up on one's self esteem and general efficiency (Nail 2005)" Players who learn the appropriate skills and competences for effective participation in encouraging settings begin to build the intrinsic motivation patterns and positive depositions towards activity that lay important foundation for future active life styles" (Piltz, 2002: 1).

When there is a significant lack of motivation to improve a skill that is needed for PE classes few benefits may be found within this level of effort (Ntoumanis, pennsgoard, Martin and pipe 2004).

Kaey (2007) and Rich's (2004) belief that there exists a maculation of sport and PE with in Australian schools which heavily favors boys could be used to help explain the trends found in the participation of boys and girls in single sex and coeducational PE environments.

Gilchirst (2004) suggested that young women's participation in physical activity can be significantly affected by concerns associating appearance and image in front of others, especially those of the other sex.

Bohler (2004) in boys only PE classes, boys of lower ability often are intimidated by those of higher ability who dominate games and as a result may face considerable barriers to participation in PE. The same can be applied to girls within Physical Education contexts.

One the factors that affect the participation and performance of both boys and girls in PE in a similar way refer to the concept of destructions' (Vertinsky 1992, Wright, 1999). Every time they touch the ball or make a play, they are being scrutinized and evaluated and become afraid to make a mistake (Fraser. Thomas and Beaudoinm 2004). Furthermore Gym, clothes that are after provided (shorts and a t –shirt) in gym c lass are not very applying to most females (Olafson, 2002). Boys' behavior in the classroom and in schools more generally, has been understood to have a deleterious effect on girls and suggest that the presence of boys in co-educational physical education classes may adversely affect the participation and performance of girls in physical education classes. (Tsolidis and Dobson: 2006:216). Motivation is important to be aware or influence of motivation on acquisition of sporting skills. Those who are highly motivated are more likely to learn and practical skills than those who are not. (Galligan; 2000:121). The child's behavior in relation to these cultural standards the parent socializes the child by observing as a model for the child imitate. It is apparent than in most cases children acquired different of a variety of model (Hetherington; 1986: 495). Women's participation in serious sport leagues a long way behind men's. Those are because of some reasons shortage of role models. In the past there weren't many women to lead the way in UK sport. But this is changing with people like sally Gunnel and Juddyu Simpson. (Gallagbar 1997:75).

CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY

This chapter discusses the research design, subjects of the study, the instruments used to collect data, procedures of data collection and the method of data analysis were dealt as subtopics according to the sequence presented here.

3.1. Design of the Study

So as to investigate female students' participation in physical education practical classes, the researcher employed a descriptive survey design that includes both qualitative and quantitative techniques. For this study the quantitative approach was employed for the data collected through the questionnaire and the qualitative approach was employed for the data collected through interviews and observations. With regard to this, the study attempted to describe the current status of female students' participation in practical class in case of secondary schools of Kaffa zone.

3.2 Sources of Data

The subjects of this study were female students of twenty secondary schools from ten woredas. These secondary schools are located in the Kaffa Zone of SNNPR Region. These secondary schools in Kaffa zone were selected because the researcher has acquaintance with some school principals. The researcher, therefore, selected them with the anticipation of getting support from the principals and the teachers during the administration of the instruments.

3.3 Sample and sampling Technique

Among the total population of female students of 1000, 20% of the respondents were selected for questionnaire. These sampled schools were believed to be adequate in representing the population, in order to choose representative sample of students by using systematic random sampling technique and fill the questionnaire. 20% of the sampled students were taken because of the large number of female students and difficult to assess all female students from all schools performance. In this research work, systematic random sampling technique was employed since it is used to select representative of the research. From the sampled schools all 20 teachers who have

been teaching physical education were taken as respondents to fill the questionnaire purposively. In this study information has been gathered from grade 10 female students of secondary schools of kaffa zone. From students of 1000, 20% of the population two hundred female students and 10 female students from each school were selected. In order to get the representative sample of the students' population systematic sampling method was used. First, the whole students were listed alphabetically then, the total number of the students divide for the number of sample population (1000/200=5).Five is the interval size so students whose number 5, 10, 15, 20……were selected as the sample of the study. Following this, twenty physical education teachers were taken by using the total teachers for observation and questionnaire.

3.4 Instruments of Data Collection

In order to obtain adequate information for this study, the necessary data were collected through questionnaires, interviews, and observations.

3.4.1. Students Questionnaire

As a vital research data gathering instrument, questionnaire is largely utilized to survey information through a structured and numerical inquiries administered with the presence of the researcher. To explore female students' practices of physical education in practical classes, a total of 19 close-ended items were designed. The questionnaire was adopted by the researcher and developed primarily to meet the objectives of the study and designed in line with the literature reviews explaining females' physical education practical classes. The questionnaire was prepared to gather information that was not obtained through direct observation. The researcher used the closed-ended items for reducing students' misunderstanding while filling out the questionnaire.

The rating scale, which was constructed for this study, was the Likert technique of scale construction. As Karavas (1996) points out, the Likert type scale (or method of summated ratings) is the most widely used method of scale construction. Therefore, there are five options to which the subjects were able to show their reaction to each item. The options ranged from "Strongly Agree" to "Strongly Disagree." And they are as follows: strongly agree, agree, undecided, disagree and strongly disagree.

It was prepared to gather information that was not obtained through direct observation. The researcher used the closed-ended items for reducing students' misunderstanding while filling out the questionnaire.

3.4.2. Validity and reliability of data collection tools

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew, 1998). To ensure validity of instruments, initially the instrument was prepared by the researcher and developed under close guidance of advisor, senior colleagues and experienced consulted to provide their inputs about how to evaluate and give feedback on the relevance of the contents, item length, clarity of the item and layout of the questionnaires. The instruments (tests, social skills questionnaire, observation schedule and interview questions) were validated by content and face validity methods.

The comments included avoiding distracters that might give clues to answer, avoiding distracters which were not appropriate, reconsidering the time allotment, underlining or making bold words, editing spellings, etc. They also suggested simplifying some words and edit the language for the questions in the interview and questionnaire.

According to Abbott (2002:145) state that pilot studies help researchers to clarify instructions, determine appropriate levels of independent variable, determine the reliability and validity of the methods, and work the bugs out of the procedures.

The adapted questionnaire was given to two HPE teachers to evaluate the items critically in terms of content validity, face validity, clarity of the items and if they fit to measure the objectives of the study Thus, the instruments were found to be reliable to collect data for the main study.

3.4.3. Practical class observation

The salient feature of observation in research, as Cohen et al (2007) indicated is that, it provides the investigator a chance to collect fresh information in direct physical and social settings. The practical class observations were conducted in order to check whether the students practice the practical classes (besides from what they responded on the questionnaires). For the purpose of the observation, a checklist was adapted and then employed. Checklists focused on practical classes or instructional activities or techniques that were employed by physical education teachers. In order to

avoid potential personal bias, the observations were carried out by the researcher and physical education teachers as a co-observer from each school. Observations were conducted in classes of grade 10 female students.

Training was given to the co-observer for 25 minutes about the ways of observing the practical classes. The co-observer and the researcher together observed the physical education practical classes and put a tick mark on the checklist when they observed female students practical lessons. The researcher and co-observer observed practical classes separately of female students' secondary schools twice as to ensure consistency in the practice of physical education. Moreover, the researcher used observation as a tool to assess what happened in physical education practical classrooms activity. It was based on what they did. Gathering information through observation gives real evidences to the study. And also it was used as a useful checking and as a supplement information obtained from other sources. The observation was designed based on review of related literatures. The observation check list was adapted from the related scholar's observation check list schemes i.e., from Nunnan's (1989) and Willis (1995) observation checklist schema.

3.4.4 Teachers' interview

Semi-structured interview guides prepared and conducted with one Physical Education teachers to assess factors that affecting the participation of Female Students in Physical Education practical class. The interview was conducted face-to-face with Physical Education teachers. To this end, a set of unstructured open-ended interview questions were prepared by English and then interview was conducted with them. The interview consisted of five items and conducted twice with each of the interviewees for twenty minutes.

The interview items were mainly focused on the factors affecting female students' participation in physical education practical classes, concept of physical education, sport facilities , the relationship of teachers and female students' regarding the teaching learning process in the field of physical education. In general, the researcher interviewed four (4) teachers to identify the level of their awareness regarding the factors that affect the female participation in Physical Education.

3.5 Data Collection Procedures

After the researcher had selected a specific design for the study which was consistent with the objectives of the research, the next step was collecting the research data using the procedures. According to Selinger and Shohamy (1989), after having a specific design for the study, which is consistent with the objectives of the research, the next step is to collect the data. Therefore, in collecting the data it is important to use procedures that elicit high quality data, since the quality of any research study depends largely on the quality of the data collection procedure. With regard to this, the researcher collected data through female students in practical of physical education activities students' questionnaire, teachers' questionnaires, interviews and practical classes' observations as follows:

First, Practical class Observations were held throughout secondary schools of kaffa zone at different times. Conducting observations first was important because students might show their artificial behavior in practicing physical education lessons. Bonga secondary school students' were observed first. Gimbo, Gesha,Gewata, Decha, Tello, Chetta, Adiyo, Bitta and Chena secondary school students were then observed respectively.

Second, Questionnaires were distributed to female students and physical education teachers of secondary schools to gather information regarding female students' practices of physical education subject.

Third, physical education teachers were interviewed about their performance of practicing physical education after their practice was observed to triangulate the data gathered through questionnaire and practical class observation.

Finally, all the data were collected from female students and physical education teachers and then analyzed. Finally, Analysis, discussions, summaries, conclusions and recommendations were made based on the findings.

3.6 Methods of Data Analysis and Interpretation

Regarding data analysis in mixed methods research, Dorneyi (2007: 245) notes "in many cases it may be better to keep the analyses separate and only mix the qualitative and quantitative results at a

late stage to illuminate or corroborate each other." Creswell (2009) also states that this approach helps to achieve what is termed 'concurrent triangulation' in mixed methods design where comparison between different databases could be made for better effect. For him, mixing of the two types of data, qualitative and quantitative, is made at the interpretation or discussion "to actually merge the data (i.e., transform one type of data to the other type so that they can easily be compared) or integrate or compare the results of two data bases side by side in a discussion" (Creswell, 2009: 213). Hence by adopting this approach, the analysis of data in this study was first made separately for the quantitative and the qualitative information and mixing was made in the discussion and interpretation so that information gathered from different datasets could be integrated in answering the research questions of the study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISSCUSION OF DATA

The aim of this study was to investigate female students' participation in physical practical classes. In order to do this, a descriptive survey design was employed. To this end, data was collected from a total of 200 female students and 20 physical education teachers. Based on the questionnaire and interviews, female students and the teachers explained their about female participation in physical education practical classes and the researcher also observed when the teacher taught female students practical classes.

The data gathered was analyzed both quantitatively and qualitatively. Emphasis was given to the quantitative data analysis method while the qualitative data was analyzed as used to confirm the results obtained from the quantitative. First, the quantitative data was analyzed, followed by the qualitative data analysis.

4.1Female students' questionnaire about their practical classes

4.1.1 Results from Questionnaire

Table 1 Teachers role for effective female students' participation

No	Item	Number of respondents											
		Strongly agree		Agree		Undecided		disagree		Strongly disagree		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
1	My teacher encourages me when I do physical practical exercise.	120	60	42	21	14	7	12	6	12	6	200	100
4	My teacher gives freedom when I do practical physical exercise.	130	65	40	20	15	7.5	15	7.5	-	-	100	100
10	My teacher select me practical physical exercise which is suitable to me.	124	62	46	23	12	6	11	5.5	7	3.5	100	100

The results from the above Table show that the role of teacher in physical education classes particularly to participate female students in practical exercise classes. As it can be seen in the above table, under item 1, more than half of the respondents 120 (60%) strongly agreed that their teacher encourages them to do physical practical exercise In the same way, 42 respondents (21%) reported their agreement that their physical education teachers encourage them to practice physical practical exercise. On the other hand, 14(7%) of respondents forwarded their disagreement about the issue raised under item 1, whereas, the rest of 12(6%) and 12(6%) of the respondents strongly disagreed and did not decide on the issue presented under item 1respectively.

This implies that almost more than half of respondents agreed that their teachers encourage them when they are practicing physical practical exercise.

As to item 2, the students response on teachers encouragement on female physical practical classes, most of the respondents, 130(65%) and 40(20%) reported their strong agreement and agreement on physical practical exercise teachers freedom when female students practice the lesson to develop their physical fitness; whereas, 15(7.5%) and 15(7.5%) of the respondents were disagreed and strongly disagreed respectively.

The third item in the above table was asked to know whether the physical practical teachers select suitable exercise for female students during practical classes. Based on the item, a considerable proportion of the respondents 124(62% and 46(23%) expressed their strong agreement and agreement that their select them suitable exercise However, a small number of respondents 12(6%), 11(5.5) and 7(3.5) reported that they were disagreed, strongly disagreed and undecided concerning the issue raised under item 3 respectively.

Table 2: Teachers encouragement for their students

No	Item	Number of respondents											
		Strongly agree		Agree		Disagree		Strongly disagree		Undecided		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
2	My teacher always tries to encourage me to practice with freedom.	150	75	40	20	7	3.5	3	1.5	-	-	200	100
5	My teacher always allows me to practice without any fear.	143	71.5	45	22.5	6	3	4	2	2	1	200	100
7	My teacher always motivates me to increase my interest to practice.	125	62.5	38	19	13	6.5	12	6	12	6	200	100

As can be seen in Table 2, the respondents' reactions to each statement were computed in order to understand the value students scored for each item. If we take item 2, for example, 150 (75%) of the responses were given to strong agreement), 40(20%) to agreement, 7(3.5%) to disagreement and 3(1.5%) to strongly disagreement on female students teachers' encouragement to practice physical exercise freely.

The same is true for item 5, a considerable number of the respondents reflected their agreement, that is, 143(71.5%) strongly agreed and 45(22.5%) agreed that their teachers always allow them to practice the physical exercise without any fear. However, 6(3%), 4(2%) and 2(1%) of the respondents reported that they were disagreed, strongly disagreed and undecided with the statement mentioned above under item 5 respectively.

Moreover concerning, teachers motivation to increase female students interest to practice the physical exercise, 125(62.5%) of the respondents strongly agreed and 38(19%) of them showed their agreement with the assumption that teachers motivation to increase female students interest to

practice the physical exercise. However, a small number of the respondents 13(6.5%) disagreed, 12(6%) strongly disagreed and 12(6%) decided nothing on the item listed above.

From these it is possible to generalize that female students have freedom to practice the physical exercise without any pressure from their teachers. Moreover, female students are also encouraged and increased their interest by their teachers to practice the physical exercise highly.

Table 3 Teachers-students relationship

No	Item	Number of respondents											
		Strongly agree		Agree		disagree		Strongly disagree		Undecided		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
9	My teacher makes me tell my problem to my teacher.	131	65.5	49	24.5	11	5.5	5	2.5	4	2	200	100

In responding to item 9, it is quite revealing to see from table 3 above that the great majority of the respondents 131(65.5%) strongly agreed and 49(24.5%) agreed; whereas the minority of the subjects 11(5.5%), 5(2.5%) and 4(2%) said they disagreed, strongly disagreed and decided nothing to the statement.

From the above respondents result, it can be said that the school teachers seem to make students tell their problems to their teachers with paternal relationship on the practice of physical exercises

Table 4 Learning environment stimulation

No	Item	Number of respondents											
		Strongly agree		Agree		disagree		Strongly disagree		Undecided		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
3	My teacher encourages me even when I made mistakes in my practical classes.	120	60	50	25	15	7.5	5	2.5	10	5	200	100
6	My teacher tries to create conducive atmosphere to practice in the field.	120	60	40	20	10	5	10	5	20	10	200	100
8	My teacher encourages me to develop my self confidence in practicing physical exercise.	100	50	82	41	6	3	6	3	6	3	200	100

As it was observed in item 3 of the above table, the majority of the respondents 120(60%) expressed their strong agreement and 50(25%) agreement that the physical education teachers encourage their students even when their students made mistakes in practicing physical exercise. The rest of the respondents 15(7.5%), 5(2.5%) and 10(5%) disagreed, strongly disagreed and undecided respectively as to whether the teachers encourage their students even when they made mistakes in practicing physical exercise. The result from item 6 of the above table shows that the teachers try to create conducive atmosphere to practice in the field for female students. As it can be seen above, within the participating students 120(60%), 40(20%) and 20(10%) strongly agreed, agreed and were undecided respectively as to whether the physical education teachers try to create conducive environment to female students to practice practical classes. However, 10(5%) and 10(5%) of the respondents said they strongly disagreed and disagreed concerning the issue raised under item 6. The same is true for item 8, a considerable number of the respondents reflected their agreement, that is, 100(505) strongly agreed and 82(41%) agreed that the teachers encourage female students to develop their self-confidence in practicing physical exercise. However, 6(3%), 6(3%) and 6(3%) of

the respondents reported that they were undecided, disagreed and strongly disagreed with the statement mentioned above under item 8.

In general, the analysis of all the above items indicates that most teachers seem to give proper emphasis to encourage female students to practice even when they make mistakes, create conducive environment and to develop their self-confidence.

Table 5 Fulfillments of sportswear

No	Item	Number of respondents											
		Uniform		Sport suit		short		Any kind of cloth				Total	
		No	%	No	%	No	%	No	%	No	%	No	%
1	What types of cloth do you wear when you practice exercises?	8	4	140	70	40	20	12	6	200	100	20	100

As it can be seen in the table above, students were asked about the types of cloth do their wear when you practice practical exercise, 8(4%) of the respondents answered that they wear their own uniform during practical classes, whereas, 140(70%) of them answered that they usually wear sport short when they practice practical classes. But 12(6%) of them expressed that as they wear any type of

As it can be seen in the table above, students were asked about their feeling when they practiced cloth in their practical classes

Physical exercises.
Majority, 103(51.5%) of the respondents answered that they feel nothing when they practice. Whereas,41 (20.5%) of them answered that they usually feel something while they practice. But 40(20%) of them expressed that as they feel fear. 16(8%) of them expressed as they were happy when they practiced physical exercises.

Table 6 Students feeling about physical education practice class

No	Item	Happiness		Fear		nothing		Usual		Total	
2	What do you feel when you practice physical exercises?	No	%	No	%	No	%	No	%	No	%
		16	8	40	20	103	51.5	41	20.5	200	100

Table 7 students' response about their feelings on field practice

No	Item	Happiness		Fear		depress		nothing		total	
3	What do you feel on the days of practice physical exercises	No	%	No	%	No	%	No	%		%
		149	74.5	33	16.5	10	5	8	4		100

As indicated the table above, students were asked about their feeling when they practiced physical exercises. Majority, 149(74.5%) of the respondents answered that, they felt happy when they practice physical exercise. On the other hand, 33(16.5%) of female students felt nothing when they practice the practical exercise. Small number of respondents, 10(5%) of them answered that they felt fear and the rest 8(4%) of them expressed as they felt depressed on the days of practice physical exercises.

From the above respondents result, it can be possible to say that more than half of female students were happy to practice physical exercises and even they highly encouraged to practice the exercise effectively.

Table 8:- Gender difference

No	Item	always		usually		sometimes		rarely		never			
5	How often you discriminated during physical exercise classes in gender difference?	No	%	No	%	No	%	No	%	No	%	No	%
		10	5	15	7.5	15	7.5	30	15	130	65	200	100

Likewise, in replying to item 5 of the above table, 130(65%) of the respondents replied that they had never discriminated based on gender difference and 15(7.5%) of the respondents respectively reported that they sometimes discriminated by their friends and teachers.

On the other hand, small number of the respondents 30(15%) and 15(7.5%) of them answered they were discriminated by gender difference.

From the above respondents result, it can be said that the school teachers seem to give a proper awareness for male students to avoid female discrimination.

Table 9. Students Interesting game types

No	Item	Volley ball		Foot ball		Basket ball		Hand ball		All of types of games		Total	
6	Which type of games do you like to play?	No	%	No	%	No	%	No	%	No	%	No	%
		26	13	60	30	17	8.5	37	18.5	60	30	200	100

According to the above table data, students were asked the types of games they would like to play. Accordingly, 60(30%) of the respondents revealed that they would like to play all types of games. And60 (30%) of them they prefer to play football game, 26(13%) of them answered they would like to play volley ball game. Whereas, some 37(18.5%) of the students preferred to play hand ball game. However,17 (8.5%) of them selected to play basketball game.

It can generally be said from the above table, students like to play all types of the games in different times or programs.

Table 10 Perception of parents towards physical education practice classes

No	Item	Responses of students											
		always		Usually		Some times		rarely		never		total	
		No	%	No	%	No	%	No	%	No	%	No	%
7	How often your parents encourage you to practice physical exercises?	50	25	43	21.5	46	23	30	15	31	15.5	200	100

According to the above table students in the study area were asked how often their parents encouraged them to practice physical exercises. As the students response 50(25%) of them revealed that their parents always encouraged them. And 46(23%) of them answered that their parents sometimes encouraged them practice physical exercise. Whereas, 43(21.5%) of them answered usually. But small number of the respondents 31(15.5%) of them revealed that their parents never allow them to practice the physical exercises and 30(15%) of them answered that their parents encourage them rarely. From the above respondents result, it can be said that most of the time their parents did not seem to encourage their children to practice physical exercises. It seems that students' parents did not have awareness about the benefit of physical exercise for their children.

Table 11. Students' perception towards physical exercises

No	Item	Positively		Negatively		Neutrally		total	
9	How do you perceive physical practical exercise?	No	%	No	%	No	%	No	%
		161	80.5	22	11	17	8.5	200	100

To item 9 of the above table, that is, "female students' perception towards physical exercise." 161 (80.5%) and 22(11%) of the respondents respectively answered that they have positive perception and no perception with the claim raised in this item. On the other hand, 17(8.5%) of the respondents indicated that they were neutral towards physical exercises.

From the above respondents result, it can be said that female students seem to have positive perception to practice physical exercises.

4.1.2. Results of data collected through questionnaire from teachers

The following are sections of teachers' questionnaires responses to each item

Table 12. Teacher respondents' response about students' sportswear

No	Item	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
1	Female students Usually wear shorts in physical exercises classes.	5	25	8	40	7	35					20	100

In the above table, item 1 shows that 5(25%) and 8(40%) of the respondents strongly disagreed and disagreed that female students usually wear shorts during physical exercise classes. Whereas, the respondents 7(35%) reported that they have no idea on female students usually wear shorts during practical classes.

Table 13. Teacher responses on female students feeling during physical practical exercises

No	Item	Number of respondents											
		Strongly disagree		Disagree		Undecided		agree		Strongly agree		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
5	Female students feel pleasure when they have practical exercise.	13	65 %	7	35 %							20	100

Regarding item 5,13(65%) strongly disagreed and 7(35%) disagreed on the issue that female students feel pleasure when they have practical classes.

From the above respondents result, it can be said that female students are not very interested when they have practical classes.

Table 14. Teachers' responses about their encouragement of female students to perform practical exercise in the field

No	Item	Strongly disagree		disagree		Undecided		agree		Strongly agree		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
7	I encourage female students to perform practical exercise.	5	25	8	40	4	20	3	15	-	-	20	100

In connection with teacher encouragement of female students to perform practical exercise, 5(25%) of the teachers strongly disagreed, 8(40%) of them disagreed while 4(20%) of the teachers were undecided on the issue raised under table14.

Whereas, 3(15%) of the respondents answered that they agreed on the issue raised under table 14. Generally, the schools teachers seem fail to give proper emphasis to encourage female students to practice physical exercises classes effectively. This problem may affect female students motivation to practice practical classes.

Table15. Teachers' management skill for active participation of female students

No	Item	never		Rarely		Sometimes		usually		always		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
1	I try to manage female students with different strategies.	7	35	9	45	4	20	-	-	-	-	20	100
2	I try to give clear instruction to present different activities.	12	60	5	25	3	15	-	-	-	-	20	100
3	I select suitable exercises for female students to make them practice.	8	40	6	30	6	30	-	-	-	-	20	100
4	I try to provide enjoyable physical exercise tasks for female students in physical exercise classes.	6	30	10	50	4	20	-	-	-	-	20	100
	Grand Mean												1.80

As can be seen from Table 15 above, with regard to the issue of "teachers classroom management using different strategies'', a total of 7(35%), with 9(45%) of respondents responded that they never and rarely use class room management strategies to teach practical classes respectively. And 4(20%) of them answered sometimes use different classroom management strategies.

To the statement, "teachers give clear instruction to present different activities'', majority 12(60%) of the respondents responded that they never give clear instruction to present different activities. And 5(25%) of them answered that they rarely give clear instruction to present different activities.

Whereas, only 3(15%) of the respondent answered that they sometimes give clear instruction to present different activities.

Then item 3, states teachers select suitable exercises for female students to make them practice, concerning this, 8(40%) of the respondents didn't select suitable exercise to make female students practice physical practical exercise. While, 6(30%) and 6(30%) of them were rarely and sometimes selected suitable exercises for female students to make them practice respectively.

As indicated in the table above, the teachers were asked the type they provide their students enjoyable physical exercise tasks for female students in physical exercise classes. Accordingly, 6(30%) and 10(50%) of the respondents responded that they never and rarely provide their students enjoyable physical exercise tasks for female students in physical exercise classes. And 4(20%) of them answered they sometimes provide their students enjoyable physical exercise tasks for female students in physical exercise classes

Table 16. Teachers treatment of female students during practical classes.

No	Item	Never		rarely		Sometimes		usually		always		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
5	I try to treat when female students face in problems or difficulties during practical classes.	9	45	7	35	4	20	-	-	-	-	20	100

As can be seen in Table 16, the respondents' reactions to each statement were computed in order to understand the value teachers scored for each item. If we take item 5, for example, 9(45%) of the responses were given to never in treating female students when they face difficulties during practical exercise, 7(35%) to rarely in treating female students when they face difficulties during practical exercise, 4(20%) to some times.

From the above analysis, it is possible to say that physical education teachers didn't assist female students during practical classes. This problem hindered them practice the practical classes effectively.

Table17. Achievement goal of physical education teachers

No	Item	Never		rarely		Sometimes		usually		always		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
6	I try to increase the female students' interest to practice physical exercise.	12	60	5	25	3	15	-	-	-	-	20	100
8	I try to motivate them to practice physical exercise	10	50	8	40	2	10	-	-	-	-	20	100

In responding to item 6, it is quite revealing to see from table 17 above, 12(60%) of the respondents said never, 5(25%) rarely and3 (15%) said some times to increase female students interest to practice physical practical exercises respectively.

The same is true for item 8, a considerable number of the respondents reflected their idea, that is, 10(50%) of them replied never, 8(40%) rarely and 2(10%) sometimes that they motivate female students practice physical practical exercise.

With respect to the above analysis, physical education teachers did nothing on female students' interest and motivation to practice practical classes.

Table 18.Teachers interest towards female students' participation

No	Item	never		rarely		Sometimes		usually		always		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
7	I try to create supportive activities for female students to practice practical classes.	8	40	7	35	5	25	-	-	-	-	20	100
9	I try to create suitable opportunities for females to practice physical activities freely.	6	30	14	70	-	-	-	-	-	-	20	100

To item 7, that is, "physical education teachers create supportive activities for female students.", 8(40%) of the respondents answered never, 7(35%) rarely and 5(25%) sometimes they create supportive activities for female students to practice practical exercises.

Thus, Very small numbers of physical education teachers create another supportive activities or exercises, besides the exercise that they have given before.

Moreover concerning, the physical education teachers, teachers create suitable opportunities for females to practice physical activities freely, 6(30 %) of the respondents replied never and 14(70%) of them said rarely that physical education teachers create suitable opportunities for female students to practice physical activities freely.

From these it is possible to generalize that female students haven't given any opportunities to practice physical activities freely.

4.1.3 Results obtained through students observation.

The observation was conducted on the physical education females' practical exercises participation.

The researcher used an observation checklist consisting six items which closely related to physical education females' practical exercises participation.

The activities were designed based on review of related literature. The items in the observation checklist were first prepared in 'Yes/ No' category. After the observation sessions were completed they were tallied and converted into number and percentile. The classroom observation data were analyzed as follows.

Table 19. Female Students performance field practical exercise

No	Item	Yes		No		Total	
		No	%	No	%	No	%
1	Do female students wear sport shorts in practical classes?	25	83.3	5	16.6	30	100
2	Do female students perform physical exercise freely and confidently?	23	76.6	7	23.3	30	100
3	Do female students perform physical exercise patiently for a long time?	26	86.6	4	13.3	30	100
4	Do most of female students participate in all practical activities including ball games as males?	18	60	12	40	30	100

As it indicated in the above table 19, 25(83.3%) of the sessions the students were seen wearing sport shorts when they were practiced practical exercises. Whereas, 5(16.6%) of the sessions the observer could not see the students who wore sport shorts when they practiced physical exercises.

Likewise, in replying to item 2, more than half of the observed sessions 23(76.6%) of the observed sessions, the researcher observed that female students perform physical exercise freely and with confidence like male students do during practical classes. Whereas, 7(23.3%) of the observed sessions, the observer could observe that female students perform physical exercise freely and with confidence during practical classes.

As to table 19, item number 3, most of the time 4(13.3%) of the observed sessions, the teacher made nothing for female students to perform physical exercise patiently for a long time. Whereas,

26(86.6%) of the observed sessions the teacher could make female students to perform physical exercise patiently for a long time.

Finally, on the same fashion, about 18(60%) of the observed female students participated in all practical activities including ball games and 12(40%) of them could have participated in all practical activities and all games with males equally.

4.1.4 Results obtained through teachers interview

Under this section, the researcher presented the qualitative data that was obtained through interview. However, some of this data was paraphrased by the researcher; some of them were presented as it was. According to the interviewees, though girls knew the benefits of Physical Education practical classes, they give less attention than boys‘ as they take on the greater burden of responsibility for housework, childcare, and care of elderly or infirm relatives. Similarly, the personal safety on the streets, on public transport, and in and around sports and community venues is a particular problem for female students. Some groups are particularly vulnerable.

According to the Physical Education teachers, girls cannot play sport if they cannot get access to facilities at suitable times. Access to sporting facilities can particularly limit girls not to practice the physical exercise classes effectively. physically inaccessible facilities, venues and equipment coaching staff who don‘t know how to adapt their teaching to help individuals take part in enjoyable, fulfilling activities unwelcoming attitudes amongst other sports participants and staff a lack of role models to inspire, motivate and encourage female students also another major constraints.

The quantitative data that was obtained from the questionnaire revealed that the access female students to participate in physical exercise can be limited by various barriers such as inaccessible entrances, reception areas, changing rooms, and sports facilities, etc. can hinder female students not to participate. Some sports clothing is also quite revealing, which create problems for girls, linked to the issues about body image. In addition, they said that the influence of parents, coaches and other adults affects girls to feel shy. Adolescent females place greater emphasis on self-comparison and comments from adults than do adolescent males, who rely more on competitive outcomes as their basis for personal judgment of physical competence. There are several consequences: some girls avoid certain sports for fear of being perceived as unfeminine; some parents discourage their

daughters from taking up sport; or lose public support/sponsorship. Ultimately, homophobia does increase dropout rates amongst teenage girls from participating or excelling in sport. Sport-based research on this topic is lacking but recent studies indicate that sexual harassment and abuse is a problem in sport. Evidence shows that some girls drop out of sport rather than continue being subjected to the undermining effects of constant harassment and abuse: others endure the sexual attention of their peers because of fear, desire for athletic reward, low self-esteem, or ignorance of who to turn to for help. At all levels and in all roles females are under-represented in the sports sector.

4.2. Discussion

The first research question was aimed to examine female students' problem to participate in physical education practical classes in secondary schools of kaffa zone. The finding indicates that kaffa zone secondary school female students, majority of them responded that, they do not participate in the class of physical education practical classes.

This finding also confirmed by their teachers as, female students have low participation practical class in the field.

Regarding teaching methods of practical activity used by their teacher, mostly students respond poor approach of the teacher for the female students. Moreover, the study result showed that family, friends, and teachers all significantly, influence the way female students view physical activity classes especially in teaching physical education.

It is surprising that female students' family do not play an important role for their children to practice practical classes. Furthermore, it was also found that gender appropriateness also directly affects perceived female students competence in performing the activity effectively. When female students feel that the physical activity is appropriate for their gender, they also feel more competent in that activity.

If female students feel inadequate in an activity, and have decreased motor skills, it is

Unlikely they are going to want to participate (Woods et al., 2007). The findings of this study are in line with the results found Tsige (1991) as cited in Andinet(2014) indicated that, girls do not ask or answer questions in class as well as in the field. The main reasons for this are lack of confidence, fear of

their teachers, shyness of male students and fear of audience. This situation was reflected during class observation.

As the classroom observation result revealed, teachers did not make attempt to supplement their own tasks that help females' related exercises to what they already knew. The analysis of the observation and questionnaire data on encouragement depicted that, the teachers did not encouraging females to practical exercises may be due to the absence of theoretical background knowledge about the importance of physical exercises.

Basically, practical exercise is very important for females. In addition, the analysis of observation data indicated that, the teachers did not select suitable exercises and enjoyable tasks for females. The sex difference can determine the appropriate type and the level of exercises.

According to Gilchirst (2004) suggested that young women's participation in physical activity can be significantly affected by concerns associating appearance and image in front of others, especially those of the other sex. The other one teacher simply got students to do exercises on the whole period laboriously. This might be because of the lack of background knowledge about the usefulness of break up exercises or lack of knowledge about FITT (frequency, intensity, type and time).

The researcher recognized from the result that, even if, the students have been playing games in the school, the students had been not award about the physical exercises are used for their academic achievement. Due this, they have been passive participant during the activities.

Secondly, based the second objective of the research, regarding the objective, the findings in the study indicate that, majority of the female students responded that, they low performance in the class of physical education practices. Similarly teacher respondents confirmed that, female students have low performance in practical classes in the field. The participation of female students in physical education class and in practical field activities in demonstrating practical activities in front of students is was very low. This is due to low encouragement and less attention of teachers to female students. Moreover, as indicated by majority of female student's respondents, teacher's low appreciation and peers low expectation towards the achievement of females were the reasons for low participation of female in physical education class.

The finding in general indicates dawn scaling of female's ability by their teachers, peer groups; family, the community at large and female students self– perception about their own abilities are the reflection of the culture in the society.

Finally, based the last research objective, female students have no practices in practical classes. This was verified by students questionnaire.

CHAPTER FIVE

SUMMURY, CONCLUSIONS AND RECOMMENDATIONS

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

5.1 Summary

The focus of this study was to investigate factors that affect the participation of female students in physical practical activity in Kaffa zone secondary schools. Furthermore, the study has also tried to see the attitude of female students' family towards practical classes in physical education. It was a descriptive survey study that was used to conduct this research. The target population of this study consisted of the selected kaffa zone secondary schools female students and physical education teachers. Accordingly, the researcher selected 200 female students as sample of the study or study participants for this study. The students were selected only from secondary schools found in kaffa zone. To conducts this study, quantitative and qualitative data analysis method were employed. The data gathered through questionnaire was analyzed quantitatively and the questionnaire was distributed to the selected 200 female participants. However, data gathered through interview was analyzed qualitatively and practical class observations were analyzed quantitatively. An interview was conducted with physical education teachers who are teaching at secondary schools of kaffa zone. For this study descriptive analysis, percentage was employed. This study finding of the study evidences gaps between boys and female students in practical class participation. Regular physical activity is vital for both female and male students‘; however, there are differences in the barriers to participating in physical activity. The social, cultural, and other factors can be considered as a major impact on the participation of female students in physical education practical classes. Regarding teaching methods of practical activity used by the teacher, most of the female students responded as poor approach of the teacher for the female students. The result clearly showed that there are many factors, which hinder the female participation in physical education practical classes. These are teachers, female students' parents, peers, the school environment and the society at large.

5.2 Conclusions

Physical education is the integral part of the total education activities which enhances and integrates the physical, social, and psychological aspects of an individual's life through directed and selected physical activities. Therefore, one has to understand that physical education plays a great role in the society, especially for females if efficiently and effectively practiced. Some of its significance includes mental and physical development, social and cultural, biological physiological, moral development and etc. Based on the data gathered and the analyzed result the following conclusions were made in relation to the basic research questions and that were formulated in the introduction section. Therefore, based on the findings the following conclusions are drawn:-

- The result of the study showed that culture and society affect the female participation in physical education practical classes.
- The study result also showed that family, friends, and teachers all significantly influence the way female students view towards physical activity during practical activity. It is not surprising that family plays a diminishing role. In addition to an indirect effect, it was also found that gender appropriateness also directly affects perceived competence. When a student feels that the activity is appropriate for her gender, she also feels more competent in that activity.
- The perception that considers female students incapable of performing physical activities as male students does. As a consequence of which, low expectation of teachers, peers to females performance and female students themselves lowering their performance in physical education and sport activities, these appear to be the major factors that contribute to female students low participation in the school and out of the school environment.
- Cultivating self-esteem in students can help to lead them to achievement because feeling of high self-esteem can lead to successful academic performance especially females students. Hence females' students have to be motivated and be given moral in every angle in the society by providing support such as sport materials, preparing suitable clothes changing rooms and sport fields.

5.3. Recommendations

To mitigate the problems and/or challenges that have been raised during the entire processes of the study, the researcher of this study forwarded the following recommendations;

- The school teachers have to use their effort to encourage female students to actively participate on physical education practical exercises.
- Physical education teacher should be a role model for their students and motivate female students to participate in physical education practical classes through providing more time.
- To increase female students' participation in physical education practical classes, the school should to prepare competition among female students and have adequate material and facilities for practical classes.
- Appropriate measures have to be taken in order to reduce the highly prevailing gender based perception by creating gender awareness among peer opposite sex, teachers, the school community parents and female students themselves by panel discussions so as to build up female students self-confidence and self-efficiency perception in physical education and physical practical activities.
- Female students have to participate in school and outside the school environment in physical practical activities like their male counter parts or equally to their brothers. Therefore, parents fear of opposite sex relationship and low academic achievement of their daughters has to be changed by creating good communication with the school and by orienting and teaching their daughters to avoid risk behaviors by arranging study program and sex education to encourage them to participate in extracurricular sport activities.
- In order to increase teacher's capabilities up-grading in regular, extension and summer program in the field should be expanded and introducing the curriculum of physical education by using workshops and seminars should be arranged to create more awareness among physical educators.

- Generally, planners at the zone level and policy makers in the region should have to pay attention and search mechanisms to improve female students learning in physical education in secondary schools found in kaffa zone.

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APPENDIX A

Addis Ababa University

Department of science and Mathematics Education

Questionnaire to be filled by physical education teachers

Dear teacher, the purpose of this questionnaire is to gather data for a study leading to in Partial fulfillment of the degree of master of education in teaching physical education (MED). This study aims at describing female students' participation in physical education practical classes.

The researcher hopes that the result of this study will create better awareness about female students' participation in physical education practical classes. The information you provide through this questionnaire will remain confidential throughout and will only be used for this research purpose. Therefore, please **be honest** and **feel free** to provide actual information.
Your contribution to the success of this study is highly appreciated.

Thank you!!

Sincerely yours,

Department of science

And mathematics Education

Addis Ababa University

2016

APPENDIX A;

PART ONE:-QUESTIONNAIRE TO PHYSICAL EDUCATION TEACHERS

The following statements are about **activities which are performed** by female students in physical education practical classes. Read each statement carefully and respond according to their performance by putting a tick mark (√) under the alternative given in front of each statement to indicate how frequently they perform in physical practical classes.

Use: -strongly disagree (1), disagree (2),undecided (3), agree (4), strongly agree (5).

No.	Item (questions) **Female students:**	Strongly disagree	disagree	Un decided	agree	Strongly agree
1	Female students usually wear sport shorts in physical education practical classes.					
2	Female students feel confidence and free when they take off their uniform and wear sport shorts.					
3	Female students expose to gender influence when they are performing physical exercises in the field..					
4	Female students are confident in performing practical physical exercises with males.					
5	Female students feel pleasure when they have practical classes in the field.					
6	Female students usually have positive attitude for practical physical exercises in the field.					
7	Female students are usually encouraged by their families to perform physical exercises in the field.					

PART TWO:- QUESTIONNAIRE TO PHYSICAL EDUCATION TEACHERS

The following statements are about **activities which are performed** to teach physical exercise in practical classes. Read each statement carefully and respond according to your performance by putting a tick mark (√) under the alternative given in front of each statement to indicate how frequently you perform them to teach physical exercise in practical classes.

Use: - Never (1), Rarely (2), Sometimes (3), Usually (4), Always (5).

Item (questions)

No.	How often do you:	Never (1)	Rarely (2)	Some times(3)	Usually (4)	Always (5)
1 2	Try to organize and manage female students' physical exercises with different strategies? Select practical activities that are suitable for female students?					
3	Try to give clear instruction when you present different physical activities to the students in the field?					
4	Try to provide students some particular enjoyable tasks to perform in the field?					
5	Try to treat female students when they have Problems all the time?					
6	Arose and help female students to develop their self-confidence and to be a good competent with boys in performing a given activity?					
7	Try to create pleasant and supportive activities with a good field atmosphere?					
8	Try to increase their interest and motivates them to perform physical exercises in practical classes?					
9	Try to support female students in creating different opportunities to practice and perform physical exercise freely in the field?					

Department of science

And mathematics Education

Addis Ababa University

2016

APPENDIX: B

PART ONE:- QUESTIONNAIRE TO FEMALE STUDENTS

Dear female students, the purpose of this questionnaire is to gather data for a study leading to in Partial fulfillment of the degree of master of education in teaching physical education (MED). This study aims at describing female students' participation in physical education practical classes.

The researcher hopes that the result of this study will create better awareness about female students' participation in physical education practical classes. The information you provide through this questionnaire will remain confidential throughout and will only be used for this research purpose. Therefore, please **be honest** and **feel free** to provide actual information.Your contribution to the success of this study is highly appreciated.

Thank you!!

No	Item	Number of respondents					
		strongly agree	Agree	.Undecided	Disagreed	Strongly disagree	Total
1	How does your teacher encourages you when you do practical exercise						
4	Does your teacher gives freedom to you to practice in the field						
10	Does your teacher select exercises which suitable to Females						
2	Does your teacher always tries to encourages you to practice with freedom						
5	Does your teacher always tries to practice without any fear						
7	Does your teacher always tries to motivate you to increase your interest						

9	Makes you tell your problem to him with paternal relationship						
3	Does your encourages you even you make mistakes when you practice exercises						
6	Tries to create conducive atmosphere to practice in the field						
8	Encourages you to develop your self confidence						
9	How do you perceive physical practical exercise?						

PART TWO:- QUESTIONNAIRE TO FEMALE STUDENTS

No	Item	Number of respondents					
		strongly agree	Agree	.Undecided	disagree	Strongly disagree	Total
1	What types of cloth do you wear when you practice exercises						
4	What do you feel when you practice physical exercises						
10	What do you feel on the days of practice physical exercises						
2	How often do attack in gender difference						
5	Does your teacher always tries to practice without any fear						
9	How often your parents encourages to practice physical exercises						
3	Your confidence to practice with males						
6	What is your ideas about physical exercise						

APPENDIX: C

Observation check list for physical education teachers __ high school

Grade _____ Section ____

Part I - Observation check list to assess female students' activities and roles at physical education Practical classes

No	Item	Days(on the first week)							
		One		two		three		four	
		yes	no	yes	no	yes	no	yes	No
1	Do female students wear sport shorts (tuta) in practical classes?								
2	Do female students feel comfort when they wear sport shorts (tuta) in practical physical education classes?								
3	Do female students perform physical exercises freely and confidently?								
4	Do female students perform physical practical exercises patiently for a long duration?								
5	Do they have positive attitude for physical practical exercises?								
6	Do most of them participate in all practical activities including ball games as males?								

No	**Items**	**Day (on the first week)**							
		One		**Two**		**Three**		**Four**	
		Yes	no	yes	no	yes	no	yes	no
1	Do female students wear sport shorts (tuta) in practical classes?								
2	Do female students feel comfort when they wear sport shorts (tuta) in practical physical education classes?								

APPENDIX:-D

The Teachers Interview guide lines:

DIRECTIONS: This interview will be conducted in order to identify factors that affect the education practical class in the case of secondary schools of kaffa zone. To this end, you are asked to give your opinion, experience, view etc. relating to the topic under the discussion freely and openly.

Thank you in advance for your co-operation

1. Have you benefited from your physical education practical classes? Can you mansion some of benefits that you have?

2. What are the major problems or reasons you have encountered when you attain physical education practical classes?

3. Can you find any essential appropriate resources for physical education class? Can you explain some of them?
4. What kind of learning environment is suitable for your physical education practical class why?

5. Have you participated in any physical education completion so far? Can you explain some of them?

6. What do you recommend in order to upgrade the participation of female students in education practical classes?

DECLARATION

I, the undersigned, declare that this Thesis is my original work and has not been presented for a degree in any other university, and all sources of materials used for the Thesis have been duly acknowledged.

Name Girma Gebre

Signature_____

Date_____

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

Name of Advisor: _____

Signature_____

Date_____

Name of co-advisor _____

Signature_____

Date_____