



ADDIS ABABA UNIVERSITY

COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCE

DEPARTMENT OF SCIENCE AND MATHEMATICS EDUCATION

**AN ASSESSMENT OF FEMALE STUDENT PARTICIPATION IN
PRACTICAL CLASS OF PHYSICAL EDUCATION: THE CASE OF
CHERCHER SECONDARY SCHOOL, WEST HARARGHE ZONE
OROMIA NATIONAL REGIONAL STATE**

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AUGUST 2019

ADDIS ABABA ETHIOPIA

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**A thesis submitted to Department of Science and Mathematics Education in
Partial Fulfillment for the requirements of degree of masters of Science in
Sport science**

By: Negase Duga Desta

Advisor: Dr. Bezabeh Wolde

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This thesis is to certify that to Negase Duga Desta entitled an assessment of the participation of female students in practical class of physical education: The case of Chercher secondary school, West Hararghe Zone, Oromia National Regional State and submitted in partial fulfillment of the requirements for the degree of Masters of science in sport science complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

Approved by: The Board of Examiners

_____ Advisor	_____ Signature	_____ Date
_____ Internal Examiner	_____ Signature	_____ Date
_____ External Examiner	_____ Signature	_____ Date

Declaration

The researcher here declares that the thesis on the title ‘‘an assessment of the participation of female students in practical class of Physical education: the case of Chercher secondary school, West Hararge Zone, Oromia National Regional State’’ is her original work.

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The thesis has been submitted for examination with my approval as the University advisor.

Advisor’s Name: Bezabeh Wolde

Signature: _____

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Definition of terms

- ❖ **Attitude;** - a pre disposition or a tendency to respond positively or negatively towards a certain idea
- ❖ **Games;** - are any form of playful competition in which the outcome is determined by physical skill, strategy, or chance, singly or in combination.
- ❖ **Physical activity;** -is any bodily movement produced by the contraction of the skeletal muscles that increases energy expenditure above base line level.
- ❖ **Physical fitness;** -is a state of health or condition of the body ability to with stand the stress of daily life.
- ❖ **Play;** - is a physical activity which used as amusement
- ❖ **Secondary school;** - school which have levels from grade 9 - 10
- ❖ **Sport;** - is a specialized or higher order of play or as a game with certain special characteristics
- ❖ **Feedback** – Verbal or nonverbal information about current behavior that can be used to improve future performance
- ❖ **Performance-** refers to the participation in physical activity and sport in many sites, including elite, recreational, school, club, national and international arena.
- ❖ **Participation** – share or take part in.
- ❖ **Physical education** –an educational recess that uses physical activity as a means to help people acquire skills, fitness, knowledge and attitudes that contribute their optimal development and wellbeing.
- ❖ **Training-** the program of exercise that you undertake to improve your ability to take part in physical activity.
- ❖ **Female students** -feminine students
- ❖ **Practical class** - realistic class or non-theoretical

List of Acronyms

UNO: United Nation Organization

UNICEF: United Nations International Children's Emergency Fund

FGM/C: Female Genital mutilation or Cutting

CEDAW: Convention on the Elimination of All Forms of Discrimination Against Women

ABSTRACT

This study was entitled an assessment of females students participation in practical class of physical education: the case of Chercher secondary school which studied by Negase Duga Desta in Addis Ababa Universty. The main objective of the study was assessing participation of female students in practical class of physical education in Chercher secondary school. The study was delimited on assessment of the participation of female students in Physical education practical class: the case of Chercher secondary school. The data sources for this study were primary sources and secondary sources. Primary data were collected through questionnaire, observation, interviews and, focus group discussion while secondary data were collected from both published and unpublished materials. Physical education teachers and the school principals were selected purposively; while the female students were selected based on systematic sampling. The study employed qualitative research and quantitative research methodology. The collected data were analyzed by using SPSS Version 20 software application by its tabulation, frequency, percentage, graphs and charts. In this study descriptive and explanatory research were employed. The total population of this study was 202. From these, 194 were female students 5 are physical education teachers and 3 are the school principals. Findings of the study Revealed that a female students have few support to participate in practical class of physical education and other sport activities, because of cultural and religious influences, teachers less commitment and less concerns for female students, lack of support and appreciation from the families of female students, lack of sport facilities in school, lack of concerns of the school administration are few of them from the findings of the study. Based on the findings, the researcher recommended that for encouraging the successful female student participation in practical class of physical education, harmful traditional practices of the society should be corrected by teachers and school principals and, the stake holders should give emphasis for schools sports by allocating enough budget specially for females.

Keywords: participation, female students, physical education, practical class, physical education teachers

CHAPTER ONE: INTRODUCTION

1.1 . Background of the study

Education is one of the fundamental elements for social, cultural and economic development of a country. In addition, it is the main means to bring changes and involves in changing attitudes in conducive ways (Andinet 2014).

Education is a process and practice geared towards shaping an all rounded personality through a harmonious and integrated development of mental, physical, social, moral and spiritual power of human being. It is the total process of human experiences imparted by which knowledge is acquired, skill is developed, attitudes and values formed (Siedentop, 1998).

Schools are educational institutions where students can construct and use systematic knowledge, develop creative thinking and acquire a better understanding of the world. It is in the school that the young generation of a country is shaped and develops the physical and mental potential in accordance to the educational goals of the country. The overall cultural, social and economic development of a country depends up on the degree to which it ensures access and opportunity of education to all social groups without any disparity. However, different levels to learning acquisition are still major problems of our country among women and men. Compared to males, females have less access to enter schools, they are not provided with equal opportunities at all level of education and hence do not enjoy the benefits of education that males do (Tsige, 1991:1).

Female education in the third world suffers from low participation, poor performance and gender biases, which are the outcomes of the society discriminatory practices on females. Gender role socialization has its root at home and is reinforced in schools and other social institutions (Genet 1991:9). Therefore, the main objective of this study is to assess the major factors that affect the female students' participation in physical education practical classes in the case of Chercher secondary school.

1.2 Statement of the problem

According to UNICEF (2012) All violations of women's and girls' rights may be described as harmful practices, but there are particular forms of violence against women and girls which are defended based on tradition, culture, religion or superstition by some community members. These are often known as 'harmful traditional practices.' Harmful traditional practices are largely carried out without the consent of the girl/woman involved and thus constitute a violation of human rights as set out in the Universal Declaration of Human Rights. As with all forms of violence against women and girls, harmful traditional practices are caused by gender inequality including unequal power relations between women and men, rigid gender roles, norms and hierarchies, and ascribing women lower status in society.

The purpose of this study was assessing and examining participation of Female students in physical education practical class: The case of Chercher Secondary School. This School is located in Oromia Region, West Hararge zone, in Chiro town Administration specifically in Chercher rift valley. Thus, in this school the study was going on to assess participation of female students in learning physical education practical class and to suggest the possible solutions for the problems. The brief study of physical education is needed to have appreciated understanding through study of its components and parts together with identifying the problem that hinder its future development and favorite progress. The issue of gender particularly in education has become a concern in many countries. It is consequent problem in developing nation like Ethiopia, where there is lack of family guidance and counseling in appropriate instructional materials in the field, socio cultural problems and the existence of little research in the area.

Therefore, the purpose of this research was to look in to assessing female students' participations in physical education practical classes in a believe that there is a wide gap between girls and boys Physical education in participating many types of sport activities like football, volleyballs and gymnastics; the case of Chercher secondary school. Thus, the study was identifies challenges of female students in learning physical education in time of practical class and identifies the possible solutions in Chercher secondary school.

1.3 Objective of the study

The study has its own general and specific objectives.

1.3.1 General objective of the study

The general objective of this study was to assess the participation of female students in physical education practical class and suggest the appropriate solution in Chercher secondary school.

1.3.2 Specific objective of the study

This study was tried to achieve the following specific objectives;

- 1) To assess the participation of female students during physical education practical class
- 2) To identify factors affecting participation of female students in practical class of physical education

1.4 Research Questions

Accordingly, in order to achieve the above reasons, the study tried to seek answer to the following basic questions.

- 1) What does the participation of female students look like in physical education practical class?
- 2) Which factors are affecting participation of female students in practical class of physical education?

1.5 Delimitation of the study

The study was conducted in Oromia region, eastern Ethiopia, West Hararghe zone, in Chiro town Administration. This town is located at 326 km from Addis Ababa to eastern part of Ethiopia. The study is restricted to asses female students' participation in physical education practical class.

1.6 Significance of the study

The significance of the study are;

- 1) Examine factors that hinder the performance of female students in physical education practical class
- 2) Investigate factors affecting participation of female students during practical class of physical education.
- 3) provide solutions for the challenging factors of female students in practical class of physical education
- 4) Provide awareness for sport stakeholders and the government.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

The main importance of the review of related literature is to provide some basic hints about major factors that affect female students' participation during physical education practical class. Therefore, under it there are some related sub-topics and specification on each.

2.1 Physical activity and its contribution

According to (www.activelivingresearch.org.com) in some cases, more time in Physical education leads to improved grades and Standardized test scores. Physically active and fit children tend to have better academic achievement. Physical education and regular physical activity can improve academic achievements including enhanced concentration skills and classroom behavior by several possible mechanisms.

According to S. Lundvall (2014), Sports participation involves both formal and informal learning of new skills and new ways of thinking and developing as an individual. The individual learns not only sporting skills and abilities, but also that which is expected (norms and values). This learning is related to how individuals view themselves as athletes and to the meaning, they place upon participation in sport during adolescence. This takes a socio-cultural perspective, which means that the actions and transactions of an individual are seen as choices made within a socio-cultural context and through direct and indirect communication with the surrounding environment and other individuals. Through examining this socio-cultural context, we can understand how people make meaning in their life. It goes without saying that physical activity is important for the health of children and young people and that participation in sport can improve Physical and psychological wellbeing and contribute to social development. One of the main reasons many young people are involved in organized sport is to be a part of a social context. Sport offers many opportunities to cultivate social relations, friendships, feelings of belonging, physical competence and adult contact—and is also fun! According to this writer, adolescents, 'to have developing as an individual themselves fun' is one of the main reasons that they participate in Sport. Despite this 'fun factor', many girls leave organized sport during adolescence. The transition from girl to woman is a complicated period for many girls.

According to S. Lundvall (2014) during adolescence, the body changes—in both girls and boys—in uncontrollable ways. However, not only does the body change, but also social relations become increasingly important and the need for integrity increases. Cognitive, emotional and social thinking develop as well, and a driving force to create an independent life emerges. Sports participation involves both formal and informal learning of new skills and new ways of thinking developing as an individual. The individual learns not only sporting skills and abilities, but also that which is expected (norms and values). This learning is related to how individuals view themselves as athletes and to the meaning, they place upon participation in sport during adolescence. This takes a socio-cultural perspective, which means that the actions and transactions of an individual are seen as choices made within a socio-cultural context and through direct and indirect communication with the surrounding environment and other individuals. Through examining this socio-cultural context, we can understand how people make meaning in their life

2.2 Teaching and learning process

According to Aggarwal (1996:54-55); Education as a human activity is largely based on the process known as the teaching and learning. The teaching learning process can be understood and be clear in light of the discussion on how teaching and learning takes explained the teaching learning process as a means through which the teacher, the learner, the curriculum and other variables are organized in a systematic manner. Education is also pre -determined goals and objectives. It is also possible that the unplanned and unintended objective could be attained through teaching learning process.

Amare; (2002:24), further expressed that'' the teaching-learning process is a systematic process which involves inputs, process and output''. As *input* of the process it includes the curriculum which is mainly the objectives and content of teaching, the teacher whose role out to be management demonstration of intellectual excellence, evaluation and program developer of the process. As *a process*, he expressed the interaction of the curriculum, teachers, students and technology. And as an outcome of the process knowledge the degree to which the learner is informed of the subject and the method of investigating subject, the skill which is the set of procedure Competencies and abilities of the learner and attitude that is the effective aspect that predisposes learners to act or not to act in a certain way. The above idea show that the teaching

learning process is an activity in which all the various elements of the teaching learning situation have to be brought into an intelligible whole. The teacher learner activities that are varied and complex has to be harmonized. These elements and activities include the teachers and their individual differences, the method of teaching, the materials to be taught the classroom conditions, the instructional materials underutilization the interaction between the teacher and the learner, practical skills and others. Moreover, it becomes fruitful and permanent if these total situations are related to the life situation. Then teachers can play an important role by planning, motivating, initiating students in participation and their knowledge of the subject matter in facilitating the process taking into account the needs of the learners.

2.3 Female and Education

According to Snyder and Mary, (1995:1-5) 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.

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 10 rate of girls and GNP per capital moreover, there is an overall impact of education on the economic wellbeing of women their families and society.

According to King and Hill (1993;22) cited in Andinet (2014) 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 a 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. 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.

Odaga and Heneveld (1995:7) 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 has 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 drop out than boys are that their academic achievement is poorer than that of boys.

In World Bank (1988:2) cited in Andinet (2014) states that the cross-cultural study of female educational outcomes has increased tremendously since 1970s. Analysis has indicated particularly that there is a wide gender gap in enrolments in South African, the Middle East and North Africa, and sub-Saharan Africa. The same author discussed extensively has clearly identified 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 Tsige (1991: 1) 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, Tsige's findings indicate that biological, physiological, psychological and religious factors also contributed to the low participation of females' students in certain areas where the study was made some of the suggestions forwarded by Tsige (1991:1) to remedy the problem so that the gender gap could be narrowed. 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), cited in Tsige (1991:1) 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), cited in Tsige (1991:2), states that teachers as well as school administrators try to influence female students so that they join home economics, nursing or secretarial 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 (1991:3) indicted that "it is my conviction that a young woman 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 (1991:6) 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 students compete and strive hard if he/she is to succeed. Considering the general personality of girls' 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 have 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 pervade mental attitudes and underpin social convention. 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 performance

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

According to pate, (1994;110) which is cited in Andinet (2014); 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 saying that women should have or should in the future adopt the male model of sports. There has been much to criticize in the dominant model, but the way that women rejected men's sport in the 1950's and 1960's by accepting

feminine propriety, embracing differences, bowing to notions of fragility, had serious consequence. In the past, differences between male and women have been used to justify discriminatory treatment and to suggest females' inferiority.

According to Festle, (1996:281) 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 wasnot be so easily ignored. Girls who are deprived of physical education during school age hardly rejoin in to the wordas of sport (General consensus)

2.5 Physical Education as an educational Discipline

According to Festle, (1996; 269) Physical education is the integral part of the total educational process which enhance and integrates that physical social and psychological aspects of an individual's life, through directed physical activity. Very often the natural relationship between general education and physical education is forgotten, with the result that the two existed physically together but functionally this has resulted in reducing the scope of the school program in two respects. Firstly, the educational function of physical education has been neglected and secondly, the physical functions of education are not recognized. These two are really complementary to each other and have to function together. Different writers also view that through a well-directed physical education program students develop skills for the correct use of leisure time by life itself is "physical education", presently it is in the process of transformation to bring physical education in to the mainstream of education. The current mood of the physical education to contribute their resource to the maximum in helping the individual to achieve a fuller growth. This author further speculated on the possible inter-relationships between physical activity and other domains to knowledge.

Besides it has been though necessary to enhance the scope, status and make it broader based. Through there was some exploration of the influence of social, physical, cultural and

psychological conditions up on human physical activities there was not serious attempt to bring about cohesion among human activity and skill acquisition. For example, although accepted in theory element or issues like motivation, aspiration level, and self-estimation.

2.6 Physical Education and the Needs of Society

According to Arnold (1976: 35) cited in Andinet (2014), in modern society problems like tension, uncertainty, low morality, lack of family cohesiveness, competition, emphasis on materialism and misuse of leisure are to be solved positively. These contribute to the society to create a totally healthy physical environment and understand the influences that are playing up on the personality of a student. Society determines the pace of physical education. Whether an item of physical education is sport is popular in college and schools largely it depends up on public interest, spectator approval and media popularity.

Similarly, Leonard II and Marcellus, (1984) further pointed out the following needs and wants with regard to the development of the students: i) social poise and understanding of self, ii) social consciousness with an accompanying sense of values, iii) leadership and fellowship; iv) good citizenship, v) good sportsmanship, vi) cooperation and competitive real, vii) acceptance of all irrespective of language, caste, or religion, and (viii) positive social acquaintance. It is true that some of the observed needs are parallel to the needs of the individual nevertheless; society conditions the individual to have particularly needs and wants, generally in harmony with societal needs.

Ram and et al (1996: 126) cited in Andinet (2014) also states, that physical education plays an important role in the student's development of the individual as easeful 22 member of society and the objective of satisfying the needs of the society being a worthy aim. In our complex society made up of social imbalance, it is important for our students to become aware of the need of the society and their responsibility towards it so that they equip themselves with positive skills and tools needed to satisfy the societal obligations. In this respect, physical education has a duty to create awareness among the students of societal needs.

2.7. Harmful traditional practices affecting women and Girls

According to UNICEF (2012) All violations of women's and girls' rights may be described as harmful practices, but there are particular forms of violence against women and girls which are defended based on tradition, culture, religion or superstition by some community members. These are often known as 'harmful traditional practices.' Harmful traditional practices are largely carried out without the consent of the girl/woman involved and thus constitute a violation of human rights as set out in the Universal Declaration of Human Rights. As with all forms of violence against women and girls, harmful traditional practices are caused by gender inequality including unequal power relations between women and men, rigid gender roles, norms and hierarchies, and ascribing women lower status in society. Additionally, UNICEF (2012) suggested Harmful traditional practices consists violence against women and girls. These include, acid violence, breast flattening, cosmetic mutilation, dowry and bride price, early/forced marriage and marriage by abduction/rape, female genital mutilation/cutting (FGM/C), 'honor' crimes, corrective rape, and female infanticide, ritual sexual slavery, virginity testing, practices related to initiation or menstruation, some widowhood rituals and accusations of witchcraft levied at older women. In many countries there are specific laws aiming to curtail these practices, in most instances they also contravene countries' existing laws relating to physical and sexual violence. Harmful traditional practices are a product of social norms, which aim to uphold cultural ideas about gender roles and social relations. Many of these practices, including acid violence and sex-selective abortion, have become common relatively recently but may be considered harmful traditional practices as they are rooted in and upheld by such ideas. Where such practices exist, there may be negative social sanctions, which have been experienced by individuals if the harmful traditional practice is not carried out. As a result, women themselves often play a role in perpetuating such violence. Female genital mutilation/cutting (FGM/C) has long defined as a harmful traditional practice. FGM/C is the forcible removal of all or part of a girl's healthy genitalia, and is a human, women's and child's rights violation. It occurs in 28 countries in Africa, some countries in the Middle East and Asia, and in diaspora communities elsewhere. It can cause physical and psychological harm throughout the life of a cut woman. This includes hemorrhaging and shock at the time of the cut, problems with urination and menses, and obstetric complications. Girls are usually cut before age 12, and FGM/C is often a

precursor to early/child marriage. FGM/C persists because it is a social norm, linked with marriageability, which ensures that it continues, although the health consequences may be severe. Early and forced marriage is any marriage of a child under the age of 18 without their consent and constitutes a violation of the Convention on the Rights of the Child. Early and forced marriage happens globally but is most common in Africa and Southern Asia, and especially among the poorest, most rural communities.

UNICEF estimates that, in Africa 42% of girls are married before the age of 18 years. It likely neither leads to sexual activity for a girl at an age when she is physically nor sexually mature. Young brides may become pregnant at an early age; meaning they are more likely to die in childbirth and to experience obstetric fistula.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Description of the study area

Chiro was renamed Asebe-Teferi, but, now it regained its original name Chiro. Its meaning is a separate town which found in eastern Ethiopia. It is an administrative centre of west Hararghe Zone. Fitawrari Tekle Hawariat Tekle Mariam on the site of village named Chiro founded Chiro in 1924. It was capital of the former model of a village Chercher, it was created as part of Emperor Haileselassie's province. It is located in rift valley tracks. It is Oromo, Nole, Ala, Jarso, Wachale, and others nation, nationalities and peoples dweller in it. Wachale is specifically inhabited in Chiro areas (Hasan1985). The total population of chiro town is 56,901(CSA; 2007). In Chiro town different ethnic groups are dwelled in Chiro town. These are Oromo, Amhara, Gurage, Tigre, Wolayta and other minority groups. Thus, the study was conducted in Chiro town, in Chercher secondary school.

The study area is known as Chercher Secondary school at the specific area of Chiro town administration; it is found within Oromia region. Oromia region has 20 zones and every zone has its own Woredas. Among those, Chiro is one of the town which is found in West Hararghe zone. Chiro town is a center for both Chiro Woreda and west Hararghe zone which is 326 km far from Addis Ababa. This Town is surrounded by other Woredas like; Mi'esso to west, Habro to east.

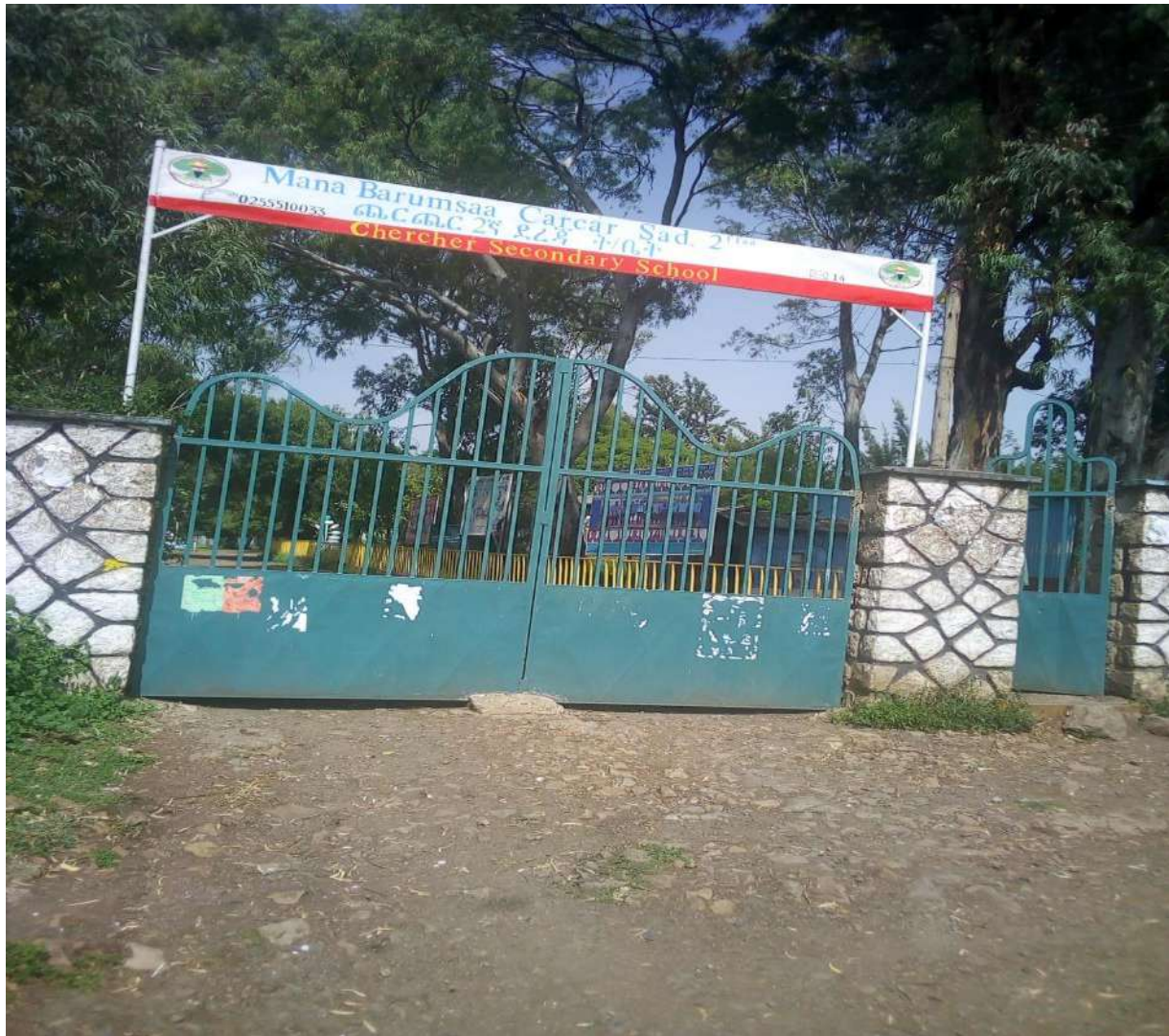


Figure 3.1: Chercher Secondary School Photo of 2011/2019

3.2. Research Design

Descriptive survey design employed with the assumption that can collect vast information from number of respondents, it is also believed that the design is relevant to Chercher secondary school. In this regard, Koul (1996) stated that descriptive method helps to have general understanding of the problem by studying the status, nature of the prevailing conditions and trends.

Relevant and precise information combining the two-method approach (quantitative and qualitative) is helpful to come up with well-validated and substantiated findings (Creswell,

2003). Thus, the aim of the study was to assess factors affecting participation of female students in practical class: the case of Chercher secondary school.

3.3.Research method

The research method includes population and sampling techniques, source of data, data collection and instrument, variables of the study, pilot test, methods and procedures of data analysis and ethical consideration, the researcher used all of these research methodology.

3.4. Population and sampling

The population of the study consists one hundred ninety four (194) female students' five (5) physical education teachers and three (3) school principals. Generally, the total population of the study was two hundred two (202). The researcher was sampled the school principals, physical education teachers and female students. The school principals and physical education teachers are sampled purposively while; female students were selected by systematic sampling techniques.

3.5.Sources and types of data

For this study, the sources of data were primary and secondary sources of data. The primary sources include the respondents like female students, physical education teachers, and the school principals. These primary sources are tested by the focus group discussion of the physical education teachers. The secondary data were collected from written materials. Books, internet sources and journals are taken as secondary sources.

3.5.1. Primary Data

In order to collect information about an assessment of participation of female students in practical class of physical education: the case of Chercher secondary school, primary data was collected through interviews, questionnaires, focus group discussion and observation checklist.

3.5.2. Secondary Data

Secondary source of information was used for this study collected from both published and unpublished materials like books, journals and websites.

3.6. Data collection instruments

Data collection instruments which used in this study was; questionnaire, interview, focus group discussion, and observation checklist.

3.6.1. Questionnaires

The researcher predominantly used open and closed ended questionnaires. By using this type of questionnaires respondents was able to provide their perception, feelings and attitudes. In this case, the researcher prepared carefully structured questionnaires and translated them in to vernacular language to extract adequate information from respondents. Then the questionnaires were generally distributed to the 194(one hundred ninety-four) female students. Their responses were collected after five days.

3.6.2. Interview

The researcher was applied semi-structured interview, which is face to face in nature. In this type of interview, the researcher wanted to know specific information, which could be compared and contrasted with information gained by other instruments of data collection The researcher was made an interview which was related with the issues of an assessment participation of female students in practical class of physical education. Interview was mainly used because it makes the respondents free to provide their idea as much as possible.

3.6.3. Focus Group Discussion

The focus group discussion was primarily arranged to get additional information, which was not included and answered, through questionnaire and interview. In addition, it can be used even to get sufficient answers for the questions included in questionnaire but that need further information.

The focus group discussions comprised department heads of physical education and physical education teachers. The department heads were selected for focused group discussion, which was determined by the researcher's judgment

3.6.4. Observation check list

The researcher was conducted observation by preparing observation checklists in order to collect supplementary information regarding to the study. This was selective and useful observation check list that can assesses female students in practical class of physical education; the case of Chercher Secondary school.

3.7. Variable of the study

The study has independent variable and dependent variables, the independent variables were problems, which causes low participation of female students while dependent variables were the variables which caused by independent variables.

3.8. Pilot test

The pilot test of the study includes reliability and validity.

3.8.1. Reliability of the instrument

The reliability of the study the findings should be believable, confident applicable and creditable since they are to be equal to readers and other researchers. Reliability refer to the consistency of result in research.

3.8.2. Validity of instrument

Validity refers to accuracy of correctness of the study. The validity and reliability of the research was depending up on the sampled population of the study. The collected data were analyzed and interpreted depending only on the responded data. The intention, experiences, intervention, knowledge, and opinions of sampled population were analyzed and interpreted qualitatively and quantitatively.

3.9. Methods and Procedures of Data analysis

The researcher was undertaken this study by gathering primary and secondary data. The primary data would have gathered by using open and closed ended questionnaires, semi-structured interview, field observation and focus group discussions. Therefore, these techniques are

expected to supplement the validity of secondary data, which would be obtained from document analysis pertaining to participation of female students in practical class of physical education: the case of Chercher secondary school. After the collection of data was processed and analysed by using descriptive techniques by SPSS such as averages, percentage, graphs and tables. Most of the collected data are quantified for simplicity and others. Such as open-ended interview, and focus group questions were qualitatively analysed.

First the researcher was introduced herself for the respondents and her willingness to give their response after getting the willingness of the respondents. Then secondly, the researcher gave to the respondents: Then thirdly, researcher was collecting distributed questionnaires. Then fourthly, respondents' responses had presented in table form. Then, lastly, table is interpreted and analyzed quantitatively and qualitatively. A descriptive analysis method was used in the process of renovating the raw data in to a form that would make them easy to understand, interpret, and manipulate the data to provide descriptive information. Tabulation was also being widely used to analyse the quantitative data. Besides, to analyze the qualitative data, the researcher produces an interview in summary form or a focus group summary form as soon as possible after each interview or focus group had been taken place.

3.10. Ethical consideration

The ethical issues were considered in all stages of research process and most priority issue was given to the administration of school and department head. All activities were being done according to the plan of research methodology. The Consent was obtained from the study population and all results were analyzed and interpreted.

CHAPTER FOUR: ANALYSIS AND INTERPRETATIONS OF DATA

This part of the study deals with the presentation and analysis of the data gathered through the questionnaire, interviews, focus group discussion and practical observation form of different sources followed by discussion of the findings.

Furthermore, the, main findings of the study are presented with the help of tables followed by descriptive statement for analysis to give answers by basic questions set in the study.

Table 4.1: Research Participants of the study

Type of participants in the study	Research instruments used	Sex		
		Male	Female	Total
The school principals/directors	Interviews	2	1	3
Physical education teachers	Interviews	3	2	5
Female students of the school	Questionnaires	0	194	194
Total		5	197	202

The total population of this study as indicated at the above table was 202 and of these, 194 were female students, 5 teachers and 3 school directors.

4.1. Results and Analysis of the female students' questionnaires

Table: 4.2 Grade level

	Frequency	Percent	Valid Percent	Cumulative Percent
9	97	50.0	50.0	50.0
10	97	50.0	50.0	100.0
Total	194	100.0	100.0	

Source: the own survey

As shown in the above table, 97 students are grade 9 students and 97 students are grade 10 students. This indicates that the numbers of female students who participate on responding the questionnaire are equally included.

Table: 4.3 Students' Age

	Frequency	Percent	Valid Percent	Cumulative Percent
14	6	3.1	3.1	3.1
15	7	3.6	3.6	6.7
16	28	14.4	14.4	21.1
17	25	12.9	12.9	34.0
18	31	16.0	16.0	50.0
19	68	35.1	35.1	85.1
20	29	14.9	14.9	100.0
Total	194	100.0	100.0	

Source: the own survey

As shown on the above table, female students who aged 14 years are 6(3.1%), 15 years are 7(3.6%), 16 years are 28(14.4%), 17 years are 25(12.9%), 18 years are 31(16.0%), 19 years are 68(35.1%) and 20 years are 29(14.9%). Most of the school students who are learning in grade nine and ten are aged 19 years old.

Table: 4.4. Do female students explain and demonstrate in practical class?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	60	30.9	30.9	30.9
No	78	40.2	40.2	71.1
Some times	56	28.9	28.9	100.0
Total	194	100.0	100.0	

Source: the own survey

According to Aggarwal (1996:54-55); Education as a human activity is largely based on the process known as the teaching and learning. The teaching learning process can be understood and be clear in light of the discussion on how teaching and learning takes explained the teaching learning process as a means through which the teacher, the learner, the curriculum and other variables are organized in a systematic manner. Education is also pre -determined goals and objectives. It is also possible that the unplanned and unintended objective could be attained through teaching learning process. In the formal learning the participation of female student is very important and it covers the half population of tha class students. Without the great concern of female student there will be no development in overall dimensions of the development issues of the countries.

As indicated in the above table 60(30.9%) respondents responds ‘Yes’, 78(40.2%) respondents responded No and 56(28.9%) of female student respondents responded sometimes that female students explain and demonstrate in practical class. Hence, based on the above result, the female students do not mostly explain and demonstrate in practical class.

Table: 4.5. The level of Female students' participation during practical class

	Frequency	Percent	Valid Percent	Cumulative Percent
Very high	9	4.6	4.6	4.6
High	34	17.5	17.5	22.2
Medium	71	36.6	36.6	58.8
Low	80	41.2	41.2	100.0
Total	194	100.0	100.0	

Source: the own survey

In the result of interviews of physical education teachers of Chercher secondary School indicates that, the participation of female students is low. The leading factors of low participations of female students in sport activities are; cultural and religious influences. Harmful traditional practices like overload of household works, early marriages, lack of the school sport facilities

like sport equipment which separately prepared for female students, lack of interest of female students for sport activities, fear and shyness of female students, lack of self-confidence of female students, lack of their family support for sport activities, low emphasis of the school administration and other stake holders are causes for their low participation..

Similarly, the above table shows that, 9(4.6%) of respondents responded very high, 34(17.5%) of respondents responded High, 71(36.6%) of respondents responded medium and 80(41.2%) of respondents responded low. Thus, the above result shows that, the level of female students' participation during practical class is Low.

Table 4. 6: Availability of parents' support in sport equipment

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	66	34.0	34.0	34.0
No	128	66.0	66.0	100.0
Total	194	100.0	100.0	

Source: the own survey

According to the result of discussion of interviews conducted with physical education teachers, lack of family support for sport activities and low emphasis of the school administration and other stakeholders are causes for low participation of female students during practical class of physical education.

Similarly, as it is indicated in the above table, 66(34.00%) of respondents responded Yes and 128(66.00%) of respondents responded No. Therefore, this indicates that there is no availability of parent's support their daughters in sport equipment.

Table 4.7: Do male students show superiority attitudes on females during practical class?

	Frequenc y	Percent	Valid Percent	Cumulative Percent
Yes	121	62.4	62.4	62.4
No	73	37.6	37.6	100.0
Total	194	100.0	100.0	

Source: the own survey

Harmful traditional practices: these practices are affecting females at home and at school. **At home**, traditionally, females are discriminated by different practices. E.g. early marriages, rape, abduction, exploitation of their effort, genital mutilation and household workloads are the major issues which affect female students.

As the reasercher analysed the focus group discussion of physical education teachers and department heads of physical education teachers, **at school**, females are discriminated by insults and sexual abuses, lack of emphasis that is given by teachers and the school administration and teachers. In the school, there is no conducive environment for female to have interested female students to practice sport activities. Sport materials like, bathroom, clothing room, and other various sport facilities are not available. Issues, which are related with teachers, are absence of females' sport club, establishing competition between female students and absence of giving special attention for female students are factors, which accelerated the problems of female not efficiently, participate in physical education practical education. In addition to these problems, the school has no guidance and counselling service for the female students.

Therefore because of the above problems (challenging factors), participation of female students in practical class of physical education is low.

The above result shows that 121(62.4%) of female students responded Yes and 73(37.6%) of them responded No. therefore, the result shows that there is a superiority attitudes towards female students during practical class.

Table 4.8: The extent of female students in winning sport competition at schools levels

	Frequenc y	Percent	Valid Percent	Cumulative Percent
High	17	8.8	8.8	8.8
Medium	79	40.7	40.7	49.5
Low	98	50.5	50.5	100.0
Total	194	100.0	100.0	

Source: the own survey

According to Snyder and Mary, (1995:1-5) 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.

As shown in the above table, 17(8.8%) of respondents responded High, 79(40.7%) of respondents responded Medium, and 98(50.5%) of respondents responded low. Thus, this shows that the extent of female students in winning the sport competition at school level is low.

Table 4.9: During menstruation, period is that possible to practice physical activities.

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	64	33.0	33.0	33.0
No	130	67.0	67.0	100.0
Total	194	100.0	100.0	

Source: the own survey

As it discussed and analysed in the focus group discussion, Sport materials like, bathroom, clothing room, and other various sport facilities are not available. Issues, which are related with teachers, absence of females' sport club, establishing competition between female students and absence of giving special attention for female students are factors, which accelerated the problems of female not efficiently participate in physical education practical class. In addition to

these problems, the school has no guidance and counselling service for the female students. The female students should be guided by established guidance and counselling committee.

The above results shows that, 64(33.0%) of respondents responded Yes and 130(67.0%) of respondents responded No. therefore, during menstruation period it is impossible to practice physical activities during practical class.

Table 4.10: Achieving psychological treatment during sport activities

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	67	34.5	34.5	34.5
No	127	65.5	65.5	100.0
Total	194	100.0	100.0	

Source: the own survey

Amare, (2002:24), further expressed that'' the teaching-learning process is a systematic process which involves inputs, process and output''. As input of the process it includes the curriculum which is mainly the objectives and content of teaching, the teacher whose role out to be management demonstration of intellectual excellence, evaluation and program developer of the process. As a process, he expressed the interaction of the curriculum, teachers, students and technology. And as an outcome of the process knowledge the degree to which the learner is informed of the subject and the method of investigating subject, the skill which is the set of procedure Competencies and abilities of the learner and attitude that is the effective aspect that predisposes learners to act or not to act in a certain way. Cordially, female students should be supported by the educational curriculum by different treatments and supports.

As shown in the above table, 67(34.5%) of respondents responded Yes and 127(65.5%) of respondents responded No. Hence, during the practical activities of physical education the female students are not achieving psychological treatment from their teachers and other environment.

Table 4.11: Do Female students and male students can perform equally during practical class.

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	56	28.9	28.9	28.9
No	138	71.1	71.1	100.0
Total	194	100.0	100.0	

Source: the own survey

According to Festle, (1996:281) 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 was not be so easily ignored. Girls who are deprived of physical education during school age hardly rejoin in to the wordas of sport.

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

As indicated in the above table, 56(28.9%) of respondents responded Yes and 138(71.1%) of respondents responded No. this indicates that in chercher secondary school female students cannot perform equally with men during practical class.

Table 4.12: The rate of forwarding ideas in the class and in sport field compared with male students

	Frequency	Percent	Valid Percent	Cumulative Percent
Very high	13	6.7	6.7	6.7
High	28	14.4	14.4	21.1
Averagely high	35	18.0	18.0	39.2
Low	72	37.1	37.1	76.3
Very Low	46	23.7	23.7	100.0
Total	194	100.0	100.0	

Source: the own survey

Genet (1991:6) states that, Considering the general personality of girls' 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 regarded as intellectually inferior to men in many societies. This perceived inferiority to women are often given as a justification for their being restricted from playing important roles in the society. Such views also have an impact on the self-image of girls in relation to this point Duncan (1989) as cited in Genet (1991: 14) writes: Images of women reflect to values and pressures of society but at the sometimes they pervade mental attitudes and underpin social convention.

The above table shows that, 13(6.7%) of respondents responded very high, 28(14.4%) of respondents responded High, 35(18.0%) of respondents responded averagely high, 72(37.1%) of respondents responded low and 46(23.7%) of respondents responded very low. Thus, the above results show that, the rate of female students forwarding ideas in the class and in sport field compared with male students is low.

Table 4.13: Achieving psychological treatment during sport activities

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	67	34.5	34.5	34.5
No	127	65.5	65.5	100.0
Total	194	100.0	100.0	

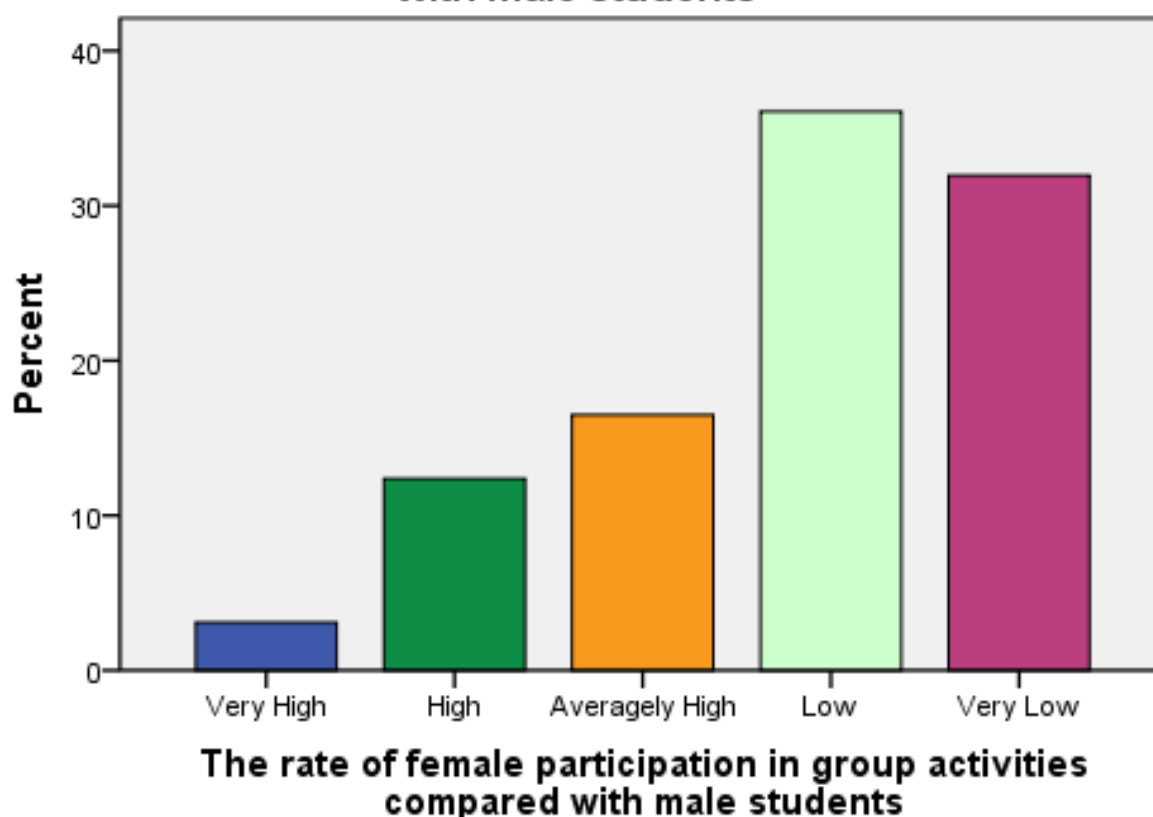
Source: the own survey

According to Festle, (1996; 269) Physical education is the integral part of the total educational process which enhance and integrates that physical social and psychological aspects of an individual's life, through directed physical activity. Very often the natural relationship between general education and physical education is forgotten, with the result that the two existed physically together but functionally this has resulted in reducing the scope of the school program in two respects. Firstly, the educational function of physical education has been neglected and secondly, the physical functions of education are not recognized. These two are really complementary to each other and have to function together. Different writers also view that through a well-directed physical education program students develop skills for the correct use of leisure time by life itself is "physical education", presently it is in the process of transformation to bring physical education in to the mainstream of education. The current disposition of physical education to contribute their resource to maximum in helping individual to achieve a fuller growth. As shown in the above table, 67(34.5%) of respondents responded Yes and 127(65.5%) of respondents responded No. Hence, there is No achieving psychological treatment during sport activities.

Graph 4.1: the rate of female participation in-group activities compared with male students in practical class.

It shown as follows compared with male students in practical class is low.

The rate of female participation in group activities compared with male students



Source: the own survey

In relation to such withdraw view Mclean (1967) cited in Tsige (1991:3) indicted that “it is my conviction that a young woman 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 scepticism that female student’s participation in physical education. In similar words, Genet (1991:6) 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 students compete and strive hard if he/she is to succeed. Considering the general personality of girls' 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. The above graph shows that, the rate of female participation in-group activities compared with male students in practical class is low.

In relation to such withdraw view Mclean (1967) cited in Tsige (1991:3) indicted that "it is my conviction that a young woman 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 scepticism that female student's participation in physical education. In similar words, Genet (1991:6) 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 students compete and strive hard if he/she is to succeed. Considering the general personality of girls' 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. The above graph shows that, the rate of female participation in-group activities compared with male students in practical class is low. The above graph shows rate of female participation in-group activities is low

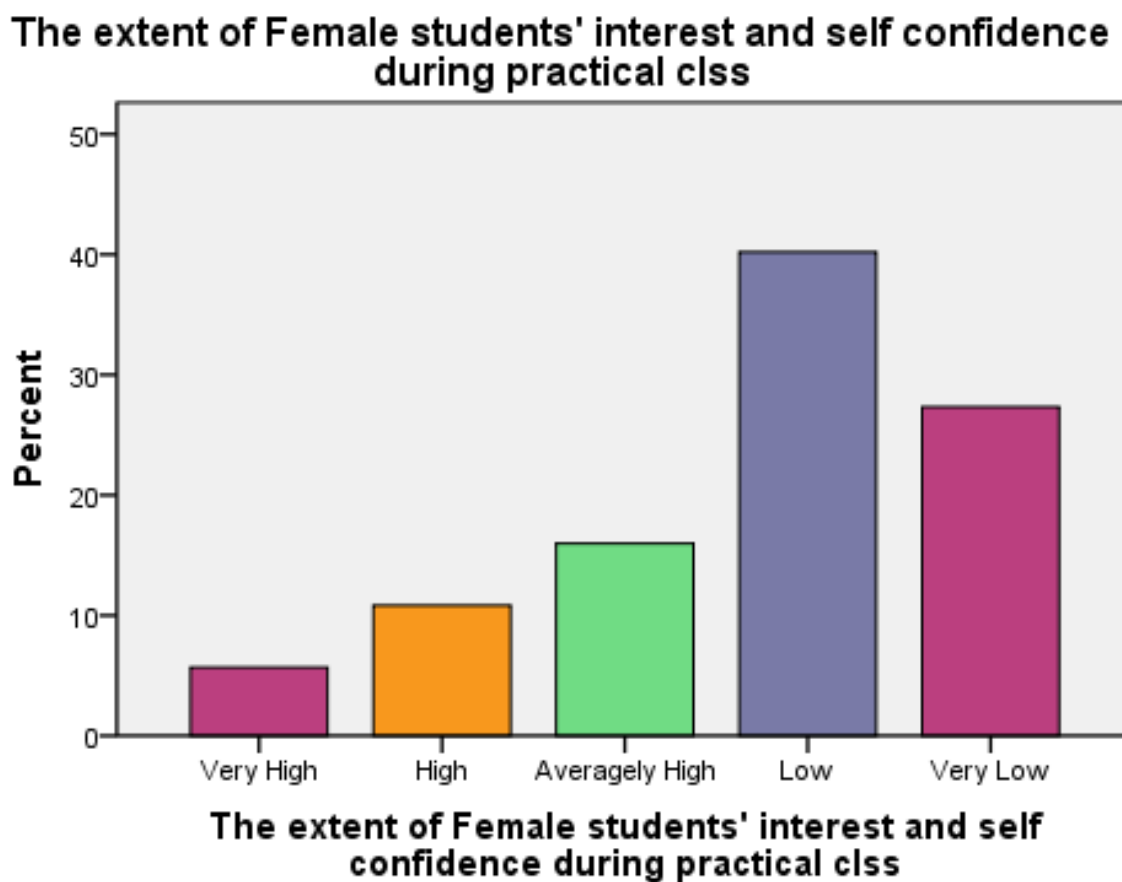
Table 4.14: The rate of encouragement of teachers to female students

	Frequency	Percent	Valid Percent	Cumulative Percent
Very High	6	3.1	3.1	3.1
High	30	15.5	15.5	18.6
Averagely High	56	28.9	28.9	47.4
Low	63	32.5	32.5	79.9
Very Low	39	20.1	20.1	100.0
Total	194	100.0	100.0	

Source: the own survey

The above table shows that, 6(3.1%) of respondents responded very high, 30(15.5%) of respondents responded High, 56(28.9%) of respondents responded averagely high and 63(32.5%) of respondents responded low and 39(20.1%) of respondents responded Very low. Thus, the above results show that, the rate of encouragement of teachers to female students' success in practical class is low.

Graph 4.2: The extent of female students' interest and self-confidence during practical class



Source: the own survey

The above graph shows that, the extent of female students' interest and self-confidence during practical class is low.

Table 4.15: Female Students encouragement and appreciation given by parents for sport.

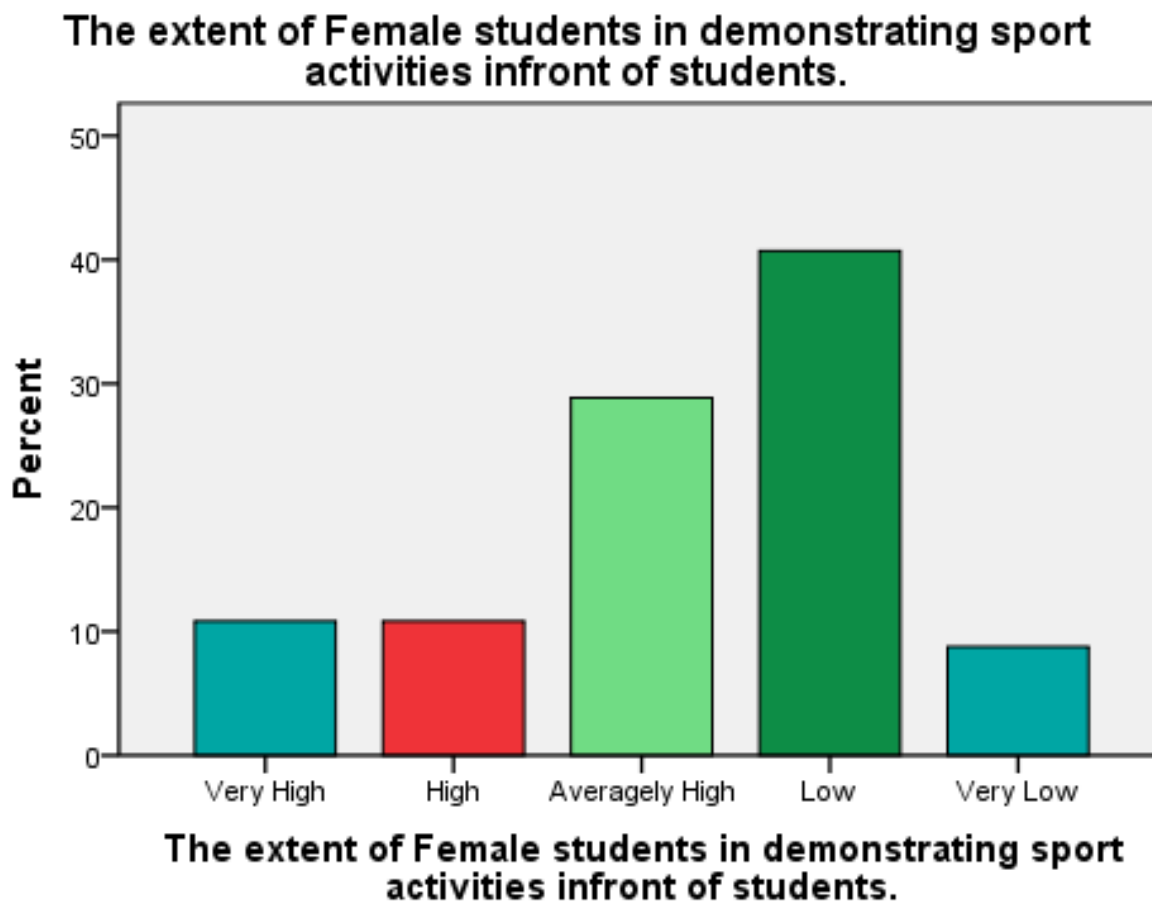
	Frequency	Percent	Valid Percent	Cumulative Percent
Very High	19	9.8	9.8	9.8
High	25	12.9	12.9	22.7
Averagely High	58	29.9	29.9	52.6
Low	73	37.6	37.6	90.2
Very low	19	9.8	9.8	100.0
Total	194	100.0	100.0	

Source: the own survey

According to Allasbu (1988), cited in Tsige (1991:1) 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), cited in Tsige (1991:2), states that teachers as well as school administrators try to influence female students so that they join home economics, nursing or secretarial area on the ground of their usefulness to domestic work.

The above table shows that, 19(9.8%) of respondents responded very high, 25(12.9%) of respondents responded High, 58(29.9%) of respondents responded averagely high 73(37.6%) of respondents responded low and 19(9.8%) of respondents responded very low. Thus, the above result shows that, Female Students encouragement and appreciation given by parents for sport is low.

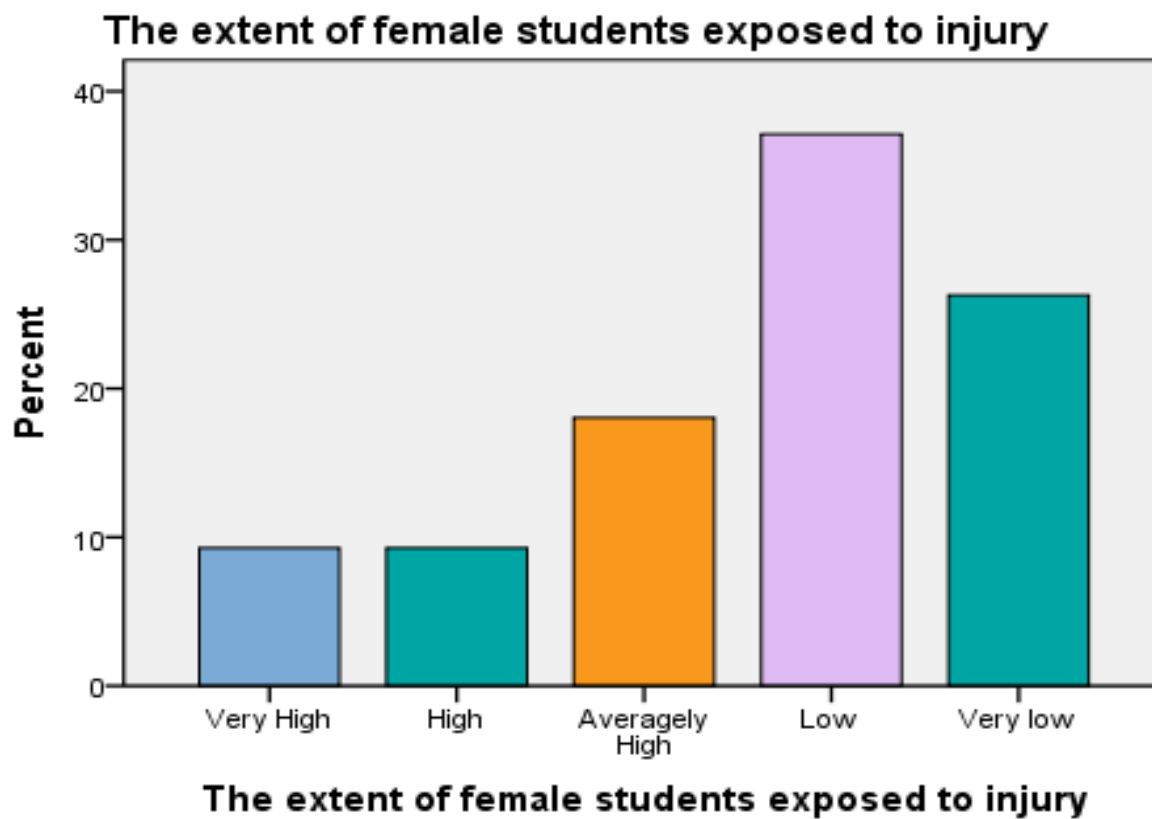
Graph 4.3: the extent of female students in demonstrating sport activities in front of students



Source: the own survey

As indicated in above graph, the extent of female students in demonstrating sport activities in front of students is low.

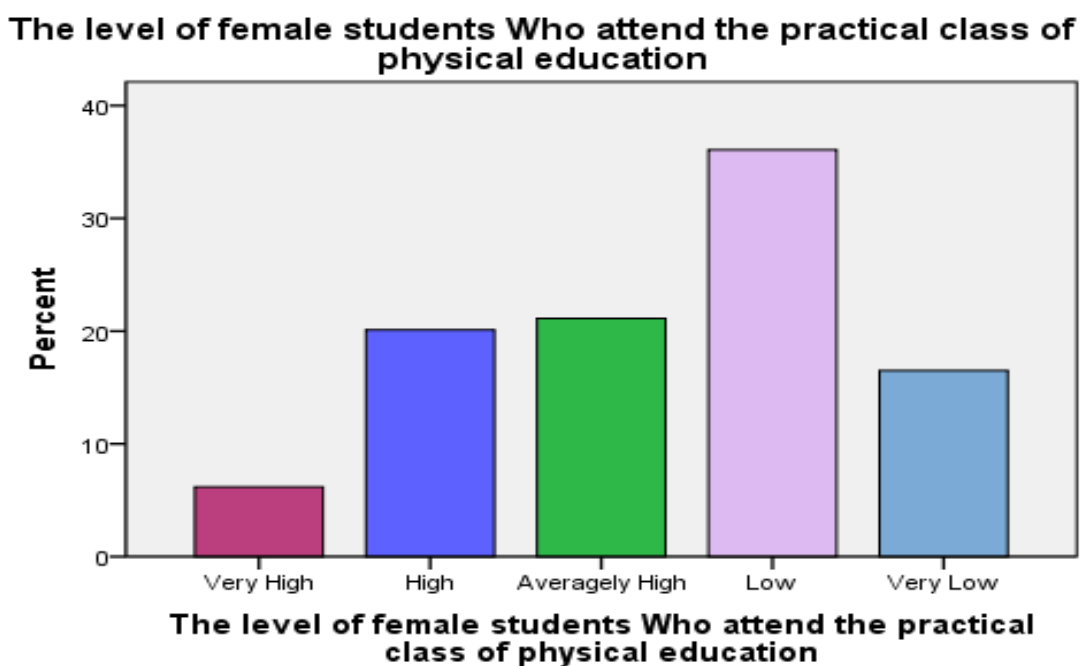
Graph 4.4: the extent of female students exposed to injury



Source: the own survey

The above graph shows the extent of female students exposed to injury is low. Hence, they are not participating in different sport activities.

Graph 4.5: the level of female students who attend the practical class of physical education.



Source: the own survey

As shown in the above graph, the level of female students who attend the practical class of physical education is Low.

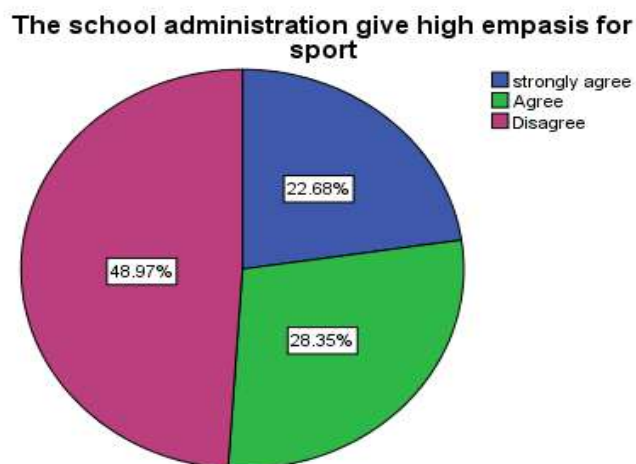
Table 4.16: Do the female students have a full motivation to participate in sport activities?

	Frequen cy	Percent	Valid Percent	Cumulative Percent
Yes	26	13.4	13.4	13.4
No	168	86.6	86.6	100.0
Total	194	100.0	100.0	

Source: the own survey

The above table shows that, 26(13.4%) of respondents responded Yes, and 168(86.6%) of respondents responded No. Thus, the above result shows that, female students have a No full motivation to participate in sport activities.

Chart 4.1: Do the school administration give high emphasis for sport?



Source: the own survey

The above table shows that, 9(4.6%) of respondents responded very high, 34(17.5%) of respondents responded High, 71(36.6%) of respondents responded medium and 80(41.2%) of respondents responded low. Thus, the above results shows that, the level of female students participation during practical class is Low.

Table 4.17: What are the factors that hinder female Students not to achieve good results better than male students in physical education activities.

Responses	Respondents	
	Frequency	Percentage
Presence of unique hindrance to female students	50	25.7
Lack of ability compared to male counter parts	45	23.19
Low attitude and perception of male students towards female students	50	25.7
Lack of time Because of house hold work to Participate in Physical Education activities	49	25.257
Total	194	100

Source: the own survey

The above table indicates, 50(25.7%) of respondents responded presence of unique hindrance to female students, 45(23.19%) of respondents responded lack of ability compared to male counterparts, 50(25.7%) of respondents responded low attitude and perception of male students towards female students, 49(25.257%) of respondents responded lack of time because of house hold work to participate in physical education activities are the factors that hinder female students not to achieve good results better than male students in physical education activities. Hence, the factors that hinder female students not to achieve good results better than male students in physical education activities are presence of unique hindrance to female students and low attitude and perception of male students towards female students

Table 4.18: Which of the following factors do you think was impede your participation in physical Education during practical class?

Responses	Respondents	
	Frequency	Percentage
Absence of good teachers approach	45	23.195
Lack of interest on the subject matter	52	26.804
Participating in physical education activities is difficult and boring	47	24.2
Absence of room for changing clothes, separate latrine, and water service in school.	50	25.7
Total	194	100

Source: the own survey

As mentioned in the above table, 45(23.195%) of respondents responded Absence of good teacher's approach, 52(26.804%) Lack of interest on the subject matter, 47(24.2%) Participating in physical education activities is difficult and boring, 50(25.7%) Absence of room for changing clothes, separate latrine, and water service in school are factors impede female students' participation in physical Education during practical class. Therefore, Lack of interest on the subject matter and absence of room for changing clothes, separate latrine, and

water service in school are factors which impeded female students' participation in physical education during practical class.

Table 4.19: What are the causes that hinder females to participate in sport activities

Responses	Respondents	
	Frequency	Percentage
Absence of parent's permission	49	25.257
lack of time	42	21.649
lack of appropriate sport facilities for female	53	27.319
economical problem to buy sport suits & materials	50	25.7
Total	194	100

Source: the own survey

As shown in the above table, 49(25.257%) of respondents responded 'absence of parents' permission, 42(21.649%) of respondents responded lack of appropriate sport facilities for female, 53(27.319%) of respondents responded lack of time, and 50(25.7%) of respondents responded economical problem to buy sport suits & materials'. Therefore, the causes of hindrances for female students to participate in sport activities are lack of appropriate sport facilities for female and economical problem to buy sport suits & materials.

Table 4.20: what are the major hindrances when female students practice in the physical education classes

Responses	Respondents	
	Frequency	Percentage
family influence	29	14.948
Societal influence	12	6.185
religious influence	87	44.845
cultural influences	66	34.02
Total	194	100

Source: the own survey

The above table indicates, 29(14.948%) of respondents responded family influence, 12(6.185%) of respondents responded Societal influence, 87(44.845%) of respondents responded religious influence, 66(34.02%) of respondents responded cultural influences. Hence, from the above discussion the major hindrances when female students practice in physical education are religious influence and family influence.

Table 4.21: Cultural hindrance is more created and caused by;

Responses	Respondents	
	Frequency	Percentage
Being seen by sport tights and shorts which shown as unacceptable and morally wrong.	70	36.08
Prevalence of undermining female students by male students.	20	10.3
Attention given to female students by teachers is low restively when it seen with male students	40	20.618
Culturally and morally females are very feeble than male	64	32.989
Total	194	100

Source: the own survey

As shown in the above table, 70(36.08%) of respondents responded being seen by sport tights and shorts which shown as unacceptable and morally wrong, 20(10.3%) of respondents responded prevalence of undermining of female students by male students, 40(20.618%) of respondents responded attention given to female students by teachers is low respectively when it seen with male students, 64(32.989%) of respondents responded culturally and morally females are very feeble than male'. Therefore, the cultural hindrances are more created and caused by being seen by sport tights and shorts which shown as unacceptable and morally wrong and culturally and morally females are very feeble than male.

Table 4.22: What are/is possible solution/s in order to participate female students in physical activities equally with male students?

Responses	Respondents	
	Frequency	Percentage
Educating female students about gender equality	31	15.979
Changing the attitude of teachers towards female students.	17	8.762
Sensitizing directors, teachers, male peers, family and the society at large about the importance of educating female in general and physical education in particular	98	50.515
Creating awareness for females about success	48	24.742
Total	194	100

Source: the own survey

As shown in the above table, 31(15.979%) of respondents responded educating female students about gender equality, 17(8.762%) of respondents responded changing the attitude of teachers towards female students, 98(50.515%) of respondents responded sensitizing directors, teachers, male peers, family and the society at large about the importance of educating female in general and physical education in particular and 48(24.742%) of respondents responded creating awareness for females about success. Therefore, the possible solution in order to participate female students in physical activities equally with male students is sensitizing directors, teachers, male peers, family and the society at large about the importance of educating female in general and physical education in particular.

Table 4.23: What you think Why many female students were not successful to participate in different championships and achieve success nationally and internationally from this school

Responses	Respondents	
	Frequency	Percentage
Because of poor performance and low interest of female students	49	25.257
Because of poor treatment of teachers and families	49	25.257
Because of inadequate facilities of school	49	25.257
Because of poor management of the woreda's youth and sport office	47	24.2
Total	194	100

Source: the own survey

The above table indicates that, 49(25.257%) of respondents responded, because of poor performance and low interest of female students, 49(25.257%) of respondents responded Because of poor treatment of teachers and families, 49(25.257%) of respondents responded Because of inadequate facilities of school, 47(24.2%) of respondents responded Because of poor management of the woreda's youth and sport office many female students are not successful to participate in different championships and achieve success nationally and internationally from this school. Therefore, many female students are not successful to participate in different championships and achieve success nationally and internationally from this school because of; poor performance and low interest of female students, poor treatment of teachers and families, inadequate facilities of school, management of the woreda's youth and sport office.

Table 4.24: what are important things to empower female students which expected from families?

Responses	Respondents	
	Frequency	Percentage
Fulfilling sport facilities and educational facilities	49	25.257
Psychologically supporting and enforcing to sport activities	49	25.257
Providing the time for sport practices	49	25.257
Creating an awareness about the truck of sport success	47	24.2
Total	194	100

Source: the own survey

As shown in the above table, 49(25.257%) of respondents responded Fulfilling sport facilities and educational facilities, 49(25.257%) of respondents responded Psychologically supporting and enforcing to sport activities, 49(25.257%) of respondents responded Providing the time for sport practices and 47(24.2%) of respondents responded Creating an awareness about the truck of sport success are important things to empower female students which expected from families. Hence, as discussed on the above table, fulfilling sport facilities and educational facilities, psychologically supporting and enforcing to sport activities, Providing the time for sport practices and creating an awareness about the truck of sport success are important things to empower female students which expected from families.

Table 4.25: What you think; what are the prerequisite to enter to sport world?

Responses	Respondents	
	Frequency	Percentage
Psychological preparation for sport	48	24.742
Economic progression and independence	48	24.742
The great interest and concern	48	24.742
Sport facilities and conducive environments	50	25.7
Total	194	100

Source: the own survey

The above table indicates that, 48(24.742%) of respondents responded psychological preparation for sport, 48(24.742%) of respondents responded economic progression and independence, 48(24.742%) of respondents responded the great interest and concern and 50(25.7%) of respondents responded sport facilities and conducive environments are the prerequisite to enter to sport world. Therefore, psychological preparation for sport, interest and concern and Sport facilities and conducive environments are the prerequisite to enter to sport world.

Table 4.26. What are important things to empower female students which expected from school teachers?

Responses	Respondents	
	Frequency	Percentage
Establishing different sport clubs	42	21.649
Giving special attentions for female students	54	27.83
Fulfilling sport facilities	51	26.28
Teaching and supporting them in Special attention	47	24.2
Total	194	100

Source: the own survey

As shown in the table, 42(21.649%) of respondents responded Establishing different sport clubs, 54(27.83%) of respondents responded Giving special attentions for female students, 51(26.28%) of respondents responded Fulfilling sport facilities, and 47(24.2%) of respondents responded Teaching and supporting them in Special attention is important things to empower female

students which expected from school. Therefore, from the above discussion we can understand that, giving special attentions for female students is important thing to empower female students, which expected from school teachers.

4.2. Results of Interviews of Chercher Secondary school directors

The interviews of chercher secondary school directors are analysed and interpreted as follows.

There is no place for female students where they can change their cloths, where they can wash their body. other necessary materials in our school to make conducive environments for them during physical education practical class. However, our school has toilets for both sexes separately.

The female students have low motivation and interest to participate in in different sport competitions and champions because, their parents are not interested to participate in different sport competitions.

There are many reasons, which hinder the participation of female students in physical education practices. These are, religious doctrines, harmful traditional practices, poverty, natural impacts like menstrual cycle and pregnancy, lack of support from family and school, scarcity of sport equipment sport facilities of school. The other problem of females during practical activity is issues related with sport teachers. Teachers are not guiding and treating female students in special ways. Female students need psychological treatment by their nature, but sport teachers are not giving an emphasis and high attention for female students particularly and for all students in general. Our school has no guidance and counselling service experts to provide psychological treatment for female students.

In empowering females in sport activities the roles of societies, school administration parent and teacher association, workers, teachers, principals and male students are very high to motivate the participation of female students in physical education in schools and other sport competition nationally and internationally. In addition to the above stakeholders' non-governmental organizations, parents and the society in designing physical education curriculum and being committed to work on women's co-curricular activities.

Teaching materials, other sources, and the scarcity of aids affect female learners in the teaching and learning process. There are many problems in formal learning and co-curricular activities. These problems are scarcity of teaching materials and absence of support of interested organizations to mould sport activities of female students. In this school there are no modelled athletes and sportsmen who can be taken as socialization in sport activities.

4.3. Analysis of physical education teachers, interviews

The researcher analysed the interviews of physical education teachers as follows. According to physical education teachers of Chercher secondary School, the leading factors are; cultural and religious influences (wearing trousers and other sport wearing is very difficult), Harmful traditional practices like overload of household works, early marriages, lack of the school sport facilities like sport equipment which separately prepared for female students, lack of interest of female students for sport activities, fear and shyness of female students, lack of self-confidence of female students, lack of theirs' family support for sport activities and low emphasis of the school administration and other stake holders are the causes.

4.4. Analysis of Observation Checklist

A) Teachers' teaching methods

The researcher observed physical education teachers teaching methods in order to identify problems related with physical education teachers. Based on this observation checklist the following points are identified.

Clarity of objectives of the lesson in practical class: some physical education teachers who prepared lesson did not distinguish the difference between general and specific objectives. While some teachers were did not handled the lesson plan. This indicates, teachers are not performing their own work as it expected form them and some teachers are showing academic deficiencies or skill gapped. This, skill gap and academic deficiency of some physical education teachers is negatively affecting females' students' performance.

Using instructional materials for teaching: the school has no ample instructional materials, so, teachers are not using different instructional materials in order to demonstrate the practical activity for female students.

Issues of preparation to teach the lesson and skills level: most of physical education teachers are focusing on their informal works than formal works. Most teachers are not giving emphasis for their own profession rather than rushing to their business works.

Skill of asking questions methods of evaluation after the lesson: some of physical education teachers are not evaluating their students at end of the lesson teaching.

Methods of teaching that the teacher used to make the lesson attractive and participative: teachers are misbehaved and transgressed during practical class, because, some students are not performing the expected task. Thus, teachers do not perform field practice exercise, discussion, debate, encouraging students to relate theory with practice and skill of participation (learning in practical activities).

Can Students be working all of the activities, which is given by their teachers: some students are not working all of the activities which is given by their teachers. Therefore, physical education teachers are becoming hopeless.

Teachers are helping female students in special ways: most teachers are not helping female students in practical class by encouraging, advising, demonstrating and reflecting the lesson in special way. This leads to low performance of female participation.

Availability of Sport equipment and facilities

Availability of sport Equipment, sport fields, sport facilities are the pre-requisites of physical education and necessary things for all sport activities. In this school there are volleyball, discuss, baton for relay running, jumping rope, high jump, horizontal jump area, javelin, pull-up, and basketball are functional sport activity of the school. However, handy balls, tennis, table tennis, gymnasium, swimming pool, shot put are not practically seen in this school. Other necessary things like Bathroom for female, weight dump, cameras, clothing/wearing room for female are not available in school. However, toilet for females, Malian, shoes, whistle, meeting /ballroom for sport, mat, and rope is available in school.

4.5. Results of focused group

From this focused group discussion, the researcher analysed as follows. The researcher identifies the physical education teachers and department heads of physical education in order to approve the collected data as it is reliable and valid data which is gathered by using different tools of data gathering.

Thus, as it is discussed with physical education department heads the performance of female students is poor. Thus, there are many problems, which is facing female students. These problems are;

Harmful traditional practices: these practices are affecting females at home and at school. *At home*, traditionally, females are discriminated by different practices. E.g. early marriages, rape, abduction, exploitation of their effort, genital mutilation and household workloads are the major issues which affect female students.

At school, females are discriminated by insults and sexual abuses, lack of emphasis that is given by teachers and the school administration and teachers. In the school, there is no conducive environment for female to have interested female students to practice sport activities. Sport materials like, bathroom, clothing room, and other various sport facilities are not available. Issues, which are related with teachers, are absence of females' sport club, establishing competition between female students and absence of giving special attention for female students are factors, which accelerated the problems of female not efficiently, participate in physical education practical education. In addition to these problems, the school has no guidance and counselling service for the female students.

Therefore because of the above problems (challenging factors), participation of female students in practical class of physical education is low.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

5.1.1. Findings of factors affecting participation of female students in practical class of physical education

- The female students do not mostly explain and demonstrate in practical class.
- The level of female students' participation during practical class is low.
- There is no availability of parent's support to their daughters in sport equipment.
- There is inferiority attitude towards female students during practical class.
- The extent of female students in winning the sport competition at school level is low.
- During menstruation period, it is impossible to practice physical activities during practical class.
- During the practical activities of physical education, the female students are not achieving psychological treatment from their teachers and other environment.
- This indicates that in chercher secondary school female students cannot perform equally with men during practical class.
- The rate of female students forwarding ideas in the class and in sport field compared with male students is low.
- There is no achieving psychological treatment during sport activities.
- The rate of female participation in-group activities compared with male students in practical class is low
- The rate of encouragement of teachers and appreciation given by parents to female students' success in practical class is low.
- The extent of female students' interest and self-confidence during practical class is low.
- The extent of female students in demonstrating sport activities in front of students is low.
- They are not participating in different sport activities.
- The level of female students who attend the practical class of physical education is Low. Female students have a no full motivation to participate in sport activities.

- The school administration is not giving high emphasis for female sports.
- The factors that hinder female students not to achieve good results better than male students in physical education activities are presence of unique hindrance to female students and low attitude and perception of male students towards female students
- Lack of interest on the subject matter and absence of room for changing clothes, separate latrine, and water service in school are factors, which impeded female students' participation in physical education during practical class.
- The causes of hindrances for female students to participate in sport activities are lack of appropriate sport facilities for female and economical problem to buy sport suits & materials.
- The major hindrances when female students practice in physical education are religious influence and family influence
- The cultural hindrances are more created and caused by being seen by sport tights and shorts which shown as unacceptable and morally wrong and culturally and morally females are very feeble than male.
- The possible solution in order to participate female students in physical activities equally with male students is alerting directors, teachers, male peers, family and the society at large about the importance of educating female in general and physical education in particular.
- Many female students are not successful to participate in different championships and achieve success nationally and internationally from this school because of; poor performance and low interest of female students, poor treatment of teachers and families, inadequate facilities of school, management of the woreda's youth and sport office.
- Fulfilling sport facilities and educational facilities, psychologically supporting and enforcing to sport activities, Providing the time for sport practices and creating an awareness about the truck of sport success are important things to empower female students which expected from families
- Psychological preparation for sport, interest and concern and Sport facilities and conducive environments are the prerequisite to enter to sport world.
- Giving special attentions for female students is important thing to empower female students, which expected from schoolteachers.

5.2. Conclusion

As discussed in the findings of the study, female students do not mostly explain and demonstrate in practical class, this means their participation is low in sport activities of the school. There is no availability of parent's support to their daughters in supplying or supporting by sport equipment. There is a superiority attitude towards female students during practical class; this makes student not to participate actively and reduce their motivation. The extent of female students in winning the sport competition at school level is low this is because of varies problems; for instance during the practical activities of physical education, the female students are not achieving psychological treatment from their teachers and parents. This indicates that in chercher secondary school female students cannot perform equally with men during practical class. The rate of female students forwarding ideas in the class and in sport field compared with male students is low. Additionally, the rate of female participation in-group activities compared with male students in practical class is low and the rate of encouragement of teachers to female students' success in practical class is low.

The extent of female students' interest and self-confidence during practical class is low, this shows that, Female Students encouragement and appreciation given by parents for sport is low. The extent of female students in demonstrating sport activities in front of students is low. This urged female students not to participate in different sport activities therefore; the level of female students who attend the practical class of physical education is low. The other problem, which related with female students' sport activities, is they have no full motivation to participate in sport activities.

The school administration is not giving high emphasis for female sports. The factors that hinder female students not to achieve good results better than male students in physical education activities are presence of unique hindrance to female students and low attitude and perception of male students towards female students. Lack of interest on the subject matter and absence of room for changing clothes, separate room, and water service in school are factors, which impeded female students' participation in physical education during practical class. The other causes of hindrances for female students to participate in sport activities are lack of appropriate sport facilities for female and economical problem to buy sport suits & materials.

The major hindrances when female students' practices in physical education are religious influence and family influence. The cultural hindrances are also more generated and caused by being seen by sport tights and shorts which shown as unacceptable and morally wrong and culturally and morally females are very feeble than male. many female students are not successful to participate in different championships and achieve success nationally and internationally from this school because of; poor performance and low interest of female students, poor treatment of teachers and families, inadequate facilities of school, management of the woreda's youth and sport office. Therefore, the possible solution in order to participate female students in physical activities equally with male students is alerting directors, teachers, male peers, family and the society at large about the importance of educating female in general and physical education in particular. As discussed in the above findings of the study, fulfilling sport facilities and educational facilities, psychologically supporting and enforcing to sport activities, providing the time for sport practices and creating awareness about the truck of sport success are important things to empower female students, which expected from families. Psychological preparation for sport, interest, concern, sport facilities and conducive environments are the prerequisite to enter to sport realm. Giving special attentions for female students is important thing to empower female students, which expected from schoolteachers.

5.3. Recommendation

The researcher recommended the following suggestions to have feasible participation of female students in practical class of physical education or to halt factors affecting participation of female students in practical class of physical education.

- ❖ To increase the level of female student participation in a class all stakeholder should have play their high role by encouraging female students through motivational awards.
- ❖ To encourage female students in physical education activities; Families, schools, charity groups and other have to support female student by providing sport materials because a big factor that affect female participation in school is that there is too few materials that female students can get while training.
- ❖ Teachers should have strictly followed female students whether they are attending the class or not in addition to motivating them.

- ❖ Psychologists who provide guidance and counseling for female students should be assigned by the government at high school levels.
- ❖ The physical education teachers should be trained by preparing different trainings specially, on school sports. The capacity building should be given, the sport stakeholders should participate on this training at least once from one year at the beginning of the academic year.
- ❖ To increase motivation and interest of female students in sport activities physical education teachers and the school administration should administer or lead female students in special way, by understanding affirmative action in sport guidance.
- ❖ The societies, families, school administration and physical education and other sport stakeholders should work together for the successful female sport activities. This means, in fulfilling the sport facilities of school these bodies should work together. The main problems of the female students' in participation of physical education practical class is lack of sportswear because they are unable to buy it.
- ❖ Religious institutions contribute their stake in teaching their members as sport is not a sinful act but rather it is a source of healthy life. Therefore, religious institutions should work together on encouraging female students; because in this West Hararghe zone the religious institution prohibits female students not to wear sportswear in sport fields.
- ❖ To increase self-confidence and self-reliance female students, physical education teachers ought to use active teaching methods in class and without class. They should appreciate and motivate them from time to time of their sport activities to encourage them.
- ❖ To increase female participation in sport activities harmful traditional practices should be avoided. Until now, harmful traditional practices are prevalent in this West Hararghe zone. Example, early marriage, Genital mutilation or cutting, abduction and exploitation of female are common in this Zone. Therefore, the school administration and other stakeholders should work together to combat these problems.

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APPENDIX: A QUESTIONNAIRE FOR CHERCHER SECONDARY SCHOOL'S FEMALE STUDENTS

Dear female students, the objective of this thesis is to *assess female students' participation during practical class; the case of Chercher Secondary school*. This questionnaire is to be filled by female students. The purpose of this questionnaire is to collect information on the challenges of female students learning in Physical Education during practical class (activities). Therefore, you are kindly requested to fill –in this questionnaire ideas that incorporate different issues related to the paper. Your realistic response will achieve the success of this research. The information obtained will be confidential; your responses are of high value for research purposes. So, please your relevant and accurate responses for this questionnaire have a high significance in this research. Thanks for your cooperation, patience and great comprehensive support.

A) Respondent's personal back grounds

Instruction 1: write your own background information on the space provided

NB; ENCIRCLE YOUR ANSWERS FROM THE GIVEN OPTIONS,

1.1) Name of the school _____ 1.2) sex _____ 1.3) grade _____

1.4) age _____ 1.5) Woreda _____ 1.6) Zone _____

1.7) parent's level Education; A) Educated B) uneducated

Questionnaires

- 1) Do female students explain and demonstrate in practical class? practice
A) Yes B) No
- 2) The level of Female students' participation during practical class
A) Very High B) High C) Medium D) Low E) Very Low
- 3) Is there the availability of parents' support in sport equipment?
A) Yes B) No
- 4) Do male students show superiority attitudes on females during practical class?
A) Yes B) No
- 5) The extent of female students in winning sport competition at schools levels
A) High B) Medium C) Low

- 6) During menstruation period is that possible to practice physical activities?
A) Yes B) No
- 7) Is there psychological treatment during sport activities by your teachers?
A) Yes B) No
- 8) Do female students and male students can perform equally during practical class?
A) Yes B) No
- 9) The rate of forwarding ideas in the class and in sport field compared with male. students
A) Very High B) High C) Averagely High C) Low D) Very Low
- 10) The rate of female participation in group activities compared with male students
A) Very High B) High C) Averagely High C) Low D) Very Low
- 11) The rate of encouragement of teachers to female students' success in practical class,
A) Very High B) High C) Averagely High C) Low D) Very Low
- 12) The extent of Female students' interest and self-confidence during practical class
A) Very High B) High C) Averagely High C) Low D) Very Low
- 13) The extent of female students encouragement and appreciation given by parents for sport
A) Very High B) High C) Averagely High C) Low D) Very Low
- 14) The extent of female students in demonstrating sport activities in front of students
A) Very High B) High C) Averagely High C) Low D) Very Low
- 15) The extent of female students exposed to injury.
A) Very High B) High C) Averagely High C) Low D) Very Low
- 16) The level of female students Who attend the practical class of physical education.
A) Very High B) High C) Averagely High C) Low D) Very Low
- 17) The extent of Female students free from shyness and frustration
A) Very High B) High C) Averagely High C) Low D) Very Low
- 18) Do the female students have a full motivation to participate in sport activities?
A) Yes B) No
- 19) The school administration gives high emphasis for sport.
A) Strongly agree B) Agree C) Disagree
- 20) Do you believe that your religion prohibits sport clothing?
A) Yes B) No

- 21) What are the factors that hinder female Students not to achieve good results better than male students in physical education activities.
- A) Presence of unique hindrance to female students
 - B) Lack of ability compared to male counter parts
 - C) Low attitude and perception of male students towards female students
 - D) Lack of time Because of house hold work to Participate in Physical Education activities
 - E) Another: specify if any_____
- 22) Which of the following factors do you think was impede your participation in physical Education during practical class?
- A) Absence of good teachers approach
 - B) Lack of interest on the subject matter
 - C) Participating in physical education activities is difficult and boring
 - D) Absence of room to change clothes, separate room, and water service in school
 - E) Another: specify if any_____
- 23) What are the causes that hinder females to participate in sport activities?
- A) Absence of parent's permission
 - B) lack of time
 - C) lack of appropriate sport facilities for female
 - D) economical problem to buy sport suits & materials
 - E) Another: specify if any_____
- 24) What are the major hindrances when female students practice in the physical education classes?
- A) Family influence
 - B) Societal influence
 - C) Religious influence
 - D) Cultural influences
 - E) Another: specify if any_____

- 25) Cultural hindrance is more created and caused by;
- A) Being seen by sport tights and shorts which shown as unacceptable and morally wrong.
 - B) Prevalence of undermining female students by male students
 - C) Attention given to female students by teachers is low restively when it seen with male students
 - D) Culturally and morally females are very feeble than male
 - E) Another: specify if any_____
- 26) What are/is possible solution/s in order to participate female students in physical activities equally with male students?
- A) Educating female students about gender equality
 - B) Changing attitude of teachers towards female students
 - C) Sensitizing directors, teachers, male peers, family and the society at large about the importance of educating female in general and physical education in particular
 - D) Creating awareness for females about success
 - E) Another: specify if any_____
- 27) Are there successful female students from your school? if your answer is No, Why many female students are not successful to participate in different championships and achieve success nationally and internationally from this school?
- A) Because of poor performance and low interest of female students
 - B) Because of poor treatment of teachers and families
 - C) Because of inadequate facilities of school
 - D) Because of poor management of the woreda's youth and sport office
 - E) Another: specify if any_____
- 28) What are important things to empower female students which expected from families?
- A) Fulfilling sport facilities and educational facilities
 - B) Psychologically supporting and enforcing to sport activities
 - C) Providing the time for sport practices
 - D) Creating an awareness about the truck of sport success
 - E) Another: specify if any_____

29) What you think; what are the prerequisite to enter to sport world?

- A) Psychological preparation for sport
- B) Economic progression and independence
- C) The great interest and concern
- D) Sport facilities and conducive environments

E) Another: specify if any_____

30) What are important things to empower female students that expected from schoolteachers?

- A) Establishing different sport clubs
- B) Giving special attentions for female students
- C) Fulfilling sport facilities
- D) Teaching and supporting them in Special attention

E) Another: specify if any_____

UNVARSIIITII FINFINNEETTI

KOOLLEEJJII BARNOOTAA FI SAAYINSII UUMAMAA

MUUMMEE BARNOOTA SAAYINSII FI HERREGAA

GAAFANNOO BARATTOOTA SHAMARRANII MANA BARUMSAA CARCAR SADARKAA 2FFAATIIF QOPHAA'E

Kaayyoon qorannoo kanaa wantoota yeroo shaakala ispoortiitti barattoota shamarraniitti gufuu ta'an addaan baasuudha. Kanaafuu, gaafannoo armaan gadii odeeffannoo sirrii ta'een guutuun milkaa'ina qorannichaaf akk nu deeggartan kabajaafi galata guddaan isin gaafanna!

Seenaa nama deebii kennuu

Kutaa fi daree; _____ umrii; _____ saala; _____

Maatii ilaalchisee; A) Kan baratan B) kan hin baratiin

Ajaja; Gaaffilee filannoon dhihaataniif deebiin isaanii lamaafi isaa ol ta'uu waan danda'uuf kan itti waliigaltan itti maruun deebisaa.

yaada dabaltaa yoo qabaattanis itti dabaluun barreessaa!

waraqaa gaafannoooo kana irratti maqaa barreessuun hin barbaachisu.

Deebiin isin gaaffii banaaf kennitan yaada ifaa ta'uu qaba.

Gaafannoo waliigalaa barattoota shamarranii M/B sad. 2ffaa Carcariif qophaa'e

Gaafannoo

- 1) Barattoonni Shamarranii yeroo shaakala ispoortiitti waan hubatan ibsuu fi agarsiisa spoortii irratti ni hirmaatuu?
A) Yes B) No
- 2) Hammii Shaakala ispoortii barattoonni shamarranii taasisan maal fakkaata?
A) Baay'ee olaanaa B) Olaanaa C) Giddu-galeessa D) Gad-aanaa E) Baay'ee gad-aanaa
- 3) Karaa maatii keessanii deeggarsi hidhannoo/meeahaalee ispoortii isinif ni taasifamaa?

- A) Eeyyee B) Lakki
- 4) Barattootni dhiiraa ilaalcha olaantummaa isin irratti agarsiisuu?
A) Eeyyee B) Lakki
- 5) Hammi injifannoo barattootni Shamarranii dorgommii sadarkaa manneen Barnootaatti argatan;
B) Olaanaa B) Giddu-galeessa C) Gad-aanaa
- 6) Yeroo marsaa xurii/laguutti shaakala ispoortii ni hojjettuu?
A) Eeyyee B) Lakki
- 7) Yeroo shaakala ispoortii keessanitti barsiisotni ispoortii keessan deeggarsa gorsa xiinsammu isiniif ni taasisuu?
A) Eeyyee B) Lakki
- 8) Yeroo shaakala ispoortiitti barattootni shamarranii barattoota dhiiraa waliin haala walqixa ta'een ni hojjetuu?
A) Eeyyee B) Lakki
- 9) Hammi barattootni shamarranii Yeroo barnoota shaakala dirree ispoortii fi dareee keessaatti yaada hirmaachisaa ta'e dhiheessan;
A. Baay'ee olaanaa B) Olaanaa C) Giddu-galeessa Olaanaa D) Gad-aanaa E) Baay'ee gad-aanaa
- 10) Hammi hirmaannaa barattootni shamarranii gochaalee garee keessatti taasisan kan dhiirotaa waliin yeroo wal bira qabamu;
A) Baay'ee olaanaa B) Olaanaa C) Giddu-galeessa Olaanaa D) Gad-aanaa E) Baay'ee gad-aanaa
- 11) Hammi barsiisotni keessan milkaa'ina shaakala ispoortii keessaniif jajjabina isiniif kennan maal fakkata?
A) Baay'ee olaanaa B) Olaanaa C) Giddu-galeessa Olaanaa D) Gad-aanaa E) Baay'ee gad-aanaa
- 12) Hammi barattootni shamarranii yeroo shaakala ispoortiitti fedhii fi ofitti amantummaa isaan qaban maal fakkaaata?
A) Baay'ee olaanaa B) Olaanaa C) Giddu-galeessa Olaanaa D) Gad-aanaa E) Baay'ee gad-aanaa

- 13) Jajjabinaa fi Dinqisiifannaa barattootni shamarranii gama ispoortiitiin maatii isaanii irraa argatan maal fakkaata?
 A) Baay'ee olaanaa B) Olaanaa C) Giddu-galeessa Olaanaa D) Gad-aanaa
 E) Baay'ee gad-aanaa
- 14) Hammi barattootni shamarranii sodaa tokko malee fuldura barattootaatti shaakala ispoortii agarsiisan maal fakkaata?
 A) Baay'ee olaanaa B) Olaanaa C) Giddu-galeessa Olaanaa D) Gad-aanaa
 E) Baay'ee gad-aanaa
- 15) Hammi barattootni shamarranii yeroo shaakala ispoortiitti miidhamni irra gahu maal fakkaata?
 A) Baay'ee olaanaa B) Olaanaa C) Giddu-galeessa Olaanaa D) Gad-aanaa
 E) Baay'ee gad-aanaa
- 16) Sadarkaan barattoota shamarranii shaakala ispoortii irratti hirmaatan maal fakkaata?
 A) Baay'ee olaanaa B) Olaanaa C) Giddu-galeessa Olaanaa D) Gad-aanaa
 E) Baay'ee gad-aanaa
- 17) Hammi barattootni shamarranii qaana'uu fi sodaachuu irraa yeroo ispoortiitti bilisa ta'an maal fakkaata?
 A) Baay'ee olaanaa B) Olaanaa C) Giddu-galeessa Olaanaa D) Gad-aanaa
 E) Baay'ee gad-aanaa
- 18) Barattootni shamarranii shaakala ispoortii irratti hirmaachuudhaaf kaka'umsa guutuu ni qabuu?
 B) Eeyyee B) Lakki
- 19) Bulchhinsi mana barumsaa ispoortiidhaaf xiyyeeffannoo olaanaa kenneera.
 A) Ciminaan waliigala B) Waliigala C) Waliif hin galu
- 20) Amantiin ati hordoftu huccuu ispoortii qixa barbaadamuun uffachuu ni dhorka jettee yaaddaa?
 A) Eeyyee B) Lakki
- 21) Dirree shaakala ispoortii irratti barattoota dhiiraa caalaa qabxii olaanaa akka hin galmeessineef wantootni gufuu sitti ta'an maali?
 A) Rakkoo barattoota shamarranii addatti mudatu
 B) Hanqina dandeettii shamarran qaban

- C) Ilaalchiifi miirri barattoota shamarranii gadaanaa ta'uu
- D) Hanqina yeroo barattoota shamarranii mudatu
- E) Yaadni dabalataan yoo jiraate; _____
- 22) Yeroo shaakala dirree ispoortii irratti wantootni gufuu sitti ta'u maal jettee yaadda?
- A) Walitti dhufeenyi barsiisaa waliin qabdu gaarii ta'uu dhabuu
- B) Gosa barnootichaa irratti fedhii dhabuu
- C) Shaakala ispoortii taasisuuf gahumsa dhabuufi nuffuu
- D) Bakka itti huccuu jijjiiratan/bakka dhiqannaa fi kkf dhabamuu
- E) Kanneen biroo _____
- 23) Ka'umsi rakkoolee hirmaannaa shamarranii shaakala ispoortii irratti akka gad bu'u kan taasisse maali?
- A) Maatiin eeyyamamaa ta'uu dhabuu
- B) Hanqina yeroo
- C) Hanqina meeshaalee ispoortii
- D) Rakkoon diinagdee jiraachuu
- E) Yaada biro; _____
- 24) Rakkoon guddaan barattootni shamarranii shaakala ispoortii irratti akk hin hirmaanne kanneen taasisan mali?
- A) Dhiibbaa maatii
- B) Dhiibbaa hawaasaa
- C) Dhiibbaa amantaa
- D) Dhiibbaa aadaa
- E) Yaada biro _____
- 25) Maddi ka'umsa dhiibbaan aadaa ispoortii irratti qabu maali?
- A) Huccuu gabaabaa uffachuu fudhata akka hin qabneefi safuu akka ta'ett ilaaluu
- B) Barattootni dhiiraa shamarran irratti dhiibbaa geessisuu
- C) Xiyyeefannoo barsiisotni barattoota shamarraniif qaban gad bu'aa ta'uu
- D) Yaada biro; _____
- 26) Hirmaannaa barattoota dhiiraa fi shamarranii ispoortii keessatti wal-qixa taasisuuf wantootni godhamuu qaban maali?
- A) Barattoota shamarranii waa'ee walqixxummaa koorniyaa sirriitti barsiisuu

- B) Ilaalcha hawaasni barattoota shamarraniif qaban akka sirratu taasisuu
 - C) Barbaachisummaa barattootni shamarranii ispoortii keessatti qaban maatii barattootaa fi hawaasa mara barsiisuu.
 - D) Yaadni biroon yoo jiraate haa ibsamu;
-

27) Sadarkaa biyyaattii fi Idil-addunyaatti barattootni shamarranii mana barumsaa kanaa ispoortiidhaan kan milkaa'an ni jiruu? A) Eeyyee B) lakki deebiin kee 'lakki' yoo ta'e sababni isaa maali?

- A) Ga'umsaafi fedhii gadaanaa qabaachuu
- B) Akkaataa qabannaa shamarranii maatii fi barsiisotni qabatan rakkoo qabaachuu
- C) Meeshaalee barnoota ispoortii gahaan M/B keessa jiraachuu dhabuu
- D) Ilaalchii fi xiyyeeffannoon hooggansi mana barumsaa barnoota guddinaaf jabeenya qaamaaf (GJQ)f qaban gadaanaa ta'uu
- E) Yaadni biroon yoo jiraate; _____

28) Barattoota shamarranii ispoortiidhaan gahoomsuuf wantootni maatiin gochuu qabu maali jettee yaadda?

- A) Meeshaa barnootaa fi ispoortii guutuu.
 - B) Deeggarsa xiinsammuu taasisuu fi haamlee isaanii dabalaafii deemuu
 - C) Yeroo shaakala ispoortii kennuu fi kunuunsa gahaa gochuu
 - D) Akkaataa milkaa'ina ispoortiidhaaf hubannaa kennuu fi barsiisuu.
 - E) Yaadni biroon yoo jiraate haa ibsamu;
-

29) Gara hojii ispoortiitti seenuudhaaf haaldureewwan barbaachisoon maali jettee yaadda?

- A) Ispoortiidhaaf qophii xiinsammuu qabaachuu
- B) Diinagdeetiin of-danda'oo ta'uu
- C) Fedhii qabaachuu fi dhimmammuu
- D) Meeshaalee ispoortii gahaa qabaachuu naannoo mijataa qabaachuu
- E) Yaadni biroon yoo jiraate;

30) Barattoota shamarranii gahoomsuu keessatti gaheen barsiisotni bahachuu qaban maali?

- A) Gumiilee ispoortii dhaabuun sirriitti irratti hojjechuu

- B) Xiyyeeffannaa addaa shamarraniif kennuu
 - C) Meeshaaleen ispoortii mana barumsaaf akka guutamu taasisuu
 - D) Barattoota shamarranii barsiisuu fi deeggaruu irratti xiyyeeffannaa kennuu
 - E) Yaadni biroon yoo jiraate haa ibsamu;
-

APPENDIX B: AN INTERVIEW GUIDELINES PREPARED FOR CHERCHER SECONDARY SCHOOL DIRECTORS,

Researcher; I am glad to meet you.

Principals; _____

Researcher; today I am pleased to undertake interviews with you about factors affecting female students' participation in practical class; the case of Chercher secondary school.

Principals_____

Researcher; Is there a place for female students where they can change their cloths, where they can wash their body, toilets and other necessary materials in your schools to make them learning in physical education activities?

Principals _____

Researcher; What is the effort and motivation of female students make to win in sport competitions in your school or out of the school?

Principals; _____

Researcher; Please indicate the reasons that you think which hinder the participation of female students in physical education practices and suggest some appropriate solutions.

Principals; _____

Researcher; Do you think and believe that the presence of females' physical education teachers increases the participation of female students in your school?

Principals; _____

Researcher; what the roles of the society, , school administration workers, teachers, principals and male students to motivate the participation of female students in physical education in schools and other sport activities?

Principals; _____

Researcher; What do you think was the role of non-governmental organizations, parents and the society in designing physical education curriculum?

Principals; _____

Researcher; Is there any problem that the teaching materials and other sources of the aids affect female learners in the teaching and learning process?

Principals; _____

Researcher; thanks for your information

Principals; _____

APPENDIX C: INTERVIEWS WITH PHYSICAL EDUCATION TEACHERS

Researcher: Good afternoon

Teachers: _____

Researcher: nice to meet you

Teachers: _____

Researcher: I would like to thank you to be interested for these interviews

Teachers: _____

Researcher: would you tell me about the participation of female students in practical class of physical education?

Teachers: _____

Researcher: what are factors to be low participation?

Teachers: _____

Researcher: thank you for wasting your time with me

Teachers: _____

Researcher: goodbye

Teachers: _____

APPENDIX D: Field Observation Checklist

Date: _____ Time: _____, Place: _____

Observed by: _____ Name of the school; _____

Region; _____ Zone; _____

City/town; _____ Subject; _____

Grade _____ No. of class observed; _____

The following table indicates observation checklists to evaluate teachers' teaching style and sport environments

Teachers' teaching methodology

In the following table, fill '4' for **Excellent**, '3' for **Very good**, '2' for **good** and '1' for **poor** abilities to attract students and demonstrate the activities properly.

Num ber	Activities	Day one				Day two				Day three				General Remark
		4	3	2	1	4	3	2	1	4	3	2	1	
1)	Clarity of objectives of the lesson in practical class													
2)	using instructional materials for teaching													
3)	methods of preparation to teach the lesson and skills of participation													
4)	Ability to explain issues which are not clear													
5)	Skill of asking questions with simple language													
6)	Methods of teaching that the teacher used to make the lesson attractive and participative. i.e. field practice exercise, discussion, debate													
7)	Encouraging students to relate theory with practice and skill of participation (learning in practical activities													
8)	Students are working all of the activities which is given by their teachers													
9)	Teachers are helping female students in special ways													

A) Sport equipment

Write '1' for availability and '2' for absence of the sport equipment.

Number	Equipment, sport fields and other important/necessary things.	Day one		Day two		General comments
1	Sport equipment and its field					
1.1	Valley ball					
1.2	basket ball					
1.3	Handy ball					
1.4	Foot ball					
1.5	Tennis					
1.6	Table tennis					
1.7	Discus					
1.8	Gymnasiums for gymnastic					
1.9	Swimming pool					
1.10	Javelin					
1.11	Shot put					
1.12	Pull-up					
1.13	Baton for relay running					
1.14	Jumping rope					
1.15	High jump					
1.16	Horizontal jump					
2	Other necessary things					
2.1	Bathroom for females					
2.2	Toilet for females					
2.3	Clothing room for females					
2.4	Water					
2.5	Malian					
2.6	Shoes					
2.7	Whistle					
2.8	Cameras					
2.9	Meeting ballroom for sport					
2.10	Weight dump and Mat					