

**The Status of Physical Education Practical Class and Female
Students' Participation:-The Case of Wereda Tanqua-
Abergele High Schools**

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This is to certify that the thesis prepared by Tedros Zewdie Gebregergs, entitled: “**The Status of Physical Education Practical Class and Female Students’ Participation:-The Case of Wereda Tanqua-Abergele High Schools**” and submitted in partial fulfillment of the requirements for the degree of Master of Education in Teaching Physical Education complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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BIBLOGRAPHY

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The Status of Physical Education Practical Class and Female Students' Participation:- The Case of Wereda Tanqua-Abergele High Schools

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Abstract

The study aimed at identifying the status of Physical education practical class and female students' participation in government secondary schools of wereda Tanqua Abergele. Three basic questions were raised to achieve the objective of the study. To answer those basic questions, descriptive survey research design was employed. The total population of the study was 150 high school female students. The participants of the study were selected by systematic simple random sampling techniques. Percentage and frequency counts were employed as statistical tools to analyze the data. Based on the analysis, it was found out that, the status of PE practical class and female students participation in secondary schools of Tanqua Abergele Administration was not satisfied; positive impacts were not recorded properly, and giving or taking experience and best practices to/from other schools were also problematic. Additionally, attitude of the society towards female students in Physical Education Practical Class(PEPC), lack of information about the important of PEPC, lack of appropriate facilities and equipment, lack of motivation from their teachers and family, etc. were found as the highest problems that impacts negatively. Accordingly, it is concluded in this study that the status of PE practical class in secondary schools under consideration was less than the expectation and problematic. Finally, the study recommended that making school renewal project; work with NGOs, working cooperatively with having good and continuous communication.

Keywords: *physical education, status, participation, practical class, female student, high school.*

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LIST OF ABBREVIATIONS AND ACCRONYMS

AHSFS	Agbe High school female students
AHS	Agbe High School
FAWE	Forum for African Women Educationalists
FS	Female Student
ICDR	Institute of Curriculum Development and Research
JHSFS	Jijike High school female students
JHS	Jijike High School
MoE	Ministry of Education
PE	Physical Education
PET	Physical Education Teacher
PEPC	Physical Education Practical Class
PA	Physical Activity
SS	Secondary School
TA	Tanqua Abergele
UNICEF	United Nation International Children's Educational Fund
US	United States
WTA	Wereda Tanqua Abergele
WTAEB	Wereda Tanqua Abergele Education Bureau
WHO	World Health Organization
YHSFS	Yechila High School female students
YHS	Yechila Secondary School

CHAPTER ONE

INTRODUCTION

This chapter presents the back ground of the study, statement of the problem, objectives of the study (general and specific objectives), basic research questions, significant of the study, limitation and delimitation of the study, organization of the study, and definition of important terms.

1.1 BACK GROUND OF THE STUDY

Education plays a paramount role for the development of a country. No countries have achieved their development stage without education. Education is one of the main instruments of development for any country. It is an interpersonal transaction that takes place among human being in exchange of knowledge, skill, and attitude. Educational experiences are accumulated and transmitted from generation to generation as well as among country. The importance of education has been exhibited in improving the quality of human lives through various scientific and technological developments in the world. Education is the harmonious development of the physical, mental, moral (spiritual), and social faculties of individuals, for a life of dedicated service (Eshetu, 2002). It is a tool that enables citizens to make all rounded participation in the development process. The participation of females in socio-economic development programs also depends on their educational backgrounds. Educating girls and women is critical not merely to achieve personal benefits but also for the improvement in the areas of human resource development of the society (Egenti and Omoruyi, 2011). Because of this fact education is included in the documentation of human right that entitles everyone to the right to basic education. But it is challenging to provide education for all citizens.

Similarly, physical education plays an important role in the physical growth and development of students. Through physical education, students acquire the knowledge, right attitude and values towards the pursuit of a lifelong physically active and healthy life style. It also provides an avenue for students to express themselves through movement and physical activity. Physical education empowers students to develop positive attitudes towards physical and lifelong habits of participation. It engages them in

the ongoing development of the knowledge, understanding, skills and values to participate in healthy physical activity. In addition, physical education provides a natural platform and valuable opportunities to develop self-management skills, social and co-operative skills, and build character. It serves to complement other educational areas in promoting the desired outcomes of education. In particular, physical education helps to cultivate healthy, habits, team work, resilience and resolve.

According to Calfas and Taylor (1994) physical education is well placed to facilitate the development of a foundation of movement skills and positive attitudes towards recreational physical activities (Brady, 1998), which are likely to positively contribute to health. Similarly, Physical education plays a critical role in educating the whole student. Research supports the importance of movement in educating both mind and body. Physical education contributes directly to development of physical competence and fitness. It also helps students to make informed choices and understand the value of leading a physically active lifestyle. The benefits of physical education can affect both academic learning and physical activity patterns of students. The healthy, physically active student is more likely to be academically motivated, alert, and successful. In the preschool and primary years, active play may be positively related to motor abilities and cognitive development. As children grow older and enter adolescence, physical activity may enhance the development of a positive self-concept as well as the ability to pursue intellectual, social and emotional challenges. Throughout the school years, quality physical education can promote social, cooperative and problem solving competencies. Quality physical education programs in our nation's schools are essential in developing motor skills, physical fitness and understanding of concepts that foster lifelong healthy lifestyles.

Moreover, physical education program in schools should be enjoyable and provide opportunities for students to develop a positive association with physical activity. Through physical education students are given the opportunity to participate in a variety of physical activities such as sports and games and acquire the concepts of and skills that will enable them to participate in these sports and games both for leisure and competition. Physical education, physical activity and sport have been shown to impact positively on the extent to which young people feel connected to their school; the aspirations of young

people; the extent to which positive social behaviors exist within school; and the development of leadership and citizenship skills (Stead & Neville 2010). Well-controlled longitudinal studies suggest that academic achievement is maintained or enhanced by increased physical education, physical activity or sport (Stead & Neville, 2010). If moderate to vigorous activity does influence academic attainment, this has implications for public health and education policy (Booth, 2013). PE, PA and Sport impact positively on aspirations, social behaviors and development of leadership and citizenship skills (Stead & Neville 2010). Physical activity can help youth improve their concentration, memory and classroom behavior (Strong et al. 2005). Youth who spend more time in physical education class do not have lower test scores than youth who spend less time in physical education class (Sallis et al. 1999). Elementary school girls who participated in more physical education had better maths and reading tests scores than girls who had less time in physical education (Carlison et al. 2008).

Physical activity contributes to quality of life, psychological health, and the ability to meet physical work demands. Physical education can serve as a vehicle for helping students to develop the knowledge, attitudes, motor skills, behavioral skills, and confidence needed to adopt and maintain physically active lifestyles. The outcomes of a quality physical education program include the development of students' physical competence, health-related fitness, self-esteem, and overall enjoyment of physical activity. These outcomes enable students to make informed decisions and choices about leading a physically active lifestyle. In early years children derive pleasure from movement sensations and experience challenge and joy as they sense a growing competence in their movement ability. Evidence suggests that the level of participation, the degree of skill, and the number of activities mastered as a child directly influences the extent to which children will continue to participate in physical activity as an adult. In early adolescence participation in physical activity provides important opportunities for challenge, social interaction, group membership, as well as opportunities for continued personal growth in physical skill. Participation for high school students continues to provide enjoyment and challenge as young people express preferences for activities that meet their specific interests. A comprehensive, well-implemented physical education program is an essential component to the total education of students. Physical education

prepares students to maintain healthy, active lifestyles and engage in enjoyable, meaningful leisure-time pursuits.

Numerous publications and policy documents provide lists of positive aspects of physical education and sports participation processes. For example, Talbot (2001) claims that physical education: helps children to develop respect for the body their own and others; contributes towards the integrated development of mind and body; develops an understanding of the role of aerobic and anaerobic physical activity in health; positively enhances self-confidence and self-esteem; and enhances social and cognitive development and academic achievement. Likewise, a Council of Europe report (Svoboda, 1994) suggests that sport provides opportunities to meet and communicate with other people; to take different social roles; to learn particular social skills (such as tolerance and respect for others); to adjust to team/collective objectives (such as cooperation and cohesion); and that it provides experience of emotions that are not available in the rest of life. This report goes on to stress the important contribution of sport to processes of personality development and psycho-logical well-being, stating that there is, 'strong evidence...on the positive effects of physical activities on self-concept, self-esteem, anxiety, depression, tension and stress, self-confidence, energy, mood, efficiency and well-being' (Svoboda, 1994, p. 15).

Today, many research reports verify the necessity for implementing regular physical fitness activities in schools, colleges, universities etc. persuading (convincing) boys and girls to participate in these life enhancing activities. Of course, in learning education students are required to master all classes of educational objectives (cognitive, affective and psychomotor domains) but there proportion depends up on the nature of the subject to be taught, therefore, physical education more aim at developing psychomotor aspects of the domains but it doesn't mean neglecting the others.

Many scholars have pointed out the status of both physical education practical and theoretical class especially; they focused on the practical aspects of physical education class regarding to its physical activity involvement benefits in different study areas. Now a day's physical education become a respected profession, many schools, colleges and universities are built to produce subject matter specialist among which Addis Ababa University is one of the higher institutions which is built for the same purpose.

Therefore, based on the above mentioned background the main concern of this study is to investigate the status of physical education practical class and female students' participation in selected high schools of Wereda Tanqua Abergele.

1.2 STATEMENT OF THE PROBLEM

High school female students are experiencing a phase in their development in which they are attempting to make sense out of who they are and how they will live their lives as adults. Physical education can play an important role in that transition and also it is one of the main areas that needs due attention to provide active participation of Physical Education Practical Class (PEPC) for both male and female students. However, the participation of PEPC and female students participation particularly, in Wereda Tanqua Abergele(WTA) High Schools faced different problems.

Some of the problems are: lack of motivation from their teachers and family, lack of interest to participate in PEPC due to shortage of appropriate facilities and equipments, lack of awareness on the contribution of PEPC to realization of the objective of physical education program, the physical environment of the school itself does not seem to be attractive enough to facilitate the instructional process, the administration of the school does not give attention for physical education particularly for the practical class, and also there is lack of research in Central Tigray Zone particularly in wereda Tanqua Abergele regarding physical education practical class as important subject in public schools for female students is another underlying cause for the existence of the problem. The above problems initiate the researcher to conduct a research on the study area. The study tried to examine the status of high school PE and female students' participation with a particular focus on the practical class.

The practical class is preferred because it's the center of PE. Moreover, it is not studied separately until now. This made the magnitude of the problem high. To this effect, the experience of WTA may have a strategic advantage to spread throughout the country. Additionally, government high schools may be able to show the experiences and problems relatively. Therefore, high schools of WTA were the study area.

1.3 OBJECTIVES OF THE STUDY

1.3.1 General objective of the study

The general objective of the study was to investigate the status of physical education practical class and female students' participation in Wereda Tanqua Abergele High Schools.

1.3.2 Specific objectives of the study

To achieve the general objectives some specific objectives were formulated as follows:

- ❖ To determine the benefits of physical education practical class on female students participation of Wereda Tanqua Abergele.
- ❖ To investigate the status of physical education practical class and female students participation in high schools of Wereda Tanqua Abergele.
- ❖ To identify the main factors that affect female students' participation on physical education practical class.

1.4 BASIC RESEARCH QUESTION

In order to achieve the above stated objectives the researcher raised the following basic research questions:-

1. What benefits do female students gain from participation in physical education practical class?
2. What are the outcomes of physical education practical class on female students' participation?
3. What are the main factors that affect female students' participation on physical education practical class?

1.5 SIGNIFICANCE OF THE STUDY

Assessing the status of physical education practical class and female students' participation was having an important contribution of the process of promoting positive impact. With regard to this, the result of this study was expected in helping for the promotion of active participation of female students in physical education practical class. Specifically, the findings of the study may help in the following ways;

1. It help to motivate and aware female students to engage actively in physical education practical class;
2. It helps the school to support physical education practical class and female students participation;
3. It helps to provide information and suggest possible solutions for the factors that affect physical education practical class and female students participation; and
4. It also initiates other interested researchers to carry out more extensive studies in the area.

1.6 LIMITATION OF THE STUDY

It is clear that the results of the study would have been more valid, reliable and could be generalized for the whole zone/country if the data had been obtained from a wider population of schools. However, since this study was limited only to 3(three) government high schools of wereda Tanqua Abergele because of financial, time, and other resource constraints, the findings of the study may not be generalized to the whole zone/country.

The other problems were the unwillingness of some respondents to respond honestly. The respondents were not interested to sit and discuss with the researcher for long time. The researcher overcome such problem by adjusting, searching and contacting the participants of the study

1.7 DELIMITATION OF THE STUDY

Physical education is an education mainly through physical activity in its nature. Hence, the study was delimited on “*The status of physical education practical class and female students’ participation*”.

Accordingly, the study was aimed at assessing the status of physical education practical class and female students’ participation. In addition, to make the study manageable, it was also delimited only to three high schools with 150 sample population of wereda Tanqua Abergele. The researcher selected three High Schools of wereda Tanqua Abergele as a study area for two main reasons. First, there is no research conducted on the problem in wereda Tanqua Abergele High Schools. And, the second one was that the researcher’s previous experiences to the existing problems of the programs to some

extent in that area and to approve with a research and to recommend possible solutions for the current problems of the subject matter.

1.8 ORGANIZATION OF THE STUDY

This study is organized into five chapters. The first chapter included an introduction, which contains back ground of the study, statement of the problem, general and specific objectives of the study, significance of the study, limitation, delimitation of the study, research questions of the study, organization of the study and definition of important terms. The second chapter focused on the review of related literature, which included history of physical education, objectives of physical education, physical education as an academic discipline, physical education: an integral part of general education, teaching and learning process, female and education, females in sport activities, gender differences, and the factors that affect female student's participation. The third chapter included research design, source of data, sampling technique and sampling population, dependent and independent variables of the study, instrument of data collection, procedures for data collection, validity and reliability of the study and method of data analyses. The forth chapter focused on data analysis and interpretation of the study. Finally, the fifth chapter was focused on summary, conclusions and recommendations of the study.

1.9 DEFINITION OF IMPORTANT TERMS

Participation:-is the process during which individuals, groups and organizations are consulted about or have the opportunity to become actively involved in project or program of activity. (Oxford dictionary on line)

Physical education:-is an education which is given mainly through physical activities to develop and maintain all aspects of personality as physical, mental and social wellbeing. (Physical education, grade 9th Student text book)

Physical activity -refers to any bodily movement produced by skeletal muscles that require energy expenditure (Department of Health PA, Health Improvement and Protection, (2011).

Status: - a person's condition, position or standing relative to that of others. (Oxford dictionary on line)

CHAPTER TWO

LITRATURE REVIWE

The chapter reviews some literary works of scholars on the status of physical education practical class and female students' participation. The relevant research and literatures included the history of physical education, objectives of physical education, physical education as an academic discipline, physical education: an integral part of general, teaching and learning process, female and education, females in sport activities, gender differences, and the factors that affect female student's participation.

2.1 HISTORY OF PHYSICAL EDUCATION

Physical education started in the ancient Greece for survival. Primitive society did not think of physical education as people do today. There was no organized PE program in primitive society or in the cultures of any of the ancient oriental nations. From the physical point of view, primitive people did not need to set aside a period during the day they could participate in various forms of activity-activity was a part of their daily regime. Well developed bodies and sound organic system were common place among primitive people. Their physical activity was obtained in the search for food, in erecting shelters, and in protecting themselves from a hostile environment.

Now a day's Physical education is by which changes in the individual are bought about through movements, experience, and physical education aims not only physical development but also with education of the whole person through physical activities. Physical education is a profession which focuses on human movement. It describes, analyzing, facilitating and examines the effect of movement and attends to both mind and body. Physical education finds its ultimate value in eliciting positive state of physical and mental being to gather. Physical education is the systematic to develop man physically, emotionally and socially through the medium of physical activity. Physical education is a learning process designed to foster development of motor skill, health related fitness and attitude. Physical education involves physical and mental well being.

As Bucher (1975) stated it that physical education is an integral part of the total education process and has its aim, to develop physically, mentally, emotionally and socially fit citizens through the medium of physical activities which have been selected

with a view to realize their outcomes. Physical education is a profession, which focuses on the human movement. It describes, analyzes, facilitates and examines the effect of movement. Central to the profession is an attention to motor skills; a motor objective provides people with increasing control of their own motor performance capabilities. The program of Physical education focused on the teaching children and youth in the school. The basic concept of physical education should reflect the objective clearly to transfer thought.

Education is the purpose full process for effectively on all sided interests of man or human being/ society. The aim of a given education is important of physical capacity of man and critical for such improvement as the health condition working capacity and creative longer life of the people. The position concept of physical education is the explanation of facts and phenomena in the respective share of scientific knowledge. Therefore the scientific concepts of can be formulated only after rounded and deep studying and analyzing the objects of studying, subject and content of the scientific discipline.

The concept of physical education formulated simultaneously with the appearance of science of physical education. According to Bucher the natural movements of primitive man can be accepted as the first and initial concepts in physical education. Therefore the scientific concepts can be formulated the change of knowledge, attitudes and habits of primitive man in to modern society (Bucher, 1975).

2.2 OBJECTIVES OF PHYSICAL EDUCATION

The school's PE program should seek to develop in each student the ability to:

1. Perform and enjoy a variety of physical activities with understanding

A balanced PE program comprising concepts and skills development are necessary to lay a strong foundation for participation in daily activities, intra-mural games and recreational pursuits. Developing proficiency in physical activities helps students to channel their desire for play into constructive outcomes. Their interests will be extended as they attain a broader range of movement skills and concepts from which they can derive greater satisfaction.

2. Develop and maintain physical health and fitness through regular participation in physical activities

Physical health and fitness enable students to carry out their daily tasks with vigor, and still leave them with sufficient energy to pursue and enjoy leisure activities. A high level of physical health and fitness usually indicates optimum physical and mental well-being. Students with abundant vitality are often physically and mentally alert, and socially well-adjusted. Hence physical well-being helps to promote the academic attainment of students. A long-term objective of the PE program is to enable students to maintain a good level of fitness throughout their lives.

3. Demonstrate positive self- esteem through body awareness and control

Body awareness and control are developed through movement activities where students use their bodies to express their ideas, attitudes and emotions. Through these movement experiences, they learn about their abilities and limitations. This knowledge is vital in the motor skill acquisition and the development of positive self-esteem.

4. Understand and apply thinking skills to PE

The PE program provides students with opportunities to engage in decision-making and problem-solving situations. Such opportunities help students to develop thinking skills such as organizing and evaluating; focusing and remembering; generating and integrating; inferring and analyzing; decision-making; and creative problem solving.

5. Demonstrate the spirit of fair play, teamwork and sportsmanship

Opportunities for interaction during PE lessons serve to develop in students' social qualities such as courtesy, sportsmanship, co-operation, teamwork, loyalty and consideration for others. Some competitive sports and games may create emotionally charged situations. Under such circumstances, students should be taught to manage their emotions and express themselves in socially acceptable ways. Teachers are in an excellent position to help students discover the difference between acceptable and unacceptable sports behaviors.

6. Acquire safe practices during physical activities

Safe practices are fundamental to the participation and enjoyment of physical activity. Students should also be made aware of the common sense safety rules and considerations

to reduce potentially dangerous or threatening situations. This will enable students to play safely and acquire an awareness of safety with respect to themselves and others.

MoE (2006) Curriculum Planning & Development.

2.3 PHYSICAL EDUCATION AS AN ACADEMIC DISCIPLINE

Academic discipline is an organized body of knowledge collectively embraced in a formal course of learning. Life itself is “physical education”, presently it is in the process of transformation to bring physical education in to the mainstream of education. The current mood of the physical education to contribute their resource to the maximum in helping the individual to achieve a fuller growth (Ram et.al 1992:1). These authors further speculated on the possible inter-relationships between physical activity and other domains to knowledge.

Besides it has been though necessary to enhance the scope, status and make it more broad 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, self-estimation, did not find their due place in the physical activities and programs and even in the modifying effects of factors like group-interaction, competition and cooperation. To these authors they have been considered in a routine, mechanical and in an unscientific manner.

2.3.1 Making Physical Education and Academic Discipline

Educating in the field like, Bucher (1972:212) argues that education and physical education are passing through a period of change and transformation from traditional role to modern, purposive role in accordance with the increased productivity of today’s world through competition and production. Besides, isolation and segregation of physical activities has had many unhealthy setbacks like developing an inferiority complex in the physical educators with members from other teaching faculties usually referring to them as non-teaching staff. It is suggested that any organization of physical education should start with developing a positive attitude and self-confidence among physical educators

that physical education should extend itself to the class room and become the focus or centered point of the educational system. Another scholar, Sieden top (1998:225) discusses that physical education is a field of action, rules and of persons. The significance of self involving physical participation and movement is really a planned exercise in growth and awareness not possible in other areas of learning. These facts are theoretically known to many people but are not explicitly expressed them or teach them to others. In other words physical activities needs a theoretical framework where ideas can be collected, judge and then formulated into laws; hence we need a strong theoretical orientation for physical education so that the accumulated information can be consolidated and stabilized. In our interest of helping the students to the maximum, improving our own image, and cutting down the routine and traditional curriculum at the school. The amount of knowledge is not the criterion of successful life but the way in which an individual faces the physical realities of the world and problem of life. There is no doubt that physical education helps the students to interpret and manipulate the external world, offers an educational dimension to the activity and tries to bridge the gap between school and the physical world (Ram et.al, 1996; 13-14).

2.4 PHYSICAL EDUCATION: AN INTEGRAL PART OF GENERAL EDUCATION

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 (Arnold, 1976:69). Very often the natural relationship between genral education and physical education is forgotten, with the result that the two exist physically together but functionally a part. 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 (Festle, 1996; 269).

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

are conducive to healthy living, social development and a sense of civic responsibility. Bucher (1972:45) cited in Ram and et.al (1996:45) defines physical education as: An integral part of the total education process a field of endeavor that has as its aim the development of physically, mentally emotionally, and socially, fit citizens through the medium of physical activities that have been selected with a view to realize these outcomes. The above definition depicts that physical education is a process which utilizes activity that are inherent in each individual to muscularly, intellectually and emotionally. These outcomes are realized whenever physical education activities are conducted in such places as the play ground, gymnasium and swimming pool.

2.4.1 Relationship with Education

Kamlesh and Sangral (1997;11) states that the relationship between physical education and general education provides opportunities for exchange of views between the physical education teacher and the subject of teacher about the abilities, interest, limitation and scope of each individual students and his/her participation in the school program. In this way, good physical education teacher ascertains how well participation performs the necessary motor skill before permitting him/her to take part in physical activities.

The same authors explicitly elaborated that physical education has been accepted as an essential part of general education and no education authority, state or organization or need for it. But still there is a considerable confusion in interpreting the scope and the nature of a physical education program and its academic relationship with general education or the contributions of general education to physical education. The physical education teacher is a model to the students because of his/her concerns with his/her pupils' physical health as well as their intellect and emotions. The development of cognitive and recreational abilities can thus, become the guiding force and the outcomes. This widens the education scope of physical activity and helps to give a global definition to education and an educational orientation to physical education (Ibid) Kamlesh and Sangral (1997:13) states that physical education program is nothing but an application of sound philosophical, educational, psychological, physiological, anatomical and biological principles. The physical educator should consider psycho physical needs and problems of boys and girls and fit the program to suit the children instead of trying to adopt every boy

and girl to the program. Rigid syllabus has no place in physical education except as guidance or outlines which can be altered or even completely dropped according to various factors like climate, time, environment, type of groups, purpose of activity and so on. Therefore, the relationship between physical education and education is natural. It is a fact that we cannot conceive of physical education without educational value as it cannot exist in an educational vacuum.

2.4.2 Physical Education and the Need of the Society

According to Arnold (1976: 35), 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, young people are exposed to a certain type of sport environment only because society has accepted it rather than because of its real contribution to their individual growth (Leonardo II and Marcellus, 1984:14). 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 et al (1996: 126) also states, that physical education plays an important role in the students development of the individual as easeful 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.

2.4.3 Educational Value of Co-Curriculum Physical Activities

Ram et al (1996: 133) elaborates in terms of pupil interest, those co-curricular physical activities. Ram et al (1996: 133) elaborates in terms of pupil interest, those co-curriculum activities should be encouraged with will give the participants an opportunity to develop habits of cooperation fair play and good citizenship. They provided opportunities for training in leadership and the wise use of leisure time. They further discussed the important thing that such co-curricular activities should be interrelated and integrated with regular academic activities, so that constructive attitudes of responsibility initiative and pride in accomplishment carry over from one activity to the other.

Moreover, one more contribution of co-curricular activities is that it becomes the basis of occupational interest and occupational selection. There are many examples of students that wish below average academic achievement but who successfully participate in sports activities and develop interest in health education as their occupation. Thus, interest and encouragement developed through co-curriculum activities influences the life patterns of the students. Like Siedentop (1998: 62) and other experts in the field of education and physical education have to a common agreement that physical education has to achieve the status of academic discipline since it is an integral part of the total education process. Based on the above concept, one can remark that the educative value of any co-curricular activity depends on the type of activity itself, abilities and limitations of participants, nature of the physical education teachers who is in charge of the physical education program, the large society in which the institute is located and the objectives of the institute.

2.4.4 The Importance of Physical Education and Sport Activities

A. Biological Significance

Various biologists emphasized that there a difference in biological constitutions between male and female. For instance, on the average, boys are stronger than girls. This

difference is highly judged by the norms and culture of the community (Roy, 1983; 412). Roy (1983:462) also explains the close relationship of culture and biology as “human biology requires human culture.” However, the existence of biological differences between sexes does not necessarily mean women are socially and behaviorally weak.

B. Gender Issues

Creedon (1994:32) describes gender in terms of biological, social and cultural perspective. According to Creedon (1994) in the last century the biological differences between men and women were considered all important, and the curriculum was designed to give the individual a particular place in the social hierarchy. Hence the curriculum was affected by class as well as gender but women were seen as intellectually inferior and incapable of sustained study. This view is really expressed so openly today, although dated biological and psychological evidence is occasionally quoted as an explanation for individual differences. The nature/nurture debate has found discussion on educational quality whatever it relates to race, gender or class difference. This is essentially an argument about whether it is out biology or the environment within which are grow up that has more important implications for our eventual fate (Creedon, 1994: 320). Biological determinism has been a power full way of explaining the observed inequalities of status, wealth and power in society. It also provides a means of defining human; universals’ of behavior as natural characteristic. When biological determinism is related directly to support racial difference its absurdity is particularly sticking (Ibid).

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

C. Biological Social and Cultural Perspectives

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

Widening experiences

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

Extending opportunities

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

Multicultural sports

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

Team game

Creedon (1994: 37) stated that, well-run team sports are enjoyable for the cooperation and team spirit they base difference in strength, endurance and susceptibility to injury. They produced considerable evidence to show that women can participate in strenuous activity under all the conditions in which men participate they also conclude that women were not in any way fulfilling their potential for sports. They pointed out he obstetrical and gynecological data recited the idea that heavy exercise was the cause of undesirable effects. The study group concluded that physical endurance is no more damaging or overtaxing for women than it is for men.

D. Physical and Physiological significance

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

particularly after puberty. By improving her strength the female athlete will improve her potential in which she is engaged (Butcher, 1972: 322). According to Edward and Mathews (1981:348), it must be remembered that the cellular mechanism controlling most physiological and biochemical responses to exercise are the same for both sexes. However, there are some differences but they should be recognized mainly as differences in magnitude rather than as mechanism. On the other description, boys and girls achieve almost equivalent in the elementary level, however, when they are transferred to the junior, secondary, and tertiary levels performance variations between girls and boys come to light (Kelly, 1978 as cited in Ethiopian Journey of Education, 1997, vol. 1:30-31). To conclude the whole idea biological difference between the sexes may not have necessary social and behavioral implications to participate in physical education activities.

E. Psychological significance

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

According to Mangan (1973: 56), it is a well known fact that for anyone to perform any activity successfully first and for most, females must have a positive attitude towards the activity in a position to determine one's willingness to do any activity. Psychological factors such as lack of motivation, self awareness, self actualization, lack of confidence, fear of playing in front of large number of people, psychological disturbance of menstrual regularity and even fear of winning may prevent females to participate in different sport activities. Roy and Irvin, (1983; 462), concerning motivation of the two sexes suggested that 'students have shown that the male is encouraged to become independent while the female is encouraged to become dependent.' This can obviously hinder self confidence in the side of the female, and in general because of many psychological factors females are influenced not to participate in different sport activities but if motivated they will be successful. To sum up the view of the scholars in the field, it is virtual for physical

education teachers to understand and consider the psychological feelings of female students in physical education classes.

F. Social Significance

Physical education has undeniable effect to strengthen the social interaction to people in general and females in particular. Butchar (1972: 324) underlines that; physical education can have strong positive impact on social characters of female students such as traits of leadership and moral character. Fortunately according to Butchar (1972), female attendance in physical exercise contest is increasing to a considerable extent in some parts of the world. In general social significance of physical education could be summarized as “physical education is as much as social program as a biological one because, its outcomes are measurable in terms of group individual behaviors as well as no organic environment.”

2.5 TEACHING AND LEARNING PROCESS

Education as a human activity is largely base 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 place Aggarwal (1996:54-55) 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. Although what Aggrawal said is correct, it is not only the predetermined goals and objectives can be attained. It is also possible that the unplanned and unintended objective could be attained through the 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 include in 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 development of the process. The students who must have a need that exists within for learning and who need to be motivated, and the teaching learning methods. 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 the 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. That is 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 class room conditions, the instructional materials under utilization the interaction between the teacher and the learner, practical skills and others. Moreover, it becomes fruitful and permanents 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.

2.6 FEMALE AND EDUCATION

2.6.1 Female participation in education: a global trend

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

According to Kane (1995) cited in Lishan (2004:12) the ample evidence available suggests that educating women has a considerable social return. For instance there is a positive correlation between primary education, enrolment rate of girls and GNP per capital moreover, there is an overall impact of education on the economic well being of women their families and society. According to King and Hill (1993;22) the enrolment rate in all school levels has been rising in the developing countries for both sex, the enrollment rate of girls is much lower than boys with the widest gap exists in the poorest countries. Among the poor countries, both enrolment rate and gender disparities in enrolment differ regionally. Except for south Asia and sub-Sahara Africa all regions have achieved nearly universal primary education for boys. East Asia and Latin American,

however, have enrolment rate for girls, which is approaching similar level with that of boys on other region (Ibid). In conclusion, the above ideas show that female learning is the base of economic, social wellbeing as well as the overall impact of the society.

2.6.2 Female Education an African Trend

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 have been improvement in female access to education remains limited in several countries across the region. It is evident that, once enrolled, females are more likely to dropout than boys that their academic achievement is poorer than that of boys.

In recent years, African governments, non-governments, non-governmental organizations and donors have been working together to develop programs that address the problems of improving girls educational participation. A recent literature provides a summary of the state of knowledge of the factors constraints girls. Schooling in sub-Saharan Africa. It presents an outline of how this accumulated knowledge can be used in practical ways to facilitate the design of programs to accelerate female participation n education in the region (Odaga and Heneveld, 1995). In relation to this, World Bank (1988:1) depicts that one of the pressing educational concerns include poor student participation high dropout and repetition level. Low academic achievement and low teacher morale and attendance. Perhaps the most daunting challenge is that of promoting female education. This must be a central concern in efforts to improve learning achievement school effectiveness, teacher's motivation, education management and issues to resource mobilization and recollection of expenditure, such initiatives provide an important opportunity for creating an enabling environment where girls and other disadvantaged groups can participate fully. Wyalt et.al in World Bank (1988:2) states that the cross-cultural study of female educational out comes has increased tremendously since 1970s. Analysis has indicated particularly that there is a wide gender gap in enrollments in South African, the Middle East and North Africa, and sub-Saharan Africa. The same author discussed extensively has clearly identified the central problems of female education as access to school, attainment in years of schooling, academic

achievement and accomplishment after school. All these problems are interrelated and influenced by in and out of school factors increasing in enrollment but continuing poor educational out comes for female have been documented and the multiple supply and demand reasons for persistent gender differences in educational out comes have been well educated.

2.6.3 Female Education in Ethiopia

As one of the least developed nations, Ethiopia suffers from a very low representation of women in different fields at all educational levels. In spite of this fact, effort and measures have been taken to encourage female's participation at all level of education. However there are diverse factor that affect the teaching learning process of female students. According to Tsigie (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, Tsigie's findings indicate that biological, physiological, psychological and religious factors also contributed to the low participation of female's students in certain areas where the study was made some of the suggestions forwarded by Tsigie (1991:1) to remedy the problem so that the gender gap could be narrowed. Include:

Establishing well organized guidance and counseling program, giving special attention to female students, educating parents, organizing relevant programs through various means that could change the attitudes of the society in general and of females in particular. According to Allasbu (1988), 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 women shies away from and avoid involvement in activities

outside her home because she fears that she cannot achieve equally with men.” Thus, it is with such background and skepticism that female student’s participation in physical education. In similar words Genet (1991:6) 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 a 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 has an impact on the self image of girls in relation to this point Duncan (1989) as cited in Genet (1991: 14) writers: Images of women reflect to values and pressures of society but at the same time they permeate mental attitudes and underpin social conventions....they fashion habits of thought and together with the family and economic structures peculiar to each society, help to determine the state of women.

2.7 FEMALES’ IN SPORT ACTIVITIES

The participation of girls in physical activity has been strongly influenced by the development of modern sports that originated mainly in Victorian public schools. The most popular games during the Victorian period were male ‘invasion’ games, where teams attack the opposition’s territory. Sports were also class-orientated. Sport in schools for the working classes was limited largely to drill and therapeutic gymnastics, although working-class women were largely excluded. In more recent times, improved standards of living and increased leisure time have enabled all social groups to participate more in

sport. However, coverage of sport in the media still reflects this predominantly male history.

The Education Act (1944) established physical education in the curriculum of all state schools. State schools modeled themselves on public schools and concentrated on team games. Many pupils were taught in single-sex schools and girls' schools followed a similar team-games approach to physical education as boys' schools. Since then, physical education has moved more towards recreational and health-related fitness activities.

The National Curriculum for physical education has made a significant contribution to offering equality of provision for both girls and boys. The National Curriculum Physical Education Subject Orders refer to traditional girls' and boys' activities but make no gender-specific requirements about which activities girls and boys must do. The National Curriculum therefore offers equal access to the full range of activities for both sexes.

In most schools in Wales, teachers also provide opportunities for pupils to take part in a variety of extra-curricular physical education and sporting activities. Most secondary schools offer a large number of traditional sporting opportunities. They often involve many pupils and produce work of a very high standard. These extra-curricular activities are mainly conducted in single-sex groups and involve the most able games players and athletes. There is a growing trend for activities to involve pupils of both sexes and to focus more on increasing participation than on providing opportunities for only the most physically able.

Women in the 1950s and early 1960s did participate in sport much less than their dissipation in the 1990s. A lack of opportunities discourages them, as well as the knowledge that intense athletics were not considered normal for women (Siedentop, 1998:151). 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 feminism. 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 (pate, 1994;110 it is not say that women should have or should in the future adopt the male model of sports.

There has been much to criticize in the dominant model, but 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. Most important, if left oppressive assumptions unchallenged (Ibid) "Difference" has always posed a difficult dilemma. In the past, differences between men and women have been used to justify discriminatory treatment and to suggest female inferiority. Understandably, many activities in the 1970s tried to gain legitimacy by demanding equality and demonstrating women's capacities. They achieved many gains using the strategy, but it has two drawbacks. First there are ways men and women as a group differed physiologically, and arguments that are based on claims of equal capabilities instead of basic justice may be doomed to failure. Second, the emphasis on sameness has blinded people to examining alternatives conceptualizing sports. Perhaps after women have achieved greater power and credibility, women's (and other) alternatives will not be so easily ignored (Festle, 1996:281).

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

2.8 GENDER DIFFERENCES

Average gender differences in aerobic function before the age of puberty are regularly not large, however, and to state the obvious, broad overlaps exist between groups of boys and

girls. While the practical significance of these differences can therefore be questioned, understanding gender related influences on aerobic function in children is important from a mechanistic stand point, why should girls and boys have different maximal aerobic power and perform differently an aerobic task in dependent of the influence of puberty?

Researchers have observed that the magnitude of the performance gap between the sexes appears to exclude that of physiological difference. This has led to the suggestion that girls are less likely to fulfill their potential for fitness because of social rather than biological constraints. In efforts to promote the health related benefits of exercise in children, then the gender gap may have significant implications (Thomas, 1996: 90). Micheali and Jenkins (1995:305) have found that, three mechanisms have explained gender differences in aerobic fitness in adults; sex related variations in body composition hemoglobin concentrate and habitual physical activity.

A. Body Composition

In the young adult, fat free mass per unit status is 38% grater in males where as the percent body fat in women is almost double than of men. This means that body “motor” (i.e. skeletal muscle mass) makes up a significantly smaller proportion of body weight in female.

B. Homoglobin Concentration

Thomas (1996:91) remark that hemoglobin is responsible for the transport of O_2 up take and endurance performance since the average adult male has a hemoglobin concentration of 16.0 percent in female. This implies that hemoglobin status has been considered a likely contribute to sex difference in aerobic fitness in adults. No gender differences in mean hemoglobin concentration are observed before puberty. This observation implicate the influence of testosterone an red cell production a principal factors responsible for gender related hemoglobin difference in adults. However, even as early as 12-14 years of age, boys may have as much as 0.5 grams percent higher than girls. Aerobic performance in early adolescence may therefore be partially influenced by differences in hemoglobin concentration in boys and girls. (Thomas, 1996; 91).

C. Habitual Activity

Arnold (1996: 2) underlined that, studies quantifying habitual activity in children consistently demonstrate that on the average, boys are routinely more active than girls. It is possible, then that these differences in daily exercise might translate into smaller gender discrepancies in both maximal aerobic power and field endurance performance. Data from the national federation of state high school association indicate that throughout the 1980s the participation in high school sports by boys was almost double than of girls in USA. In similar wards, some consider environmental influence as an explanation for lower levels of physical activity and sport participation in girls. Opportunity may not be as great for females as for males and there is a lack of appropriate role models for female athletes (i.e., female coaches and officials). Sexual stereotype may create psychological barriers for girls, and this can reinforced by peer conduct (Ibid).

2.9 FACTORS AFFECTING FEMALE STUDENTS LEARNING IN PHYSICAL EDUCATION ACTIVITIES

A. The Influence of Culture on Female Students

In most cultures girls are often regarded as weak creatures as compared to boys. They are usually seen as inherently sick and fragile o perform an activity that could be handled by men. Leonard II (1993:246) stated that, she (the female) has to be confined and prevented from doing anything that might damage her delicate reproductive system, and that meant that she had to be prevented from doing virtually any physical activity. Therefore, females are highly affected by the negative influence of cultures than male to perform physical activities. Concerning cultural influence on females education Qdaga and Henvled (1995; 201) reveal that it brings dilemma in females on their educational participation and ignoring their contributions in any field including education.

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

- Standing back to recognize difference: between overall patterns;

- Acknowledging individuals in their own right;
- Recognizing that teachers can influence behavior.

Teachers need strategies at their fingertips which they can draw upon enable their pupils however, young, to change traditional and inappropriate sex-role stereotyping. They also viewed that we should aim to extend the horizon of men and boys as well as women and girls. Males too have much to gain from a wider interpretation of their role. Equal opportunity is about improving the lives of all. To come up with the conclusion successful strategies for classroom management may therefore need to pay close attention to gender issues in order to ensure that particular groups of children are not receiving unequal treatment.

B. Cultural Practices

The potential conflicts between various areas of inequality are frequently closed over, particularly when considering different cultures. Teachers who are aware of a discrepancy between the existing practices and specific aspects of cultural practices in schools cannot ignore the potential conflict. Cultural identity and gender are crucial in individual make up. If we say that we value a multicultural society, we are then in difficulty when we want to question some of the gender related practices that go on within particular cultures. Sidentop (1998: 48) stated that, there are practices in all cultures which cannot be condemned and think teachers have the right not to feel quality because they do not embrace an aspect of any particular culture. As teachers have embraced all aspect of any particular culture. As teachers do have the right to question the cultural practices our own upbringing and those of others.

C. Social and Cultural Factor

There are considerable evidence that social and cultural factors have more bearing than physical differences upon gender based variations in performance and attitude at primary school age. Several researchers have shown that parental attitude to children play tend to be gender differentiated. Boys are often allowed more freedom to explore the environment, to display aggressive behavior and to engage in vigorous activities (Kamlesh and Sangral, 1997:81) kamlesh and Sangral (1997:81) elaborate that as children grow older they tend to play with children of the same age. This in turn may

result in greater gender differentiation of play skills, since opposite sex children may be excluded or discouraged from single sex groups. School needs a clear set of aims and objectives for their physical education programs. The final orders for the national curriculum in physical education in USA encourage pupils who do not excel at team sports are more likely to continue with individual sports in adulthood, so pupils need to have opportunity to take part in both. There is considerable evidence to show that women are more likely to continue with individual sports than team sports (Ibid).

D. Language

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

E. Sport Personalities

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

F. The Play Ground

Play ground issues affect everyone. The play ground is also one of the most public places in a school where boys and girls, teachers and other adults can be seen together children playing in the play ground are visible to a wide variety of people, both those within the school itself and those passing by outside. Problems and questions which arise from the ways in which children behave in the play ground affect many different groups of people.

- Parents working in school;
- The head teacher and other teachers;
- Pupils at other schools, including former pupils;

- Other members of the community who pass or enter the school (Pat, 1991:121).

G. Use of Space

According to O'gara and Nancy (1996: 122), domination to play ground space by one particular group should be avoided. A group of boys using most of the available space for a game of football may be pushing girls and non-football playing boys a side, and non-football playing boys a side, and part from anything else, it is just unfair. If teacher subservience and aggression as well as limiting the activities of all those who play a side including the footballers, some schools limit large balls to one area of large play ground schools with smaller play areas have banned large balls altogether.

H. Personal and Social Education

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

I. Teachers Attitude and Expectation

Teachers attitude are likely to be the reflection of broader societal view bias about the role and activities of male and female and stereotypical subjects. Inculcated in the curriculum classroom observation have shown that teachers encourage and pay more attention to boys than girls. Because of this girls often may not answer the questions as equally as the boys, not because of they do not know but because of their socialization that does not allow them to even take the risk of being wrong (FAWE, 1996:39). It may be more helpful to suggest that the interaction between teacher and pupils is bound to be a powerful determinates of pupils self-image and confidence, particularly at primary level. Researchers in the field of gender differentiation have also questioned whether teacher expectations of gender-related behavior by pupils have affected pupils' progress (FAWE, 1996; 39). FAWE (1996: 132) stresses the gender experiences that teacher bring into school with them cannot be ignored. They are role model for children and, for many very young children teachers are their first adult role models other than their parents. Our

own experiences are bound to influence how we see boys and girls, both now and in the future. An awareness of this is an important first move towards ensuring a more equitable treatment of boys and girls within the class room.

J. The Role of the Teacher

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

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

Interestingly, male and female teachers are not very different in their views of students' behavior. Teachers expect good behavior from girls but feel that boys require encouragement. In general these interactions reinforce physical proximity and conformity in girls and more task oriented behaviors in boys (ICDR, 199; 1999).

K. Cultivating Self-esteem

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

According Clark and Starr (1986), teacher should see that their students have many success in their school work. The recognition of these successes can lead even after repeated failure, to the attainment of the desired goals (ICDR, 1999:112). Teachers

should also try to raise the student level of aspiration, as a rule after success students rise their goals, after failure they lower them. One's level of aspiration then is generally a compromise between one's fear of failure and one's hope for success. Success oriented students set themselves reasonable goals that they can reach, but students accustomed to failure tend to set either impossibly high goals or unnecessarily low ones so as to avoid the stigma of defeat (Ibid). Because of their fear of failure, low achievers are liable not to try; students who experiences success, being more confident, are more likely to exert real effort. So it is better to accentuate the positive. This approach to motivating students is more profitable because negative motivation tends to in accompanied by other unwelcome side effects (ICDR, 1999:11).

L. Religion

Religion may have a negative impact on female students not to participate fully in freedom in physical education activities. Appleton and et.al (1990; 60) point out that religion for Christian and Islam is usually associated with low female students' participation to performance good physical educational activities in the schools. Seyoum (1991:99), also criticizes religions as: In traditional Ethiopia the Orthodox Church and mosque were the major institutions responsible for the dissemination of education. Even though the contribution of these two centers of learning to the development of nation cannot underestimate, their effort to encourage the participation of female in tradition education had been negligible. The education of Muslim females shows no significance difference from that of the church school. Mosque too did not encourage females' education.

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

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

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

M. Parents Attitude towards their Daughters

Carran and Bordia (1985: 30) cited in John K. (1997: 30) state that the change in the attitude of parents towards education of females seems crucial. The trend of education towards improvement in participation of females is still slow.

The reasons could be many where parent's attitude on the value of their daughter's education is among them. Carran and Bordia, (1985) remarked that, the negative attitude of parents towards girls education is the result of society view of the roles of males and females, obviously, this role is not delimited by nature rather by culturally and socially accepted norms. Socialization as a link that interrelates gender and culture is one of the social barriers that hinder girls' educational environment by importing a sense of inferiority in girls mind and perpetuating male dominance (Ibid). Finally, while formal education is increasing valued by parents in most countries, differences often exist in the extent to which families deem schooling of equally importance, for sons and daughters. These attitudes are after complex and involve variety contingencies but, on balance, they typically favor sons than daughters. Indeed gender in equality favoring boys over girls is not only reflected by parents but also is a common feature in much of the developing world in schools.

N. Partnership/Relationship

As Mawer (1996: 117) elaborated, a relationship which is built around a frame work of honesty, trust and respect is than likely to facilities a two way communication channel.

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

physical education equipment should be possible for all students if access is denied by school policy, girls lose part of their education. If the student is not allowed the freedom to express their own idea to analysis critically and experiment with these and other ideas, they will have no opportunity for independent inquiry personal and professional development.

O. School Factors

Poor quality of learning environment, poor school facilities, irrelevant curriculum. Distance to school, lack of role models and teachers negative attitude to girls education are impediments that hinder girls participation in education (FAWE, 1996:10) Learning materials are one factor, which put female students at a disadvantage. Most of the physical activities materials are not suitable and inviting girls to participate in activities according to their ability and age wise and they do not approve a balanced treatment of the sexes but exhibit male bias. The educational training policy of 1994 says that education and training are equally available to both female and male students with special attention to the participation of women. The considerable emphasis given for women education is indicated in the ETP (Education and Training Policy) in Article five as follows: The right of women to get career and vocational guidance at any institution of education, to have access to the same curriculum as that of men and to choose their field of study shall be ensured. Even if schools were neutral in respect of developing gendered experience and identifies in students. They would still be responsible for assisting students to understand, in an informed way the broader process and structure that contributes to gender based inequality in areas beyond the school yard (Wolpe and et.al.1997: 77).

P. Lack of Role Models

As O’Gara and Mancy (1996; 44) support that role modeling is an important part of social learning, thus increasing the number of females’ teacher is an important strategy to boost girls enrollment and participation. Female teachers in the school can be model in competence, self-esteem, success, and way of thinking and doing things. The presence and/or absence of role models influence the participation of females in education. UNICEF (1992:7), mentioned that an increased number of female teachers is goal retention of female in schools particularly through the teachers position as role models.

Similarly the study made by Tsige (1991) indicated that quite a big proportion of girls not often ask or answer questions in class and the main reasons for this are fear of audience, fear of teachers, shyness, and lack of confidence.

Recruiting more female instructors providing preferential treatment in terms of studying facilities books and other learning materials and giving due recognition to high performing girls (Genet, 1991:2). Based on the above points, it can be concluded that, the presence of female teacher in schools has a great importance to education and particularly to physical education to enhance and develop self confidence and encourage the participation of female students in physical education activities in the school.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter presents research design, research site, source of data, sampling population and sampling technique, variables of the study, instrument of data collection, validity and reliability of the study, and method of data analysis on the status of physical education practical class and female students' participation in Wereda Tanqua Abergele High Schools.

3.1 RESEARCH DESIGN

The purpose of this study was to assess the status of physical education practical class and female students' participation in Wereda Tanqua Abergele High Schools. To meet this purpose, both qualitative and quantitative techniques were applied. Using mixed research methods could neutralize or cancel the biases of any single method, and it is used as a means for seeking convergence and integrating qualitative and quantitative data (Creswell, 2009).

The descriptive survey design was employed in this study for its appropriateness to gather adequate and relevant data on the actual impact of the PE practical class/session in the area under the study. In line with this, Leedy and Ormrod (2005), pointed out that descriptive survey involves acquiring information about one or more groups of people, perhaps about their characteristics, opinions, attitudes or previous experience by asking those questions and tabulating their answer. Similarly, Best and Kahan (2003) noted that descriptive research design helps to describe and interpret the current condition. It is concerned with the conditions or relationships that exist; opinions that are held, processes that are going on, the effects that are evident, or trends that are developing.

In addition, in order to collect comprehensive data that would help to get valid findings, qualitative data gathering method was also used to complete the data to be obtained through quantitative data gathering method.

The study was believed that this approach was having good help in gathering more reliable information from various sources. The broad area of survey research encompasses any measurement procedures that involve asking questions of respondents.

Surveys can be divided into three broad categories: the questionnaire, interview and observation check list.

3.2 RESEARCH SITE

The study area covers three high schools in wereda Tanqua Abergele. Tanqua Abergele is one of the central Tigray Regional State Wereda which is located around 120 km from Mekelle the capital city of Tigray Regional State and around 880 km from Addis Ababa, the capital city of Ethiopia.

3.3 SOURCES OF DATA

The necessary data for the study was collected from both primary and secondary sources. The primary source of the study was physical education practical class female students of the sample schools. Concerning secondary data sources were relevant books, journals, and other legal documents.

3.4 SAMPLE POPULATION AND SAMPLING TECHNIQUE

3.4.1 Sampling population

The target population of the study was 907 grade 9 and 793 grade 10 female students who attended regular education in high schools of wereda Tanqua Abergele in 2015(2007 E.C) academic year. There are 12(twelve) weredas in Central Tigray Zone. The total number of government secondary schools was 29(tweny nine) (MoE, 2014).

Since it was difficult and unmanageable to conduct a study in all weredas and government secondary schools by including all students, Physical Education teachers, principals and wereda education supervisors due to financial, time, and other resource constraints. It was necessary to take 3 high schools of wereda Tanqua Abergele with 150 numbers of respondents consisting of 80 grade 9 and 70 grade 10 were selected. Consequently, out of the total 3 government secondary schools of WTA; 60 from 680, 55 from 623, and 35 from 397 numbers of respondents were taken from Yechila, Agbe and Jijike secondary schools respectively. Three PE high school teachers with a range of teaching experience from two to seven years agreed to participate in this study by allowing the researcher to solicit student participation from their physical education classes. They encouraged student participation in the study during class time and coordinated schedules with researchers for questionnaire, interview and observation data collection. The teachers had a previous working relationship with the researcher.

3.4.2 Sampling Technique

The sampling technique used to select them was systematic sampling technique. Systematic sampling is a type of probability sampling method in which sample members from a larger population are selected according to a random starting point and a fixed periodic interval. This interval, called the sampling interval, is calculated by dividing the population size by the desired sample size. Despite the sample population being selected in advance, systematic sampling is still thought of as being random if the periodic interval is determined beforehand and the starting point is random.

According to Ken Black (2004), systematic sampling technique is to be applied only if the given population is logically homogeneous, because systematic sample units are uniformly distributed over the population. Similarly, the sample of the study was homogeneous.

The Formula of systematic sampling technique is:

$$F = \frac{N}{SN}$$

F = Frequency interval

N = The total number of the wider population

SN = The required number in the sample.

Concerning the sampling techniques, the researcher selected 150 samples from population of 1700, then every 11th (eleventh) person can be selected after a random starting point “between 1-11” from the three high schools of wereda Tanqua Abergele. The random starting point was 8(eight) then the sample selected were 8, 19, 30... up to the desired sample size. The sample size is limited due to the time and the resources that the researcher had and it could represent the total population.

3.5 INSTRUMENT OF DATA COLLECTION

The study employed both quantitative and qualitative data. Both types of data were gathered by using appropriate data collection tools in order to obtain ample information from respondents and the school environment. Items sought information on student perceptions about their participation in physical education practical class. Additional items included information related to the factors that affect their participation on PEPC.

The researcher was used three types of data gathering instruments to collect the data from the participants, namely questionnaire, interview and observation.

Thus, the questionnaire was the major data collection tool in the study. Interview and observation were the other data gathering tools which helped the researcher for enrichment and triangulation of the data obtained from questionnaires and provide in-depth information on the issue under investigation. Lastly, students were to answer the data collection items in due to the status of physical education practical class and female students' participation in wereda Tanqua Abergele High Schools.

3.5.1 Questionnaire

According to Best and Kahn (2003), questionnaire is a highly appropriate data collection tool, to get wider information from widely dispersed sample population and make possible an economy of time and expense and provides a high proportion of usable responses. Besides, the questionnaire was found to be more advantageous in the sense that participants can respond to questions with assurance that their response is anonymous, and so that they may be more truthful than they would be in a personal interview, particularly when they are talking about sensitive or controversial issues (Leedy and Ormrod, 2005). Their relative advantages have prompted the researcher to employ questionnaire as the major data gathering tool in this study.

The questionnaire in this study was developed based on the research questions and after review of available related literature. The questionnaire included issues that the researcher tried to assess the impact of physical education practical class in the schools female students and items that inquire the status of physical education practical class and female students participation in high school of Tanqua Abergele.

The researcher prepared one questionnaire to collect information from participants (female students of the study area) with the assumption that they have information about the impact of physical education practical class on female students. The questionnaire was designed in to two parts. Part one of the questionnaire was developed to ask the demographics data of the respondents, while the rest part had the intention to investigate the actual status of Physical Education Practical Class and twenty questionnaire items were included. The main topics that included in the questionnaires are status of physical education practical class and female students' participation and the factors that affects

female students' participation on PEPC. One physical education teacher and one student from each school assisted in gathering the questionnaire. The questionnaire for the study had closed ended items to collect the data from the participants. According to jakson (2009) closed-ended questions are easy to analyze statistically, but they seriously limit the responses that participants can give. Questionnaires are usually paper-and-pencil instruments that the respondent complete.

3.5.2 Interview

Interview is one of the commonly used instruments for collecting data. Kothari, (2004) explained, it as a method of collecting data through oral communication (verbally). So, the study employed interview in order to assess and acquire qualitative data about various components of the study. Interviews were conducted by the interviewer based on what the respondent says. This helped the researcher to minimize misleading report/wrong report of the respondents of the questionnaire particularly on the open ended items. According to Jakson (2009) Open-ended questions allow for a greater variety of responses from participants but are difficult to analyze statistically because the data must be coded or reduced in some manner.

3.5.3 Observation

The study also used observation in order to assess the impact of physical education practical class on female students. Observation was the data gathering tool employed in this study, to check the availability of different in-school facilities and teaching and learning materials in the sample schools. Observation entails gathering data through vision as its main source (Kothari, 2004). As to Best and Kahn (2003: 141), the information obtained through observation is more accurate, more valid, and more reliable than any information gathered through other means.

Hence, observation was used as the third complementary technique by the researcher in such aspects of the sampled impact of physical education practical class (PEPC) where the acquisition of more reliable and accurate information necessitated observation in the natural setting. In this regard, the implementation of the PE practical session with respect to students' learning environments were observed and registered by using observation checklist. It helped to see the availability of essential materials and facilities in the

sample schools and to check the extent to which the school environment is the best places for students and students' learning. Thus, the employment of this data gathering instrument helped the researcher to obtain information about the context within which teaching and learning activities were taking place. The observation check list was carried out by the researcher.

3.6. PROCEDURES FOR DATA COLLECTION

The main data gathering tools for this study were questionnaire, interview, and observation checklist, which were developed by the researcher on the basis of related literature and basic questions. Then, the questionnaires were distributed to 60 students in a school which is out of the sample schools, administered for the purpose of pilot test so as to refine the instrument based on the comments and suggestions obtained. Hence, some necessary amendments on spelling errors, ambiguous statements, redundant words, difficult concept, and flow of the questions were improved.

To gather the final data, the questionnaires were distributed to the selected respondents with the brief orientation and interpretation about the purpose of the study and serious follow up was made collaboratively with the researcher assistants. The research assistants at each sample school helped the researcher by distributing and collecting the questionnaire for and from students while the researcher conducted interview. The interview was treated by adjusting the convenient time and place for respondents to guarantee the meaningfulness of the information obtained from the respondents.

The researcher distributed a total of 158 questionnaires which means 88 for grade 9 and 70 for grade 10 female students. Yet, 150 questionnaires were filed properly and returned. Physical education practical class observation was made in all of the three sample schools that mean one period in each based on the prepared checklist. Similarly, interview was conducted in three schools by the researcher. Finally, the data collected through questionnaires have been coded, tallied, and tabulated and prepared for the analysis purpose.

3.7 VALIDITY AND RELIABILITY OF THE INSTRUMENT

The researcher prepared data collection instruments to avoid and identify the problems of the PEPC in Wereda Tanqua Abergele high schools. The validity of the research was supported by two factors. Content validity was supported by making sure that the survey questions asked represented the specific area of interest. This was accomplished by asking experts in the appropriate field to ensure the validity of survey questions and also the validity of the instrument was checked by using SPSS version 21 software through click Analyze → Correlate → Bivariate → Pearson's → Two tailed → Flag significant correlations → Ok. So, based on the output validity test the count value was 0.76. Criterion - related validity was supported by establishing a quality instrument in which to assess the students' answers.

The reliability of the study was ensuring by many factors. The survey questions were clear and unequivocal to all subjects ensuring an accurate assessment while providing for internal consistency. To test the internal consistency of the instrument the researcher run the Cronbach's alpha test by using SPSS version 21 software through click Analyze → Scale → Reliability analyze → Statistics → Continue → Ok. So, based on the output reliability test the count value was 0.979. Additionally, the survey was administered in a manner that was consistent to all students. Classroom teachers were also provided with explicit directions as to the process of conduction the survey, collection of materials, and packaging of completed surveys. The researcher felt that these steps would ensure the validity and reliability of the study and the data collected during the study. Therefore, the validity and reliability of the instrument were valid and reliable respectively.

3.8 METHOD OF DATA ANALYSIS

In order to achieve the objectives of the study, the data obtained from different sources through different data gathering instruments were analyzed based on the nature of the data. Therefore, both quantitative and qualitative techniques were used to analyze and interpret the obtained data. However, quantitative data analysis method was employed as the major technique for final work. Due to the time and the resource that the researcher has, descriptive statistics, percentage and frequency counts were used to analyze the data. The qualitative data analysis method was also employed as a supplementary data analysis technique and for triangulation and justification purpose to

complement the insight drawn from quantitative analysis. As a result, the data collected through interview, observation, open-ended questions were narrated qualitatively after quantitative data.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This part of the study presents the presentation, analysis and interpretation of the data obtained from the sample schools by using data gathering tools, to search for appropriate answers to the basic questions listed in chapter one. The main purpose of the study was to examine the status of physical education practical class and female students' participation in Wereda Tanqua Abergele High Schools.

It is categorized into two major parts. The first part presents the characteristics of the respondents; whereas, the second part deals with the analysis and interpretation of the status of physical education practical class and female students' participation in Wereda Tanqua Abergele High Schools based on the data collected.

Presentation and analysis is the arrangement and implementation of fragmented data in to tangible and meaningful outcome of information. This deals with analysis, discussion and interpretation of gathered data through the questionnaire, interview and observation from a variety of sources followed by discussion of the findings. One hundred fifty (150) copies of the questionnaires were filled and collected from the respondents or subject of the study. The main findings of this study are presented with the help tables followed by descriptive statistics and statements for analysis to give answers to the basic questions set in the study.

Accordingly presentation and analysis were made to make use of the data gathered from female students. In order to collect data, questionnaires were distributed to sample government secondary school female students. A total of 158 questionnaires were distributed to respondents (88 for grade 9th, 70 for grade 10th female students), 150(95%) questionnaires were filled properly and returned.

The rest 8 did not return the questionnaires. In order to validate the data from questionnaires, interviews were also conducted with female students. In addition to this, observations were employed as supplementary data gathering tools in the study. Therefore, analysis and interpretation of the data were made based on the responses obtained from respondents and the data obtained from questionnaires, interviews and observation.

4.1 General and Demographic Information

The total population of this study are indicated in the following tables and the 150(one hundred fifty) grade 9 and 10 female students from three high schools of wereda Tanqua Abergele. The students were interviewed and chosen on the basis of their commitment to provide information on the status of physical education practical class and female students' participation in Wereda Tanqua Abergele High Schools. One Physical Education teacher was helping the researcher and encouraged student participation in the study during class time and coordinated schedules with the researcher for questionnaire, interview, and observation data collection. All of the respondents were selected using systematic sampling technique. Quantitative and qualitative data were collected and analyzed to answer the research questions. The researcher collected the quantitative data, using questionnaires, and they were coded, entered into the computer, and analyzed using the SPSS version 21 by the use of descriptive statistics, percentage, frequency counts, and mean and qualitative data were collected using interview and observation from three high schools of Wereda Tanqua Abergele.

Table 1:- Research setting and participants of the study

Name of the high school	Instrument of the study	Participants
Yechila High School	Questionnaires	Female students
	Interview	
	Observation	
Agbe High School	Questionnaires	Female students
	Interview	
	Observation	
Jijike High School	Questionnaires	Female students
	Interview	
	Observation	

As main source of information, the respondents of this study were female students of the school who have direct responsibility for the study.

Table 2:- Characteristics of the respondents by grade level and age

Common attributes		Types of respondents						TOTAL	
		YHSFS		AHSFS		JHSFS			
		Fre.	%	Fre.	%	Fre.	%	Fre.	%
Grade	Grade 9 th	30	20	30	20	20	13.33	80	53.33
	Grade 10 th	30	20	25	16.67	15	10	70	46.67
	Total	60	40	55	35.67	35	23.33	150	100
Age	15 - 18	44	29.33	37	24.67	24	16	105	70
	19 - 24	11	7.33	07	4.67	08	5.33	26	17.33
	25 - 30	—	—	05	3.33	04	2.67	09	6
	30 - 35	03	2	05	3.34	02	1.33	10	6.67
	Above 41	—	—	—	—	—	—	—	—
	Total	58	38.67	54	36	38	25.33	150	100

Key: YHSFS=Yechila High School female students; AHSFS=Agbe High School female students; JHSFS=Jijike High School female students; Fre. = Frequency

Source: Field survey from February - March, 2016

Concerning the students response as shown on the above table two indicates 80 (53.33%) of the respondents are grade 9th female students and 70 (46.67%) of the students were grade 10th female students. On the above presented table two concerning the three schools of respondents, 60 (40%) the students were participated from Yechila high school, 55 (35.67%) of the students were from Agbe high school and 35 (23.33%) of them participated from Jijike high school. According to the age of students respondents are, below 18 years 105 (70%), from 19-24 years 26 (17.33%), 25-30 years 9 (6%) and from 30-35 years 10(6.67%) high students participated on the study.

Based on Table 2, the majority of respondents' ages are between 15-16 years, and a significant number of respondents had under this age level. One can conclude from these respondents that they had enough response for the study.

4.2 Physical Education Practical Class

4.2.1 The Assumption of Respondents' on the Issues Related to Physical Education Practical Class

The physical education program has the potential to impact positively the cognitive, affective, and psychomotor development of today's youth in unique ways. It contributes to the overall goals of education. The physical education program teaches not only physical skills, but skills that carry over into every aspect of a child's life: goal setting, building self-esteem, increased alertness after physical activity, cooperation, tolerance for people with differences, and socialization. Additionally, physical education makes a unique contribution to the education of the student: it is the only subject area in the school devoted to the study of human movement, the acquisition of physical skill, and the promotion of fitness. It promotes the development of the whole individual. The following table discusses about the respondents' assumptions on the issues related to PE practical class.

According to MoE (2003) the general objectives of Physical Education for grade 9 and 10 syllabi are to acquire and refine motor skills essential for everyday activities and to develop health-related fitness. Moreover, to develop an application for the contribution that regular physical activity makes to lifelong health is also among the general objectives. To this effect, all the school community should be better to have the same understanding on the importance of the PE practical class. Hence, as can be seen from item 3 of Table 3 below, almost all (84.7%) of the respondents agreed that physical education practical exercises are helpful for female students' health. The total percentage was 100. This data clearly indicated that, all of the respondents had the same attitude about the importance of PE practical exercises. Though, as can be seen from item 1 of Table 3 below, 23 (15.3%) of the students responded 'yes', 40(26.7%) of the students were responded 'partially yes' and 87 (58%) of them said no.

Item 1 of Table 3 indicates that 58% of the total respondents disagreed on the interest of learning PE. The data scored from the interview and observation also should similar information.

Table 3. The Assumption of Respondents' on the Issues Related to Physical Education Practical Class

No	Items	Respondents Response					
		Yes		Partially yes		No	
		Fre.	%	Fre.	%	Fre.	%
1.	Are you interested in learning physical education practical class?	23	15.3	40	26.7	87	58
2.	Do you enjoy practical class in learning physical education lessons?	37	24.7	86	57.3	27	18
3.	Do you think that PE practical exercises are helpful for female students' health?	127	84.7	23	15.3	0	0
4.	Do the physical education teachers start the lesson on time?	88	58.7	52	34.7	10	6.6
5.	Do you participate well in physical education practical class in asking or answering?	41	27.3	42	28	67	44.7
6.	Do your PE teachers utilize different techniques to participate the student?	28	18.7	71	47.3	51	34
7.	Are you satisfied with the participation of female students in PEPC?	23	15.3	55	36.7	72	48
8.	Are your physical educations practical classes important for female students' physical strength?	118	78.7	30	20	2	1.3
9.	Do the students study the PE subject like the other subject out of the school?	0	0	36	24	114	76
10.	Do you think that time allocation is enough for PE subject?	0	0	11	7.3	139	92.7

Key: Fre. = Frequency, Partially yes = to some extent; not completely

In question number 2 on the above presented table, 37 (15.3 %) of the respondents responded 'yes', 86(57.3 %) of the respondents responded 'partially yes' and 27 (18 %) of the students responded 'no'. This result indicates that the majority of students are enjoying moderately in learning PEPC.

With regard to question number 4 about the PET in the starting time of the lesson the majority of the respondents agreed on the starting time. 88 (58.7 %) of the students responded 'yes', 52 (34.7 %) of the students responded 'partially yes' and 10 (6.6 %) of them responded 'no'. Though, the student respondents agreed, their data indicate only 58.7%, revealed that they were satisfied with the starting time of the lesson.

From the above presented table, question 5 indicates that, 41 (27.3 %) of the students responded, 'yes', 42 (28 %) of the students responded 'partially yes' and 67 (44.7 %) of them were saying no. Item 1 of Table 5 indicates that the majority of respondents were not participating well in physical education practical class in asking or answering. In question number 6 on the above table, 28 (18.7 %) of the students responded, 'yes', 71 (47.3 %) of the students responded that partially yes and 51 (34%) of them were saying no. Regarding question number 7, the majority of respondents moderately satisfied with the participation of students in physical education practical class. 23(15.3 %) of the students responded, 'yes', 55 (36.7 %) of the students responded 'partially yes' and 72 (48 %) of them responded no. The data scored from the interview was also strengthening this point.

Question number 8 on the above presented table asks for the respondents whether PEPC is important for female students or not. The respondents showed that 118 (78.7%) of the female students responded 'yes', 30 (20%) female students responded 'partially yes' and 2 (13%) of them said 'no'. This data clearly indicated that the majority of the respondents agreed that PEPC is important for female students.

According to table 3 question number 9 and 10, 36 (24 %) and 11 (7.3 %) of the students responded 'partially yes', and 114 (76 %) and 139 (92.7 %) of the students responded 'no', respectively. From this, we can conclude that the majority of respondents responded no. The data revealed that there were critical problems here.

In general, this result implies that on the above table, in question numbers 1, 5, 7, 9 and 10 the majority of respondents moderately agreed (responded yes). During my interview and observation I had no chance to see or check the above presented items in the sample secondary schools. It might be that the time was inconvenient while I was visiting the sample secondary schools. Though this indicates that the response of the respondents on PEPC is problematic.

4.3 Importance of Physical Education Practical class on female students participation

4.3.1 The Assumptions' of Respondents' on the Issues Related to the importance of Physical Education Practical Class on female students' participation

Table 4. The Assumptions of Respondents' on the Issues Related to the importance of Physical Education Practical Class on female students' participation

No	Items	Respondents Response					
		High		Medium		Low	
		Fre.	%	Fre.	%	Fre.	%
1.	PEPC on the improvement of students' academic achievement.	10	6.7	58	38.7	82	54.6
2.	PEPC on the improvement of physical fitness.	17	11.3	39	26	94	62.7
3.	PEPC to perform and enjoy a variety of physical activities with understanding.	56	37.3	59	39.3	35	23.4
4.	PEPC to demonstrate the spirit of fair play, teamwork and sportsmanship.	36	24	44	29.3	70	46.7
5.	PEPC to acquire safe practices during physical activities.	20	13.3	43	28.7	87	58

Key: *Fre.* = *Frequency*

On the above presented table in question number 1 the students responded that the PEPC on the improvement of students' academic achievement 10 (6.7%) of the students responded it as high, 58(38.7%) of the students responded that medium and 82 (54.6%) of the students responded that low. This result implies that PEPC on the improvement of female students' academic achievement is not good or low in the high schools of wereda Tanqua Abergele.

In question number 2 according to the above presented table, 17 (11.3 %) of the students responded as high, 39 (26 %) of the students responded as medium and 94 (62.7 %) of the students responded as low. This implies that PEPC on the improvement of female students' physical fitness is not good.

In question number 3, according to the above presented table, 56 (37.3 %) of the students responded as high, 59 (39.3 %) of the students responded as medium and 35 (23.4 %) of the students responded as low. This implies that PEPC is to perform and enjoy a variety of physical activities with understanding is moderately good.

In question number 4, according to the above presented table, 36 (24 %) of the students responded as high, 44 (29.3 %) of the students responded as medium and 70 (46.7 %) of the students responded as low. This implies that PEPC to demonstrate the spirit of fair play, teamwork and sportsmanship is not good.

In question number 5, according to the above presented table, 20 (13.3 %) of the students responded high, 43(28.7 %) of the students responded as medium and 87 (58 %) of the students responded as low. This implies that PEPC is used to acquire safe practices during physical activities is not good.

4.2.3 The Assumption of Respondents' on the Issues Related to Factors that affect Female Students Physical Education Practical Class

Table 5. The Assumption of Respondents' on the Issues Related to the factors that affect the participation of female students in Physical Education Practical Class

No	Items	Respondents response					
		Yes		Partially yes		No	
		Fre.	%	Fre.	%	Fre.	%
1.	Is there any challenge that hinders you to participate in PEP class?	30	20	15	10	105	70
2.	Do your parents encourage you to practice physical exercise as that of my brother and boys?	15	10	26	17.3	109	72.7
3.	Do your school environments make doing practical activities easy in your PE lessons?	27	18	35	23.3	88	58.7
4.	Do your PE teachers motivate you to participate in the practical class?	56	37.3	76	50.7	18	12
5.	Are the class schedules of physical education practical class convenient to make practice?	18	12	24	16	108	72

Key: Fre. = Frequency, Partially yes = to some extent; not completely

On the above presented table in question number 1 the students responded that the challenge that hinders to participate in PEP class 30 (20 %) of the students responded 'yes', 15 (10 %) of the students responded 'partially yes' and 105 (70 %) of the students

responded 'no'. This result implies that the majority of students responded that there is no enough number of PEPC per week.

In question number 2, according to the above presented table, 15 (10 %) of the respondents responded 'yes', 26 (17.3 %) of the respondents responded 'partially yes' and 109 (72.7 %) of the students responded 'no'. This implies that parents did not encourage female students equally with boys to practice physical exercise.

In question number 3 according to the above presented table, 27 (18 %) of the respondents responded 'yes', 35 (23.3 %) of the respondents responded 'partially yes' and 88 (58.7 %) of the students responded 'no'. This implies that the school environment is difficult to doing practical activities easy in students PE lessons.

In question number 4, according to the above presented table, 56 (37.3 %) of the respondents responded 'yes', 76 (50.7 %) of the respondents responded 'partially yes' and 18 (12%) of the students responded 'no'. This implies that mostly more than half of female students in school indicated that teachers did partially motivate female students to participate in the practical class.

In question number 5 according to the above presented table, 18 (12 %) of the respondents responded 'yes', 24 (16 %) of the respondents responded 'partially yes' and 108 (72 %) of the students responded 'no'. This implies that the schedule of physical education practical class is not convenient to make practice.

4.4 Interview Item Results

The interview items were mainly focused in the students' attitude towards the status of physical education practical class and female students' participation in Wereda Tanqua Abergele High Schools. To make the study more concrete and persuasive the realistic data obtained by the researcher through interview from some female students' of the three different high schools of Wereda Tanqua Abergele. Some of the interviewees' comments are:

- ❖ Female students comments in interview items indicated that Physical Education practical activities are helpful for female students' health and help to improve their fitness levels;

- ❖ Some students said that Physical Education practical activities are helpful moderately for female students;
- ❖ The class schedules of physical education practical activities was inconvenient to make practice;
- ❖ Less attention is given to Physical Education practical class from the administrative body;
- ❖ Shortage of budget to fulfill those materials that are very important for Physical Education practical class;
- ❖ Students are not interested to participate actively in the practical class, so that they cannot impact positively after learning because of lack of motivation from their family and Physical Education teachers.

Lastly, all respondents were given the opportunity to suggest the possible solutions for the identified challenging factors and unsuccessful impact of Physical Education practical sessions through open ended questions. They commented the following solutions commonly and interview respondents also share all of them:

- Government should do better to equip secondary schools with the needed PE equipment and sport fields in order provide a positive impact of PEPC at Wereda level;
- Special efforts must be made to ensure that everyone is included in PEPC, regardless of age, ability or any other characteristics;
- Attitude change for PE is mandatory, and
- Each concerned body must carry out its responsibility.

4.5 Observation Results

In Wereda Tanqua Abergele High Schools (grade 9 and 10) the observations made on the status of PEPC and female students' participation as follow:

- ✓ In the three (3) high schools of Wereda Tanqua Abergele there is no sufficient PEPC field equipment.
- ✓ Except one of the high schools of wereda in Tanqua Abergele there is no standard playing area.

- ✓ Most of female student's participation in PEPC is more effective in the morning shift up to 3:00 o'clock than the afternoon shift after 10:30 o'clock in the practical class due to the hotness of the study area.
- ✓ There is no good relationship between physical education teachers and female students on PEPC. This leads to impact negatively female students like, less involvement of PEPC activities and there is no support individual student.
- ✓ There are no more talented female students in PEPC session.
- ✓ There is no enough competition to enhance the participation of female students in the PEPC activities.
- ✓ There is no any disciplinary problem in PEPC among female students.
- ✓ Except one high school (Jijike high school) there are no enough physical education teachers compared with the total number of students.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the major findings, the conclusions and the recommendations that are considered to improve the positive status of Physical Education practical class in government high schools of wereda Tanqua Abergele.

5.1 SUMMARY

The purpose of this study was to investigate the status of physical education practical class and female students' participation in wereda Tanqua Abergele High Schools. The background of this study describe the importance of education, physical education, physical activity, status of physical education practical education and female students participation and the attempts of the researcher to investigate factors that affects participation of female students in physical education practical class. In order to achieve this purpose, the following basic research questions were raised in the study.

1. What benefits do female students gain from participation in physical education practical class?
2. What are the outcomes of physical education practical class on female students' participation?
3. What are the main factors that affect female students' participation on physical education practical class?
4. What are the possible solutions for the existing problems?

To deal with these questions, descriptive survey design was employed in wereda Tanqua Abergele high schools. Review of related literature was compiled from different web site; books, journal and other related reference material fit with the impact of PEPC. The desired populations for the study are 150 female students were selected through systematic random sampling method because they are very important for the study.

Questionnaires, interview and observation were the instruments of data collection. Among these instrument selected for the study, questionnaires was checked through respondents of sample school using pilot study to be reliable and consistent. In additions interview and observation were the other data gathering tools which helped the researcher for enrichment and triangulation of the data obtained from questionnaires.

In doing this, the necessary information was gathered mainly through questionnaires filled by female students. The data collected from the close ended questionnaire was analyzed and interpreted using frequency counts and percentage. The data gathered through interview and observations were analyzed qualitatively using narration. After the completion of data analysis and interpretation the following major findings were drawn.

Regarding the characteristics of respondents, the large proportion of respondents were grade 9th and grade 10th and all of the respondents are female students. With regard to female respondents, 53.33% were grade 9th and 46.7% were grade 10th students. Moreover, the majority of respondents are below 18 years age and a significant number of respondents had under this age level.

Concerning the issues related to physical education practical class in question number 3, 4 and 8 the majority of the respondents had the same attitude about the importance of PE practical class and agreed on the starting time of the teacher to cover the lesson. Though, the respondents in items number 2 and 3 are partially agreed. Moreover, the rest majority items (1, 5, 7, 9, and 10) of physical education practical class were indicated not convenient for the respondents. The 58%, 44.7%, 48%, 76%, and 92.2% of respondents were said no respectively to the above listed items.

With regard to the issues related to status of physical education practical class and female students' participation the majority of the respondents were not agreed/said 'no' except in question number 3. My interview and observation was also revealed that this was a problem in the high schools of WTA. Though, the status of PEPC and female students' participation were problematic.

With regard to the factors that affect female students participation on physical education practical class, there is no enough number of physical education practical classes per week, the role models like parents (family) did not encourage female students, shortage of material like

balls, cloths, and sport equipment, etc., and shortage of play and training ground were the highest problems that highly affected female students participation. PE teachers can motivate students' moderately to participate in the practical session. The data revealed that there were critical problems here. The researcher's observation and the data got through interview from female students were strengthening this point.

Similarly, shortage of budget to fulfill those materials that are very important for PE practical class; less attention given to PE practical class from the administrative body, less girls' participation due to the above listed factors, and lack of support for students who have special needs, gifted and talented, were additional challenges that were suggested by respondents. Moreover, due to shortage of sport fields and resources the outcomes of PEPC are very limited. Additionally, the existing sport fields are not convenient to make practice, so that they are the source of frustration for injuries to the female students. Lastly, lack of sport fields and materials around the schools in the community, so that students can practice the lesson they learnt in the school and protect themselves from bad habits which lead them to HIV/AIDS or other diseases were among the challenges that suggested by respondents.

Finally, among the solutions for the hindering factors and unsuccessful activities, as suggested by the respondent government should be better to equip secondary schools with the needed PE equipment and sport fields even at Wereda level. In addition special efforts must be made to ensure that everyone is included in physical activity, regardless of age, ability or any other characteristics. Furthermore, attitude change for PE, and each concerned body must carry out its responsibility were suggested by the respondents.

5.2 CONCLUSIONS

Physical education is the integral part of the total education activities which enhances and integrates the physical, social, and psychological aspects of an individual's life through directed and selected physical activities. Therefore, one has to understand that physical education plays a great role in the society, especially for females if efficiently and effectively practiced. Some of its significance includes mental and physical development, social and cultural, biological, physiological, moral development and etc.

In this study, attempts have been made to find out the status of physical education practical class and female students participation and factors that affect the participation of female students in physical education practical class. Based on the major findings that obtained data collected through questionnaire, interview and observation the result of the study, concluded that the impact of PEPC were not found in better condition.

To improve the status of PEPC and female students' participation the educational background of the female students were sufficient. These participants of the study had a common attitude about the importance of PE practical class. Though, the level attitude of the society towards female students in PEPC, lack of information about the importance of PEPC, lack of appropriate facilities and equipment like athletics equipment, balls, cloths, sport equipment, etc. are the highest problems that impacts negatively. Moreover, shortage of budget to fulfill those materials that are very important and less attention was given to PE practice sessions from the administrative body, were also pointed out as the highest problem that hampered the impact of PE practical session. Even though the interest of female students to learn the practical class was low and PET moderately utilize different techniques to participate the female students; the majority of students were unsatisfied with the participation of PEPC. The students did not study the subject like the other subject.

Therefore, the status of PEPC and female students' participation in high schools was below the expectation. Less attention was given to the PE practical sessions from the administrative body, less girls' participation due to lack of motivation from their PE teachers and family, the factors that affect their participation on PEPC like culture, religion, parents attitude, school factors, lack of role model and so on. And lack of support for female students who have special needs, gifted and talented, were pointed out as the highest problem that hampered the impact of PE practical class.

Generally physical education practical class is more important to female students academic achievement, physical fitness, perform and enjoy a variety of physical activities with understanding but are limited in doing so because of several factors to improve female students participation. Indeed, the results of the study showed that the status of physical education practical class and female students' participation is low and problematic. Therefore, the study concludes that in order to improve the status of PEPC and female students' participation the problems need to be solved through cooperation among governmental and non- governmental bodies.

5.3 RECOMMENDATIONS

Based on the major findings of the study and conclusions drawn, the following recommendations are forwarded to improve the impact of PE practical class in Wereda Tanqua Abergele high schools and to minimize or alleviate the major challenges.

- ❖ High schools should be better to have school renewal project in which they can expand their compound and fulfill every ground facility that helps to improve the status of PE practical class and female students' participation.
- ❖ The provision of single-period lessons was identified as having a negative impact on some students' attitudes towards the subject, which may also adversely affect their participation levels; hence, a single period is not sufficient for in-depth engagement within the practical exploration of the key concepts of the lessons. Therefore, the period should be maximized and arranged the ways that are convenient to make practical exercise.

- ❖ To overcome the factors that affect the factors that affect the participation in PEPC on female students, all the concerned bodies have to do more at all administrative levels of government institution of the region.
- ❖ Coordinators/physical education teachers under the study area were found to be assigned without any considerations of the number of the students. These may be one of the challenges that encounter the status of PEPC and female students' participation. Thus, to achieve the intended goal of the status of PEPC and female students' participation proper amount of personals and experts need to be assigned considering the necessary requirement of the number of students.
- ❖ Giving relevant knowledge of awareness to help the student's participation in the PEPC.
- ❖ The schools should be facilitated the facilities of PEPC by using the government and the society's resource through buying appropriate sport materials, making available water supply, separate male female latrines, building cloth changing rooms, teacher guidelines, textbooks and other gender sensitive materials.
- ❖ Schools create a good relationship with parents and give them awareness about female student's academic performance, participation in school clubs, the importance of extracurricular sport activities in relation to health and their future life style.
- ❖ PE teachers should develop and change their teaching methods to improve the student's participation in PEPC.
- ❖ The school administration should be full filling the necessary materials to facilitate the practical class in practical class.
- ❖ The high school teachers should decrease the challenge of PEPC by discussing with the administration of the school and students and solve the cultural problems and environmental influence in order to improve the status of PEPC and female students' participation.
- ❖ PET teachers should encourage and motivate the students to increase their participation in the practical class.

Generally the researcher applied the above method to solve the problems that I faced during in the teaching learning process of physical education practical class in the school.

Finally, the researcher would like to recommend WTAEB and other organizations and individuals to conduct deep and wide research work in the area of the status of PEPC and female students' participation to investigate better solutions.

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APPENDICES

Appendix A: Questionnaires for female students

Addis Ababa University College of education and behavioral studies

Department of physical education

Dear female students;

Good morning/Afternoon/Evening. My name is Tedros Zewdie. I am a post graduate student in Addis Ababa University and now conducting my graduation research entitled: *“The status of physical education practical class and female students’ participation”*.

The main purpose of this questionnaire is to collect useful information about the status of physical education practical class and female students’ participation; the case of Wereda Tanqua Abergele High Schools. The study is conducted for the partial fulfillment of the requirement for the degree of masters in physical education. I strongly ensure you that the study is carried out only for academic purpose, thus your response and name will never be deployed for other purpose.

Dear informants, all your responses are highly important for the successful completion of the study. So, you are kindly requested to provide honest and share information for every issue of the questionnaire.

GENERAL DIRECTION: - Dear respondents, please note that:

1. No need of writing your name on any page of the questionnaire.
2. To those questions with alternatives, show your response by Putting “√” in the space provided or circles it.

Thank you in advance for your cooperation!!

1. Background information

Name of the school _____

Grade _____ Age _____ Town _____ Region _____

2. Items Related to Physical Education Practical Class

2.1. Please give your response to the questions based on your opinion by circling on the given choice that represents your view.

1. Are you interested in learning physical education practical class?
A) Yes. B) Partially yes. C) No.
2. Do you enjoy practical class in learning physical education lessons?
A) Yes. B) Partially yes. C) No.
3. Do you think that PE practical exercises are helpful for female students' health?
A) Yes. B) Partially yes. C) No.
4. Do the physical education teachers start the lesson on time?
A) Yes. B) Partially yes. C) No.
5. Do you participate well in physical education practical class in asking or answering?
A) Yes. B) Partially yes. C) No.
6. Do your PE teachers utilize different techniques to participate the student?
A) Yes. B) Partially yes. C) No.
7. Are you satisfied on the participation of female students in PEPC?
A. Yes B. Partially yes C. No
8. Do your physical education practical class is important for female students physical strength?
A. Yes B. Partially yes C. No
9. Do the students study the PE subject like the other subject out of the school?
A. Yes B. Partially yes C. No
10. Do your time allocation is enough for PE subject?
A. Yes B. Partially yes C. No

KEY: PE= Physical education; PEPC = Physical education practical class
Partially yes = to some extent; not completely

3. Items Related to the importance Physical Education Practical Class on female students' participation.

Please give your response to the questions based on your opinion by putting “√” on the given choice that represents your view to indicate the importance of PEPC.

No	Items	Respondents response		
		High	Medium	Low
1.	PEPC on the improvement of students' academic achievement.			
2.	PEPC on the improvement of physical fitness.			
3.	PEPC to perform and enjoy a variety of physical activities with understanding.			
4.	PEPC to demonstrate the spirit of fair play, teamwork and sportsmanship.			
5.	PEPC to acquire safe practices during physical activities.			

KEY: PEPC = Physical education practical class

4. Items Related to the factors that affect physical education practical class

4.1. Please give your response to the questions based on your opinion by putting “√” on the given choice that represents your view.

No	Items	Respondents response		
		Yes	Partially yes	No
1.	Is there any challenge that hinders you to participate in PE class?			
2.	Do your parents encourage you to practice physical exercise as that of my brother and boys?			
3.	Do your school environment makes doing practical class easy in your PE lessons?			
4.	Do your PE teachers motivate you to participate in the practical class?			
5.	Are the class schedules of physical education practical class convenient to make practice?			

KEY: PE= Physical education, Partially yes = to some extent; not completely

Appendix B: Interview items for female students

Addis Ababa University College of education and behavioral studies

Department of physical education

Dear female students;

Good morning/Afternoon/Evening. My name is Tedros Zewdie. I am a post graduate student in Addis Ababa University and now conducting my graduation research entitled: *“The status of physical education practical class and female students’ participation”*.

The main purpose of this interview is to collect useful information about the status of physical education practical class and female students’ participation; the case of Wereda Tanqua Abergele High Schools. The study is conducted for the partial fulfillment of the requirement for the degree of masters in physical education. I strongly ensure you that the study is carried out only for academic purpose, thus your response and name will never be deployed for other purpose.

Dear informants, all your responses are highly important for the successful completion of the study. So, you are kindly requested to provide honest and share information for every issue of the interview.

Name of the school _____ Grade _____ Age _____
Town _____ Region _____
Date of interview _____ Signature _____

Thank you in advance your cooperation!!

1. What is the purpose of physical education practical class?

2. What do you think about the contribution of physical education practical class on your academic achievement?

3. Do you have equal chance with male students to participate actively on the daily PEPC?
A. Yes B. No

4. What do you think about the status of physical education practical class and female students' participation? A. Negative B. positive

5. If your answer for question number 4 say "negative" why and if you say "positive" why?

6. How do you express your participation in PE practical class?

7. Are the class schedules of physical education practical session convenient to make practice?

8. What is the contribution of school in supporting PEPC?

9. What are the main factors affecting your participation in PEPC?

10. What is your possible solution to improve the status of PEPC and female students' participation?

11. Do you have other opinions on the status of PEPC and female students' participation?

KEY: *PE= Physical education; PEPC = Physical education practical class*

Appendix C: Observation check list

Addis Ababa University College of education and behavioral studies

Department of physical education

Explanation of my research and its purpose to interviewees:

The main purpose of this observation check list is to collect useful information about the status of physical education practical class and female students' participation; the case of wereda Tanqua Abergele High Schools. The study is conducted for the partial fulfillment of the requirement for the degree of masters in physical education.

Name of the school _____ Grade _____ Age _____
Sex _____ Number of students' _____ Town _____
Region _____

No	Items	Yes	No	Remark
1	Are there sufficient PEPC field equipment?			
2	Is there standard playing area?			
3	Are the female students participating actively?			
4	Is there good relationship between teachers and female students?			
5	Is there talented female students?			
6	Is there any competition to increase female students' participation in PEPC?			
7	Are there any disciplinary problems in PEPC?			
8	Are there enough physical education teachers?			

DECLARATIONS

Student's declaration: This thesis is my original work and has not been presented for certification in any university, and that all sources of materials used in this thesis have been duly acknowledged.

Name: Tedros Zewdie

Department: Department of Science and Mathematics Education

Registration number: GSK/3621/05

Signature: _____

August, 2016

Supervisor's declaration: I confirm that the work reported in this thesis was carried out by the candidate under my/our supervision as University supervisor.

Name: Dr. Desta Gebeyehu (Associate Professor)

Signature

Addis Ababa University

August, 2016