

Addis Ababa University
College of Education and Behavioral Studies
Department of Science and Mathematics Education

**Perception of Female Students to Participate in Physical
Education Practical Class: With Specific Reference to Gamo
Gofa Zone Kamba Woreda Secondary School**

By
Zelalem Tsige

Addis Ababa University
Addis Ababa, Ethiopia
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**Presented in Partial Fulfillment of the Requirements for the Degree
of Masters of Education in Physical Education**

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School of Graduate Study

This is to certify that the thesis prepared by Zelalem Tsige, entitled: *Perception of Female Students to Participate in Physical Education Practical Class* and submitted in partial fulfillment of the requirements for the degree of masters of education (Teaching physical education) complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

Signed by Examining Committee:

In-Examiner..... Signature..... Date.....

Ex-Examiner..... Signature..... Date.....

Advisor Dr. Desta Gebeyehu Signature..... Date.....

Chair of Department or Graduate Program Coordinator

Declaration

First of all, I declared that this thesis is my genuine work and that all sources of materials used for this thesis have been justly acknowledged. This thesis has been submitted in partial fulfillment of the requirement for the degree of masters of education in teaching physical education at Addis Ababa University

Declared By

Name of the Candidate: Zelalem Tsige Zeleke

Signature Date

This thesis has been submitted for examination with my approval as the University supervisor:

Name of Advisor Dr. Desta Gebeyehu

Signature Date

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Acronyms/ Abbreviations

CDC	Curriculum Development Center
CSA	Central Statistical Agency
ETP	Education and Training Policy
FAW	Forum for African Women Education
HPE	Health and Physical Education
ICDR	International Center for Dispute Resolution
ICSSPE	International Council for Sport Science and Physical Education
MOE	Ministry of Education
PE	Physical Education
PES	Physical Education, School Sport
PTA	Parent and Teacher Association
SNNPRS	Southern Nation Nationality Peoples Regional State
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nation International Children's Emergency Fund
WHO	World Health Organization

Abstract

The purpose of this study was identifying perception of female students in learning practical activities of physical education and suggesting possible solution at KambaWoreda. Sample of this study was 200 grade nine female students, 6 PE teachers and 15 parent committee at selected secondary school. Descriptive survey design was implemented including both qualitative and quantitative method of data collection. Self-administered closed-ended questionnaire for students and standard questionnaire for teachers because it certified or holder diploma and degree used to collect the quantitative data. For the qualitative components, semi-structured interview and naturalistic [unstructured] is uncontrolled observation takes place without the influence of external or outside control field observation was conducted. Analysis was done using SPSS version 20 by doing descriptive statistics like frequency, percentage, mean and standard deviation the researcher analyzed quantitative data and thematic explanation (to express their idea with their own words) also used to analyze qualitative data of interview and field observation. Significance value of goodness fit test was considered by $p\text{-value} < 0.05$. Before administering the instrument, the researcher checked the validity by inviting experts. Pilot study also conducted to check reliability of the instrument. Cronbach alpha coefficients of reliability for the variables indicate that high internal-consistency reliability. The result indicated that the female students are not interested to do physical education practically, perception of Female Students affect their participation, challenges of school facility and other teaching materials. Therefore, it is recommended that depending on the result, the concerned bodies such as teachers, school directors and regional and zone educational bureau have to encourage females to be participants in practical class freely to fulfill school facilities, by giving equal opportunity like other subject and by motive, support, appreciation and encouraging female students.

Key words: *physical education, perception, female students, participation, physical exercise*

CHAPTER ONE

1 INTRODUCTION

Physical education is an integral part of total education which fosters the development of health, knowledge, skill and attitude through well organized and selective exercise. Individuals who participate in regular exercise with sound knowledge of the subject matter, training principles and safety rules could develop physical fitness qualities and recreational values. This Chapter presents background of the study, statement of the problems, objectives, basic questions, significant of the study, delimitation of the study definition of terms, and organization of the study.

1.1 Background of the Study

The benefits of participation in physical activities are great, and the potential costs of inactivity can be severe. Many girls around the world are not currently able to take advantage of the benefits of regular sports and physical activities due to several reasons. As (O'Brien, 2007)suggested these include: inequitable access, self-confidence; lack of motivation; low perceived value of physical activity; lack of opportunities for physical activity; marking scheme; competition; co-ed classes; teaching approach; and peers. Therefore, a central challenge facing governments, schools, sports groups and communities is to develop forms of physical activity that are sensitive to girls' needs and interests (Melese, 2016).

There is an international consensus that participation in physical activities can offer a great deal to individuals, communities and nations. Whatever the reasons, increasing the numbers of girls' participating in sports and physical activities does seem to open up routes through which they can acquire new community affiliations and begin to operate more openly and equally in community life. In doing so, girls' participation can challenge and change social norms about their roles and capabilities (Bailey, R., Wellard, I., & Dismore, H.). The participation of women and girls in sport challenges gender-based stereotypes and discrimination, and can therefore be a vehicle to promote gender equality and the empowerment of women and girls (Sintayehu, 2014). Women's involvement in sport can make a significant contribution to public life and community development (Win, 2008).

The focus and concern of physical education is the development of physical, social, emotional, and teaching skills, the acquisition of knowledge and the development of attitude through movement and as a result it contributes much to the total educational process (Dutamo, 2014). However, it is of considerable concern that children, as they progress through their school years, become more and more dissatisfied with physical education to the point of dropping out altogether (Daigle, 2003).

The decline in physical activity level is more pronounced for girls than boys and girls are at a disproportionate risk for the health problems associated with physical inactivity (Daigle, 2003). With respect to this female adolescent appear to be particularly vulnerable to the health risks associated with inactivity. Being active during childhood and adolescence is especially important as physical activity is essential for the healthy development of musculoskeletal tissues, cardiovascular systems, social and mental well-being, and for the maintenance of healthy body composition (Pfaeffli, 2009).

Engaging female students in physical education (PE) has been recognized as a challenge for high school teachers. Historically, female students have been positioned as ‘the problem’ and often blamed for their lack of engagement in the physical activity component of PE. Over time, it has become increasingly recognized by PE researchers that, “‘the problem’ is more often located in the curriculum and pedagogical contexts within which girls are expected to participate and relates to the social construction of gender through PE” claimed that there is “a growing body of research pointing towards the continued prevalence of gender inequality and exclusion in often complex ways within the PE curriculum, structures and practices” (Murphy, B. Dionigi, R.A. & Litchfield, C., 2014).

There are different practical problems for the participation of female students in physical education. To state some of the problems; school factors, instructional material, peer groups, socio-cultural, economic and psychological.

Effort must put forth to provide courses that were keep female students active while coming to understand the importance of being active habitually for life. Firstly, it is understood that all students need to learn how to be physically active in their everyday life and understand the importance of good overall health and wellness. It is further believed that, —learning, memory,

concentration, and mood all have a significant bearing on a student's academic performance, and there is increasing evidence that physical activity enhances each (Sattelmair, J., & Ratey, J.J., 2009).

It is a severe problem in developing nations like Ethiopia where there is lack of family guidance and counseling in appropriate instructional materials in the field, socio cultural problems and the existence of little research in the area (Dutamo, 2014).

Due to wide range of importance and effect of woman's participation in physical education, resolving factors which restrain them depending on evidence-based solutions is crucial. According to the UN convention of 1979, state parties shall take all appropriate measure to eliminate discrimination against women in order to ensure them equal rights with men in the field of education and in particular to ensure, on the basis of equality between men and women, Therefore, this study aimed to assess affects the perception of female students to participate in physical education practical class and suggesting possible recommendation in Kamba Worda grade nine female students.

1.2. Statement of the Problem

Most female students were unwilling and relatively passive to participate in practical activities of physical education in the study area. They don't have natural problem which restrain them to participate actively in practical activities of physical education. Boys are dominant in sport participation and generally more physically active than girls, little is known about possible explanations for this. It may be that boys spend more time in activity-enhancing environments than girls, particularly out-of-doors. So, it may be that many girls' unwillingness to engage with sports and physical activities can be attributed as much to the terms of their participation as the activities, themselves (Bailey, R., Wellard, I., & Dismore, H.)

Ethiopian Government has given due attention to sport and activities. Physical education is one of the main areas that needs due attention of equal participation of both male and female students. Most female students were not interested and relatively passive to participate in practical activities of physical education in the study area. They don't have natural problem which restrain them to participate actively in practical activities of physical education

Physical activities are the most important to develop their interest towards physical education practical class to maintain health, and build up body shape and enhance physical education practical class. (Wuest, 1994)

The researcher observed in the regular settings of school concerning practical activities of physical education most of female students were uninterested and neglected from practical participation of physical education and not beneficiary of regular physical activities.

Recently a number of women in the world are unable to take the benefits of regular physical activities in different case. As (O'Brien, 2007) suggested these include: inequitable access, self-confidence, lack of motivation, low perceived value of physical activity, lack of opportunities for physical activity, competition, teaching approach, and peers.

In the study area most of female students were low perceived value of physical activity and passive to participate in practical activities of physical education. Therefore, the purpose of this study was tried to investigate the problems that affect female students' perception to participate in learning practical activities of physical education and suggesting possible recommendations for the problems in Kamba Woreda.

1.3. Research Questions

This study was designed to investigate problems that affect female students' perception to participation in practical activities of physical education and suggesting possible recommendation in Kamba Woreda.

Therefore, the study attempts to answer the following research questions.

1. What affects female students' perception to Participate in practical activities of physical education class?
2. What are the challenges of encounter of female students towards physical education in practical class?
3. How does sport teacher treat female students in teaching learning process of physical education practical class?

1.4. Objectives of the Study

1.4.1 General objectives

The main objectives of the study were investigating the problems that matter female's perception to participate in practical activities of physical education and providing appropriate solutions for grade nine female students of Kamba Woreda.

1.4.2. Specific objectives

The specific objectives where be: -

1. Examine the effects of female students' perception to participate in practical activities of physical education.
2. Identify the challenges of encounter of female students towards physical education in practical class
3. Assess the sport teacher's treatment in teaching learning process of physical education practical class.

1.5. Significance of the Study

The finding of this study was investigating problems that affect female students' perception to participate in learning practical activities of physical education. Therefore, the result of this study was significant to improve effective participation of female students in Kamba Woreda.

So that significance of the study was:

To indicate possible recommendation that help to improve female students' perception and increase their participation.

May help to give insights for the concerned governmental and nongovernmental bodies about female students' perception.

May serve as a source of information for further researches

1.6. Delimitation /Scope/ of the Study

In order to make the research manageable the researcher was focus on grade nine female students, physical education teachers, school principals and parent committee those to be selected sample of this study in Kamba Woreda; Gamo Gofa Zone.

1.7. Limitation of the Study

In this study the constraints or difficulties which influence the researcher to get better findings were:

- The study used a few PE teachers as a sample
- Burden of work,
- Financial constraints,
- Internet access in the study area and
- Transportation from school to schools limits the researcher to find out better results.

Operational Definitions

This section provides a brief description of the terms and technical language that is used in this study.

- ✚ **Attitude:** - the way you think and feel about someone or something.
- ✚ **Barrier:** - a problem that makes something difficult or impossible.
- ✚ **Culture:** - a particular society that has its own beliefs, ways of life, art, etc.
- ✚ **Gender:** - the state of being male or female (typically used with reference to social and cultural differences rather than biological ones).
- ✚ **Learning:** -the activity or process of gaining knowledge or skill by studying, practicing, being thought, or experiencing something.
- ✚ **Participation:** - it is the action of taking part in something.
- ✚ **Physical exercise:** - physical activity that is planned, structured, repetitive and purposive in the sense that improvement or maintenance of one or more components of physical fitness.
- ✚ **Society:** - people in general thought of living together in organized communities with shared laws, traditions, and values.

- ✚ **Community:** a group of people living in the same place or having particular characteristics in common.
- ✚ **Participation:** it is the action of taking part in something.
- ✚ **Perception:** -is the way you perceive and feels about someone or something or our recognition and interpretation of sensory information.
- ✚ **Sport:** is competitive physical activity between team and /or individual opponents that is governed by rules and regulations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This research would focus on examining perception of female students' participation in practical activities of physical education in Kamba Woreda. Therefore, in this chapter the researcher discussed the following key concepts: -

Definitions and concepts of physical education

The benefits of physical education for female students

Female's participation in physical education and

Factors affecting female students' participation in practical activities of physical education

2.1 Definitions and concepts of Physical Education

Physical Education is a learning process designed to foster the development of motor skills, health related fitness, knowledge, and attitude relates to physical activities through a series of carefully planned and conducted experiences. The learning environment is thoughtfully structured to enhance the overall development of each student within the three learning domains(Melese, 2016).

As Gibbons and Humbert, 2006 cited in (Melese, 2016), Locating and evaluating the barriers that impact and cause females to avoid secondary elective physical education courses, it is clear that one needs to look at this more thoroughly and create solutions in the form of curricula, program and instruction to ensure that numbers do not decrease further.

Therefore, in principle schools have to increase the number of qualified physical educators; involve students in the decision-making process in physical education classes; promote marking schemes that encourage participation; segregation Class based on ability/gender; extend mandatory physical education in secondary school and create _individual 'focus courses to increase female enrolment in our physical education classes. Similarly, making physical education mandatory at the senior level will increase enrolment rates. If students must take a

senior physical education credit then enrolment will increase and all students will gain more knowledge, skills, and ability in physical education and further understand the importance it will have on their everyday life (Melese, 2016).

2.2 The Benefits of Physical Education for Female Students

Regular physical activities have a tremendous benefit for female students. Regular participation in PE activities is associated with a longer and better quality of life, reduced risks of a variety of diseases and psychological, intellectual, social, spiritual, physical and emotional benefits.

Physical activity may influence the physical health of girls in two ways. First, it can affect the causes of disease during childhood and youth. Evidence suggests a positive relationship between physical activity and a host of factors affecting girls 'physical health, including diabetes, blood pressure, and the ability to use fat for energy. Second, physical activity could reduce the risk of chronic diseases in later life. A number of adults 'conditions, such as cancer, diabetes, and coronary heart disease, have their origins in childhood. In addition, regular activity beginning in childhood helps to improve bone health, thus preventing osteoporosis, which predominantly affects females (Fairclough, S., & Stratton, G., 2005).

In recent years, there has been evidence of disturbingly high rates of mental ill health among adolescents and even younger children, ranging from low self-esteem, anxiety, and depression to eating disorders, substance abuse, and suicide. Adolescent girls are particularly vulnerable to anxiety and depressive disorders: by 15 years, girls are twice as likely as boys to have experienced a major depressive episode are. Girls are also significantly more likely than boys to have seriously considered suicide are. Research suggests two ways in which physical activities can contribute to mental health in girls. Firstly, there is consistent evidence that regular activity can have a positive effect upon girls 'psychological well-being. Secondly, research has indicated that physical activity can contribute to the reduction of problematic levels of anxiety and depression(Nader, 2003).

A range of evidence suggests that for many girls, sports and physical activities are positive features of their academic aspirations and achievement. The classic study of the relationship between physical activity and school performance was carried out in France in the early 1950s,

in Vanves. Researchers reduced academic curriculum time by 26%, replacing it with physical activities, yet academic results did not worsen, there were fewer discipline problems, greater attentiveness and less absenteeism(Weiss, 1987).

Studies that are more recent have found improvements for many children in academic performance when time for physical activity is increased in their school day. A report of three longitudinal studies emphasizes that academic performance is maintained or even enhanced by an increase in a student 's level of habitual physical activity. There is considerable evidence of a positive relationship between girls 'participation in sports and pro-educational values. Studies from the United State report a host of encouraging findings including: girls who participate in sports are more likely to achieve academic success than those who do not play sports. Other studies have suggested that sports participation can help undermine traditional gender stereotyping in terms of academic aptitude, by demonstrating an association between girls 'engagement in sports and improved performance in science and mathematics (Melese, 2016).

Adolescent pregnancy and sexual ill health are major social problems across the globe. Although there is a shortage of research in this area, early studies conducted in the US have found that adolescent girls who participate in sports tend to become sexually active later in life, have fewer partners, and, when sexually active, make greater use of contraception than non-sporting girls. Projects are currently underway in the developing world that use sports participation as a strategy for empowering girls to avoid high-risk sexual behavior (Fairclough, S., & Stratton, G., 2005).

Combating social exclusion, or the multiple and changing factors resulting in people being excluded from the normal exchanges, practices and rights of modern society, has become a focus of attention for governments and nongovernment organizations in recent years. Thus, positive sports experiences do seem to have the potential contribution to the process of inclusion education by bringing individuals from a variety of social and economic background together in a shared interest. PE activities that are inherently valuable; offering a sense of belonging, to a team, a club or a program; providing opportunities for the development of valued capabilities and competencies; and increasing community capital by developing social networks, community cohesion and civic pride. Physical activities may help them develop a sense of ownership of their bodies and access the types of activity experiences traditionally enjoyed by boys. This may be

because participation augments girls' self-esteem, or because being an athlete carries with it a strong public identity (Melese, 2016).

In general, whatever the reasons, increasing the numbers of girls 'participating in sports and physical activities does seem to open up routes through which they can acquire new community affiliations and begin to operate more openly and equally in community life. In doing so, girls 'participation can challenge and change social norms about their roles and capabilities (Ibid).

2.3 Females Participation in Physical Education

It is well accepted that regular physical activity is associated with a tremendous physical and psychological health benefits. Physical activity can effectively reduce the risk for developing disorders such as cardiovascular disease, osteoporosis, some forms of cancer, and type 2 diabetes. School based physical education programs are well-situated to help children and youth realize many of the health benefits associated with physical activity (Pfaeffli, 2009).

The fundamental purpose of physical education is to promote through selected physical activity, the establishment and maintenance of competencies, attitude, ideas, drives, and conditions which enables each individual to establish a pattern of living that provides satisfactory self-expression and adjustment through individual accomplishment and that contributed to group welfare through home, community, state, national and world citizenship experience appropriate for each individual (Dutamo, 2014; Sintayehu, 2014). Male and female students who have involved in physical activity develop coordination and abilities useful in work and develop ethical behaviors as well as the responsibility of citizenship, self-discipline, and quality of leadership to lead activities in team sports and get opportunities to play with their peers and this contributes to higher academic and social achievement (Sintayehu, 2014).

There are different views about addressing the woman's participation in sport; some view it in terms of the context of the movement of sport itself and its network of organizations which extends from regional, national and international level. Since females are occupied by household activities, they have less time to participate in physical education activities. Therefore, the participation of female students in physical education seeks more attention and can be

maximized by providing them access to relevant education and training to promote their participation for the development of the society (Ibid).

2.4. Concept of Perception

Perception is the way you perceive and feels about something. (Jeremy Binns, 2010) it is feeling or a way of thinking that affects a person's behavior. In broad term perception is the psychological response to a person and object to a situation to society and to life itself that generally influence our behavior and action. Perception could be either positive or negative many scholars have different perception in different ways. Perception is our sensory experience of the world around us and involves both the recognition of environmental stimuli and actions in response to these stimuli. Through the perceptual process, we gain information about properties and elements of the environment are critical to our survival.

Perception is not only creating our experience of the world around us; it allows us to act within our environment. In the same way perception includes the five sense; touch, sight, ear, smell and taste. It also includes what is known as pro perception, a set of a friend or detecting a familiar scent.

According to (Smith, 2002.)Perception provides information about the environment around us, such information emerges from the counterfactual depends between the environment and the corresponding perceptual experiences. In particular, we have: defined perception as “the disposition to respond favorably to an object, person institution or event. These two definitions show that perception can range from favorable to unfavorable manner.

(Knappand Leonhard, 1968)Defined perception in the contest of physical education is “perception as generalized that emotionalized of feelings about anything. They are characterized by the quality of intensity in all degrees from strongly against” defines attitude and perception as “most prominent feature. It is evaluative character the disposition to respond towards an object in positive or negative manner.

In defined attitude as “the disposition to respond favorably to an object, person institution or event. These tow definitions show that attitude can range from favorable to unfavorable manner.

(Knapp and Leonhard, 1968) Also define attitude in the context of physical education as “attitude as generalized that emotionalized of feelings about any thing

Student perceptions and positive attitude towards physical activity is one the important elements in evaluating the success of a physical education. Student perceptions and positive attitude towards physical activity is one the important elements in evaluating the success of a physical education (Silverman, S. & Subramaniam, P.R., 1999)

2.4.1. Formation of Perception

Although a few scientists said that perception is bad experience and bad information results in faulty perception and better experience (Jeremy Binns, 2010) specific perception sere in born their pieces evidence seem to be argue that, if a person for example, inherits higher levels of aggressiveness such as inheritance would in way determine the particular objects towards which the person develops aggressive perception.

Perception can be formed by classical conditioning that it can be made when one associated his emotion reaction with no object about which he expanded positively or negatively.

The most elementary base of perception formation is simple experiences. If a person encounter is object repeated occasions, he/she will develop positive perception towards it. Repeated experience with the object is itself enough to enhance the person's perception without reason and reward.

Some studies have proved that there is a direct link between improves health and exercise, even just moderate physical activity to improve and maintain optimum health, it is necessary for people of all participant in physical activity.

Most people awe of this fact not nearly enough of them to participate in the kind of physical activity that they need to sustain in a quality of life style (Botizin, 1983)

2.4.2. Attitudes of Female Students towards Physical Activities.

According to encyclopedia of sports (1988: xii) in its individual categories of popular sport, for health and performance and high performance has been an important part our levels for long

time. Over the time (The late 1970) and 1980s female students in regular physical activity grew rapidly as a result, recreational exercise become an integral part for an increasing number of women interest in various forms of recreational exercise and many area of the country it reached explosive .Female students thinking about physical activity have been changed in recent years.

They always assumed physical activity benefits to their work efficacy and for their health status.

The study also wants to evaluate the role learning place in encouraging physical activity for female students to promote exercise in the population (Sattae, 1999)

Success or lack of success could also affect students' attitudes and perceptions toward the subject. As skill is an important part of participation in competitive activities, little is known about the attitudes and perceptions of students toward activities in physical education class. (Ajzen, 2005.)Students' knowledge may affect how students participate in an activity

Attitudes may have an effect on students' perceptions about physical education and these attitudes and perceptions may affect students' behavior (Zimbardo, P.G., & Leippe, M.R. , 1991)

Beliefs can be strong or salient but can change over time (Ajzen, 2005.) Beliefs can determine attitude, and attitude, positive or negative, can affect behavior.

Female students have positive perceptions of themselves, and if this perception is reinforced by their parents, then they may be more likely to actively participate in PE. (Beutler, 2008.) Noted that, to an extent, participation levels in PE are based on parental encouragement and support.

2.5. Students Interest on Physical Education Practical Class

Different student has different interests towards learning of physical education practically. Some students believe that psychological education has great benefit for them.

According to (Bucher., 1972.) "In learning physical skill, the exercise it supplies for becoming physical skills, physical fit, the social contribution such as the development of sport man, ship qualities, learning hero to get along with others and team work this psychological benefits is the form of self-confidence out let for mental frustration; improvements of personality and

development of qualities overage and self-discipline and the knowledge learned inter respect to the role of physical education in the culture of words”

Even though some students accept the importance of physical education as mention in above paragraph negligible number of students think that physical education has very little value for them.

This may be because of a bad experience, like poor instruction, absence of planning and organization, poor availability of facilities and equipment’s.

All evidence suggests that students who experience success in meaningful activities in physical education in a nurturing learning environment will improve their perceptions towards themselves, towards school and towards the subject matter.

According to (Wuest, 1994) states that: “if students are interested in a particular activity, they will be more motivated to do a given activities.”

Physical ability may also be important for being included in a desired peer group, a desire to learn skills for leisure time pursuit, to maintain one’s health or tom prove one’s health or to improve one’s appearance are other reason students may be interested in an activity.

In many secondary schools, elective programs are offered in the upper grades so students may select activities according to their interest. One important goal of physical education is participation in a meaningful physical activity throughout one’s life span. In attempting to accomplish these objectives, teacher must assist their student in acquiring the necessary motor skill and knowledge pertaining to physical activity. Once they have left school is strongly influenced by their perceptions.

Thus, fostering favorable interest towards physical activity is desirable outcome of physical education programs. Teachers must not only be concerned with the development of positive interest, but also with changing negative interest, but also with changing negative interest held by some students.

2.6. Factors Affecting Female Students Participation in Practical Activities of Physical Education

2.6.1 Biological Factors

Females are highly influenced in biological factors to participate in regular activities of physical education.

Age is the dominant biological determinant of physical activity in girls. Overall, levels of activity steadily decline from about 6 years of age until adolescence, when activity levels drop more steeply. Whether this decline ought to be understood solely in terms of biological influences is dubious, and it is, perhaps, noteworthy that the decline in sporting or physical activities among girls around 11 or 12 years occurs almost simultaneously with the period when gender ideology sharply interacts with socialization influences (Bailey, R., Wellard, I., & Dismore, H.).

2.6.2 Socio-Cultural Influence

Socio-cultural influences are one of the most factors that affect female students' participation in regular activities of physical education.

Factors affecting female students in PE have been shown to relate to social constructions of gender and gender stereotypes (Murphy, B. Dionigi, R.A. & Litchfield, C., 2014). In most cultures' girls are often regarded as weak creatures as compared to boys. They are usually seen as inherently sick and fragile to perform an activity that could be handled by men. Therefore, females are highly affected by the negative influence of cultures than male to perform physical activities (Dutamo, 2014; Sintayehu, 2014).

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. 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 (Sintayehu, 2014).

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

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 (Ibid).

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. 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 (Siedentop, 1998). 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 (Ibid).

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 tends 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, M. and Sangral, M., 1997) 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. Schools need 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 (Kamlesh, M. and Sangral, M., 1997).

2.6.3 Motivation

Motivation has a great role to participate in regular activities of physical education. Parents and teachers are a responsible person to develop female students' self-determined motivation to participate freely and actively in regular activities of physical education.

Some researchers have found that self-determined motivation is related to Physical Activity effort, choice, and frequency. These variables may be the key solutions, as a current International study concluded, regardless of self-determined motivation level; adolescents had higher step counts in the free choice condition compared to the structured condition. Experience suggests that within our traditional physical education courses, females are more likely to participate in the activity when there is a leader assisting the follow-through. They appear to lack the motivation and knowledge to prepare an exercise for them has decreased this initiative. (Fraser-Thomas, J. and Beaudoin, C., 2004) documented that the female motivational response to previous environmental pressures is significantly altered by the negative behavior of boys. This is the reason why females will often not fully engage themselves to improve or work more intensely to tax the cardiovascular system in P.E. class as they are protecting themselves from negative male attention. This negative behavior (insults, inappropriate attention and comments) from boys in class is clearly displayed yet much of it is covert therefore our interventions fall short.

As physical educators, coaching and motivational strategies is employed for the entire student body (O'Brien, 2007) possibly adding an extra physical educator assistant may be a key factor in raising this motivation.

2.6.4 Cultivating self-esteem and self-confidence

Feeling of high self-esteem can lead students to successful academic performance and active participation in regular activities of physical education.

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 plenty of opportunity. They do their best to help even the least successful students find something to be proud of. Recognition of one's success by others is enjoyable (Ntoumanis, N., & Ntandag, M., 2009). According to Clark and Starr (1986), teachers should see that their students have many successes in their school work. The recognition of these successes can lead even after repeated failure, to the attainment of the desired goals (ICDR., 1999).

Teachers should also try to raise the student level of aspiration, as a rule after success students raise their goals, after failure they lower them. One's level of aspiration then is generally a compromise between one's fear of failure and one's hope for success. Success-oriented 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 experience 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 be accompanied by other unwelcome side effects (Ibid).

Self-confidence is a belief in one's personal worth and likelihood of succeeding based upon one's self-esteem and general efficiency. According to (Piltz, 2002)—Players who learn the appropriate skills and competencies for effective participation in encouraging settings begin to build the intrinsic motivation patterns and positive dispositions towards activity that lay important foundations for future active lifestyles.

Self-confidence can only be developed over time. Women who participated in sports as [young] girls report a greater confidence, self-esteem, and pride in their social and physical selves. Continuing to take part in physical education classes and physical activity helps build self-confidence in their abilities and ultimately with proper physical educators in the teaching profession, they will be able to continue to build that self-confidence while dealing proactively with negative comments (Melese, 2016)

2.6.5 Perceived value

Trusting in personal quality and ability is a good behavior to be competent and to achieve successes in different activities including sport.

Ability beliefs play a major role in most theories of achievement motivation, such as self-efficacy, expectancy-value and Goal orientation. In these theories, perceptions of competence are assumed to influence achievement behavior. The general conclusion is that when individuals feel competent that they can be successful at a particular task, they are more likely to choose to do the task and maintain their effort, even under adverse conditions. Therefore, individuals who perceive they to be competent may be motivated to engage in physical activity and conversely withdraw from activities when they perceive themselves to lack competence (Melese, 2016)

2.6.6 The Gender appropriateness of School Curriculum

Research on sex typing of physical activity choices has indicated consistent trends in beliefs about gender appropriate physical activities. Future choices regarding physical activity are greatly influenced by these stereotypical viewpoints. As elementary students explained the main reason for sex-stereotyped views was the need to feel socially accepted. Parents and other influential people expect boys to play basketball while girls are expected to participate in dance and other feminine-typed activities. If students stepped outside the realm of social acceptability, they viewed themselves at risk for some sort of social penalty. The results of these studies underscore the importance of providing a learning environment that meets the needs of all students. When girls feel that an activity is for boys, they may not have the confidence in their ability to be successful which will ultimately influence their potential for developing skills in a wide range of activities (Ibid).

Being the primary societal institution with responsibility for promoting physical activity in young people, school physical education has the potential to be a powerful force against sedentary lifestyles: _The potential of PE to reach virtually all children makes it a uniquely important resource. Especially important, in this regard, is the Primary/Elementary phase of schooling, which has the advantages of relatively high engagement in physical education lessons, and students who are curious about their bodies and receptive to health information. Whilst the

amount of actual activity experienced during many physical education lessons is probably inadequate to deliver health outcomes, physical education is well placed to facilitate the development of a foundation of movement skills and positive attitudes towards recreational physical activities, which are likely positively, contribute to health. It ought to be stressed that physical education lessons do not necessarily promote physical activity in children (Weinberg, 1997).

Indeed, there is evidence that inappropriate provision can disaffect some students, especially girl. In many settings, a narrow curriculum, dominated too heavily by competitive team games, fails to address the needs and interests of the whole school population, and does not transfer well to out-of-school and adult sporting participation. Many girls reject an overly competitive teaching climate. The outcome is often that, whilst positive physical education experiences are supportive of lifelong physical activity habits, inappropriate provision can actually harm such healthy practices (Gibbons, 2009).

Nevertheless, it needs to be acknowledged that schools and, especially physical education, continue to be vital factors potentially supportive of sporting and physical activities. Evidence from many countries around the world of reduced curriculum time and facilities, therefore, is serious cause for concern (Weinberg, 1997).

In PE, as in any other academic subject, the curriculum shapes instruction by mapping out for teachers what students should be taught and how their acquisition of knowledge and skills should be assessed. A 2006 CDC survey found that nearly half of the nation 's schools do not even have a PE curriculum. A high-quality, well-designed PE curriculum is based on national, state, or local PE standards that describe what students should know and be able to do as a result of a high-quality PE program. In a young girl 's life, many times the competitive nature of sport can be draining, both mentally and physically. Do activities need to be structured? It has been found that most females will not take part in a class where structure is lacking however; they often will not create their own physical activities in a gym setting (Melese, 2016).

2.6.7 Religion

Some religions have a negative impact on female students not to participate equally and fully in freedom in regular activities of physical education.

Christian and Islam are usually associated with low female students' participation to perform good practical activities of physical education in the schools (Sintayehu, 2014).

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. These two religions also 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. 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 (Ibid).

2.6.8 Parents Attitude towards their daughters

Most of the time parents have negative attitude towards females' participation in practical activities of physical education.

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 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 interrelate gender and culture is one of the social barriers that hinder girl's educational environment by importing a sense of inferiority in girls' mind and perpetuating male dominance (Carron, G. and Bordia, M., 1985).

Finally, while formal education is increasingly valued by parents in most countries, differences often exist in the extent to which families deem schooling of equal 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 inequality favoring boys over girls is not only reflected by parents but also is a common feature in much of the developing world in schools (Sintayehu, 2014).

2.6.9 Partnership/Relationship

Positive relationships between students in learning practical activities of physical education have a potential benefit to create active teaching learning process on the field.

As Mawer (1996) elaborated, a relationship which is built around a framework of honesty, trust and respect is then likely to facilitate a two-way communication channel.

Moreover, O’Gera(1996)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.

2.6.10 School Factors

Shortage of sport and related materials, environmental factors, and teachers teaching approach are one of major factors that affects female students’ participation in learning practical activities of physical education.

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. 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 (Sintayehu, 2014).

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 (Sintayehu, 2014).

2.6.11 Play ground

Playground issues affect everyone. The playground is also one of the most public place in a school where boys and girls, teachers and other adults can be seen together children playing in the playground 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 behaves in the playground affect many different groups of people.

- Parents working in school
- The head teacher and other teachers
- Pupil at other schools, including former pupils
- Other members of the community who pass or enter the school (Pat, 1991).

According (O’Gera, A. and Nancy, K., 1996) 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 aside, 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 playground schools with smaller play areas have banned large balls altogether.

2.6.12 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 girl 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 (Sintayehu, 2014).

It may be more helpful to suggest that the interaction between teacher and pupils is bound to be a powerful determinate 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. 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 more towards ensuring a more equitable treatment of boys and girls within the class room (Ibid).

2.6.13 The Role of Teacher and Teaching Approach

Teachers are a responsible person to treat students equally in teaching learning process of practical activities of physical education.

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

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 student's 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 (Ibid). Teachers should provide choice when teaching a physical education class because this enhances commitment to the course and lesson being taught if they have an opportunity to provide suggestions. It validates, empowers, and enables participants in the class. If the expectations are clear and all feel supported in their learning environment, most will want to take part in the activity and achieve success.

According to (Hurtes, 2002), although boys are generally more physically active than girls are, little is known about possible explanations for this. It may be that boys spend more time in activity-enhancing environments than girls spend, particularly out-of-doors do. In addition, boys and girls often engage in different types of activities. In many contexts, boys and girls are offered distinct activities based on their gender. When they are presented with nominally the same curriculum content; boys tend to dominate in many sports. Therefore, it may be that much unwillingness to engage with sports and physical activities can be attributed as much to the terms of their participation as the activities, themselves (Melese, 2016)

2.6.14 Sport Personalities

In order to develop female students' positive attitude to participate in practical activities of physical education role models have an important role.

(Arnold P. , 1976)Report that role models are important here are many good Example 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.

2.6.15 Lack of Role Models

Role models have a significance role to encourage female students' active participation in practical activities of physical education.

As (O'Gera, A. and Nancy, K., 1996) support that role modeling is an important part of social learning, thus increasing the number of females' teacher is an important strategy to boost girl's 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), 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 Tsigie(1991)indicated that quit 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.

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 (Sintayehu, 2014; Dutamo, 2014).

CHAPTER THREE

METHODOLOGY OF THE RESEARCH

In this chapter, the researcher discusses about study design and methods of the study including data collection instrument and strategy for data analysis.

3.1. Description of the Study Area

Kamba Woreda is located in SNNPRS 605km far away from the capital city of Addis Ababa and 100km from Gamo Zone major town Arbaminch. Kamba is bordered on the north by Daramalo Woreda and Zala Woreda, on the west by Uba Debretsehay Woreda which separates it from Kemba Woreda, on the west by Bonke Woreda, on the south by Debub Omo Zone and Segen Area.

Based on the 2010 census conducted by the CSA, this Woreda has a total population of 206026, of whom 100953(49%) are men and 105073(51%) women; 8241.4or 3.99% of its population are Urban dwellers. The majority of the inhabitants was protestant. The major source of their economic background is agriculture such as: - Maize, Barley, and Tef are highly produced in the Woreda. The Woreda is also known by Apple production in the highland and livestock in the lowland area.

In this chapter, the researcher discusses about study design, methods of the study, source of data, sample and sampling technique, method of data collection instrument and strategy for data analysis.



Figure 1: Area Map of Kamba District

3.2. Research Design

The design used in this study was descriptive survey design. This research design allows assessing a wider variety of behaviors and other phenomena. The study was focus on examining perception of female student to participate in learning practical activities of physical education class. Therefore, by using this study design the researcher collects vast information from a number of respondents and analyzes the data to achieve the objectives of the study.

3.3. Research Method

Mixed methods (Quantitative and qualitative) data collection instrument were utilized to obtain appropriate information from selected participants of this study. Regarding to this, in quantitative data self- administered closed-ended questionnaires prepared for female students and PE teachers. In qualitative data gathering instrument semi-structured interview for parent committee and school principal naturalistic (unstructured) field observation was used to get relevant information about perception of female students in participate in physical education practical class

3.4. Sample and Sampling Technique

200 grade nine female students, 6 physical education teachers, 6 school principals and 15 parent committees from Kamba Woreda was utilized as sample of this study. The researcher used cluster (one-stage) and purposive sampling techniques. The reason why cluster (one-stage) was used, the study was conducted in rural residents widely distributed geography. The whole sample students were basically homogeneous but internally heterogeneous, and also all elements in each sampled cluster were included in this study. Among six secondary schools in the Woreda three of them were selected purposively because, relatively high number of grade nine female students and certified (Diploma & Degree) PE teachers located in these selected schools. So that, these three secondary schools namely: Belta, Garda and Dingamo were considered as clusters.

As clearly mentioned above all grade 9 female students ($n=200$) registered in the academic year in each cluster school studied including 6 physical education teachers, 6 school principals and 15 parent committees who were selected purposively among 23 parent committees from each cluster school. Therefore, the researcher was utilizing one-stage cluster sampling and purposive sampling techniques based on the following scientific procedure.

Table 1: Sample size and sampling technique

Sample	Participants	Schools	Number of participants	Sample size	%	Sampling technique
	<i>Female students</i>	Belta	71	71	35.5	One-stage cluster sampling
		Garda	67	67	33.5	
		Dingamo	62	62	31	
		Total	200	200	100	
	<i>PE Teacher</i>	Belta	2	2	33.3	Purposive sampling
		Garda	2	2	33.3	
		Dingamo	2	2	33.3	
		Total	6	6	100	
	<i>School Principals</i>	Belta	2	2	33.3	
		Garda	2	2	33.3	
		Dingamo	2	2	33.3	
		Total	6	6	100	
	<i>Parent Committee</i>	Belta	8	5	33.3	
		Garda	8	5	33.3	
		Dingamo	7	5	33.3	
		Total	23	15	100	

In the above table describe as clearly mentioned above all grade 9 female students (n=200) registered in the academic year in each cluster school studied including 6 physical education teachers, 6 school principals and 15 parent committees who were selected purposively among 23 parent committees from each cluster school. Therefore, the researcher was utilizing one-stage cluster sampling and purposive sampling techniques based on the following scientific procedure.

3.5. Sources of Data

3.5.1. Primary Source of Data

The primary source of data for this study is students who participate in physical education practical class, PE teachers, school principals and PTA members.

3.5.2. Secondary Source of Data

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

3.6. Data Collection Instruments

Instruments utilized in this study were self-administered questionnaire, semi-structured interview and field observation were used for selected cluster school female students, physical education teachers, school principals and selected parent committees.

3.6.1. Questionnaires

As a major data collecting instrument closed ended standard questionnaires were employed for 6 teachers and self-administered questionnaire for 200 female students. Closed-ended questionnaires consist of three points rating scale questions for students and five points rating scale for teachers that offer respondents a set of answers to choose. These types of questions were developed to be used in providing clear understanding to the knowledge of sampled respondents related to the perception of female students in physical education practical class in case Kamba Woreda selected secondary and preparatory schools.

3.6.2. Interview

Semi-structured open-ended interview questions prepared in Amharic and conducted with 15 parent committee and 6 school principal to assess factors that affect female student's participation in practical activities of physical education. This method allows the interviewer to be prepared and it gives freedom for the interviewee to express their idea with their own words.

The interview questions prepared for parents focuses on awareness of the community, socio-cultural influence, negative impacts of females' participation and opinion of the community concerning female's participation in practical activities of physical education.

3.6.3. Field Observation

Additionally, to support quantitative data of questionnaires and to get supplementary information about perception of female students to participate in physical education practical class naturalistic (unstructured) observation was conducted from the natural setting of viewpoints when students and teachers performing physical activities on the field. This method allows assessing spontaneous behavior of participants in natural surroundings that may not emerge from a more structured form of observation.

3.7. Pilot Test

The pilot test provides an advance opportunity for the researcher to check the questionnaires and to minimize errors due to unacceptable design of instruments. Additionally, before the actual work of the research pilot study was conducted to check the validity and reliability of the instruments. In number 50 female students at Ossa secondary school out of cluster schools in the Woreda. This helps to test and evaluate the qualities of questions and the reliability of applied instruments.

3.7.1. Validity and Reliability

Before conducting the data, collection instruments, the accuracy /validity/ of the instrument was evaluated by inviting experts to edit and comments the questionnaire and interview questions. By cross-referencing the content of instruments to the research question, validity of instruments was checked. Therefore, based on the comments of experts a number of questions were grammatically corrected from each item of the questionnaire. Additionally, before the actual work of the research pilot study was conducted to check the validity and reliability of the instruments. In number 50 female students at Ossa secondary school out of cluster schools in the Woreda. This helps to test and evaluate the qualities of questions and the reliability of applied instruments. Alpha coefficient Cronbach was applied to test whether the instrument used to collect data was reliable or not. The alpha coefficient Cronbach result showed

- 0.655 for student's response about perception,
- 0.860 for attitude of female students, and
- 0.878 for challenges of female students.

The Cronbach alpha coefficients of reliability for the variables indicate high internal-consistency reliability of the instruments. Therefore, the instruments were scientifically accepted to apply. The pilot test provides an advance opportunity for the researcher to check the questionnaires and to minimize errors due to unacceptable design of instruments, such as problem of wording or sequence. Cronbach's alpha coefficient tests; which indicated that there is an excellent internal consistency because Streiner D. (2003) suggest that “ improving your knowledge about internal consistency and un-dimensionality will lead to the correct use of Cronbach's alpha1; since $\alpha \geq 0.9$ = excellent , $\geq 0.9 \alpha \geq 0.8$, good, $\geq 0.8 \alpha \geq 0.7$ acceptable, $\geq 0.7 \alpha \geq 0.6$, questionable, $\geq 0.6 \alpha \geq 0.5$, poor, and $0.5 \geq \alpha$ has, unacceptable respectively.” (p. 9).

3.8. Data Collection Procedures

Source of data for this study was questionnaire for female students and PE teachers, interview for parents and school principal and also additional information was used field observation. The questionnaire that prepared for female students was translated in to local language (Gamogna) and administered for grade 9 female students at selected cluster school.

Secondly, the researcher prepared open-ended semi-structured interview question in Amharic and conducted with selected 15 parents committee and school principal in face to face. Additionally, the researcher used naturalistic (unstructured) field observation twice in each cluster schools. Finally, the researcher interpreted all the data gathered from questionnaire, interview and field observation to achieve the objectives of this study.

3.9. Method of Data Analysis

Analysis was done by using SPSS version 20 computer software. To describe the study samples in relation to socio-demographic and other relevant variables and to analyze quantitative data of questionnaire frequency, percentage, mean and standard deviation was utilized. Significance value of goodness fit test was considered by $p\text{-value} < 0.05$.

In qualitative data, interview and field observation were conducted. The response of interview questions and the result of field observation were grouped according to the themes then main findings were narrated and analyzed based on thematic way.

3.10. Ethical Considerations

Letter of communication was obtained from Addis Ababa University. A formal letter request of cooperation was written to Gamo Gofa Zone education bureau, Kamba Woreda education bureau and selected sample secondary schools.

To keep data confidentiality and safety the respondents name was not taken and the data accessed by research team only

CHAPTER FOUR

DATA PRESENTATION AND EVALUATION

This chapter deals with data analysis and interpretation of collected data through questionnaire from female students and PE teachers, interview from parent's committee and school principals, in addition to field observation. Here the data is presented in tables and analyzed using descriptive statistics such as frequency, percentages, correlation coefficient and thematic explanation.

Accordingly, presentation and analysis were made to make use of the data gathered from students, physical education teachers, main principals, and PTA members. In order to collect data, questionnaires were distributed to sample government secondary and preparatory school, a total of 22 questionnaires distributed for 200 students and 7 questionnaires distributed for 6 teachers, questionnaires were filed properly and returned.

In order to interviews were also conducted with main principals, PTA members a. In addition to this, field observation analysis was also employed as supplementary data gathering tools in the study. Therefore, analysis and interpretation of the data were made based on the responses obtained from

4.1. Data Display

4.1.1 Background of Female Students Involved in the Study

Table two explains about the general socio-demographic characteristics of female students who involved in this study.

Table 2: General background of female students involved in the study

Variables		Frequency	Percent
Schools	Belta	71	35.5
	Garda	67	33.5
	Dingamo	62	31
Age	<=15yrs	20	10
	16-18yrs	102	51
	19-21yrs	52	26
	22-24yrs	22	11
	>25yrs	4	2
Marital Status	Single	184	92
	Married	16	8
Ethnicity	Gamo	150	75
	Walayta	25	12.5
	Amhara	20	10
	Oromo	5	2.5
Religion	Protestant	109	54.5
	Orthodox	65	32.5
	Muslim	26	13

*n=200

The result of age shows that 20(10%) of the samples were <=15yrs, 102(51%) were 16-18yrs, 52(26%) were 19-21yrs, 22(11%) were 22-24, 4(2%) were >25. Marital status of sample students 184(92%) were single, 16(8%) were married. Ethnically 150(75%) samples were Gamo, 25(12.5%) samples were Walayta, 20(10%)

Samples were Amhara and 5(2.5) samples were Oromo. In religious 109(54.5) were Protestant, 65(32.5) were Orthodox, and 26(13%) were Muslim

4.1.2. Background of Teachers Involved in the Study

Table three explains about the general socio-demographic characteristics of physical education teachers who involved in this study.

Table 3: Background of PE teachers involved in the study

Variables		Frequency	Percent
School	Belta	2	33.3
	Garda	2	33.3
	Dingamo	2	33.3
Age	30-34yrs	3	50.0
	>/=35yrs	3	50.0
Educational Level	Diploma	4	66.7
	Degree	2	33.3
Marital Status	Single	1	16.7
	Married	5	83.3
Ethnicity	Gamo	5	83.3
	Wolayta	1	16.7
Religion	Protestant	4	66.7
	Orthodox	2	33.3

*n=6

The result showed that 3 (50%) of the samples were 30-34yrs and 3(50%) were>/=35yrs of age. According to educational background of PE teachers 4(66.7%) were graduate of Diploma and 2(33.3%) were graduate of Degree. Majority of teachers participated in this study 5 (83.3%) were married while the rest 1 (16.7%) were single. Ethnic 5(83.3%) samples were Gamo and1 (16.7%) samples were Wolayta. Religion 4(66.7%) were Protestant and 2(33.3%) were Orthodox.

4.1.3 Background of Parent Committees Involved in the Study

Table four explains about socio-demographic characteristics of parent committees who involved in this study.

Table 4: Background of parent committees involved in the study

Variables		Frequency	Percent
Age*	</=40yrs	3	20.0
	41-55yrs	7	46.7
	>55yrs	5	33.3
Educational Level*	Elementary	4	26.7
	Secondary	8	53.3
	Diploma	3	20.0
Religion*	Protestant	12	80.0
	Orthodox	3	20.0

*n=15

The result showed that 3(20.0%) parent committees were </=40yrs, 7(46.7%) were 41-55yrs and 5(33.3%) were >55yrs old. Educational background of parent committees 4(26.7%) were attended elementary school, 8(53.3%) were complete of secondary school and 3(20%) were graduate of Diploma. Religion 12(80%) were Protestant and 3(20%) were Orthodox. The whole parent committees were married and ethnically Gamo.

The figure below presents the participants involved in the study sample school

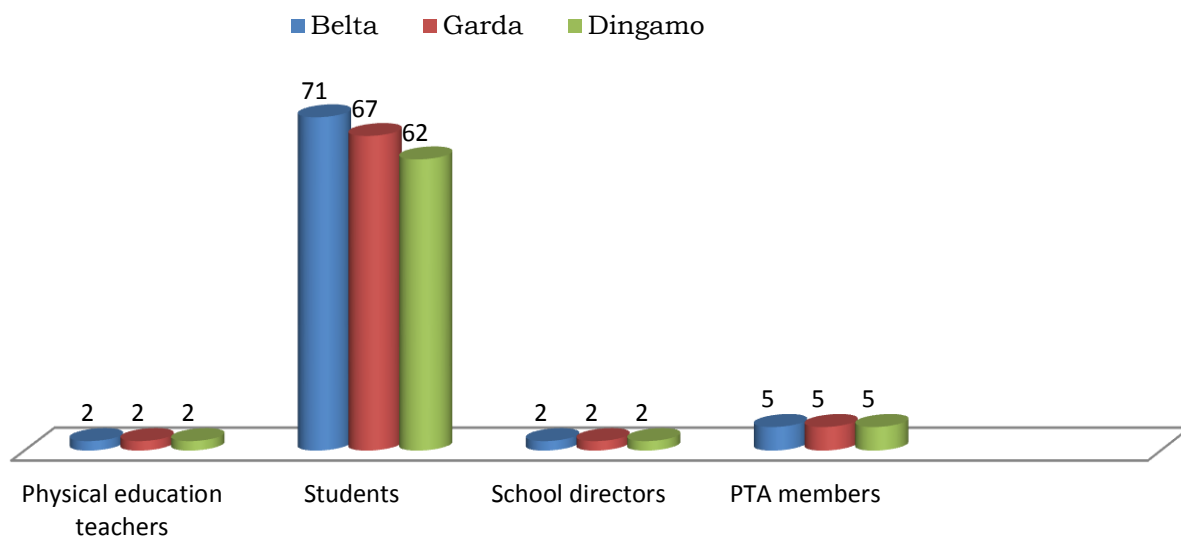


Figure 2: Shows the participants involved in the study

4.2. Female Students' Response Findings

4.2.1 The Perception of Female Students to Participate in PE Practical Class

The way of female students thinks about participating practically in different sport activities.

The following table discussed about the respondents' assumptions on the issues of perception related to practical session of PE.

**Table 5: The response of respondent on issues perception of female student in
Physical education practical class**

№	Item based on perception of school community	value	Response category			Total
			3	2	1	
1	Are your physical education teachers given equal chance like boys to show the activity as a model in your practical class	№	45	113	42	200
		%	22.5	56.5	21	100
2	Do you practice your practical class freely	№	65	115	20	200
		%	32.5	57	10	100
3	Do you openly explain your problems to your physical education teacher during practical class	№	39	55	106	200
		%	19.5	27.5	53	100
4	Female student who attend frequently in the physical education practical class	№	67	44	89	200
		%	33.5	22	44.5	100
5	Demonstrating practical activity in front of all students	№	50	45	105	200
		%	25	22.5	52.5	100
6	Receiving more priority, appreciation and encouragement given by teachers during practical class	№	90	50	60	200
		%	45	25	30	100

Key – 3=yes 2= sometime 1=never

Item 1 of Table 5 below, 113 (56.5%) of students responded that, sometimes their physical education teachers give equal chance like boys to show the activity as a model in their practical class, there for this data indicate the PE teachers were the deferent perception about female in practical class. Role models are particularly important for practical class because practical class is a time of practicing an activity or doing an activity practically.

Through, female students had freely practiced the practical class. Item 2 of table 5 indicate that 115(57%) of the total respondent were some time. The data got from the interview was also the same as the above data.

With regard to openly explain the problems to your physical education teacher during practical class the majority of respondents say never on Item 3 of table 5 indicate that 106 (53%) of students are responded that female students are never explain their problem to their physical education teacher during practical class. The data got from the interview was also strengthening this point. As interview held with a principal,

“Most of female student from rural area became ashamed to perform physical activity, saying I have with ministration and shame with their body shape, size of breast, psychological and environmental factors, in fact, it shows school community as well as students need to give awareness.”

According to table 5 of item number 4, 67 (33.55%) of students responded that, they attend frequently in the physical education practical class, 44(22%) of students responded that, they were attending the physical education practical class sometime female students attend in the physical education practical class; whereas 89 (44.5%) of students responded that, female students never attend frequently in the practical class of physical education.

There for the data indicates female students did not understand the importance of physical education practical class.

Item number 5 of table 5, 50 (25%) of students responded that, they are demonstrating practical activities in front of all students, 45 (22.5%) of students are responded that they are sometimes demonstrating the practical activity Infront of all students, 105 (52.5%) of students responded that, they never demonstrating the practical activity in front of all students.

There for data indicate female students feeling shamed or fear to perform physical activity or feel uncomfortable to participating in front of their peer group or friends. As interview held with a principal,

“I think the main factor is being embarrassed to put themselves out there in front of their friends. I think a lot of girls at school just follow what their friends are doing. If their friends don’t participate, they don’t participate. I think a lot of girls are shy, and don’t participate”

Item number 6 of table 5, shows 90 (45%) they receive appreciation and encouragement, 50 (25%) of students responded that, they sometime receive appreciation and encouragement by teachers, 60 (30%) they physical education teachers did not give appreciation and encouragement.

In general, the data shows negative perception of female students to participate in practical activities of physical education such as:- they don't have an equal chance like boy to participate indifferent sport activities, they are not free on the sport field, most of female students are ashamed to explain their feelings to their PE teachers and frequently they are absent from practical class.

Therefore, female students were always need priority, appreciation and encouragement in physical activity class to participate actively in different sport activities and to change their negative perception.

(Beutler, I. 2008) noted that, to an extent, participation levels in PE are based on teachers and parental encouragement and support.

4.2.2. The Attitude of Female Students in Physical Education Practical Activity

The way of female students thinking and behaving towards practical activities of physical education.

The following table discussed about response of respondents consists of attitudes of female students in physical education practical activity.

**Table 6: The response of respondents based on attitudes of female students in
Physical education practical activity**

№	Item based on attitudes of female students in PE practical class	Value	Response category			Mean	S. D
			3	2	1		
1	Negative attitude of female students' participation in physical education practical class	№	145	40	15	2.65	.616
		%	72.5	20	7.5		
2	Lack of awareness of teachers towards female students during practical physical education class	№	25	125	50	1.88	.601
		%	12.5	62.5	25		
3	Low appreciation and encouragement Of physical education teachers	№	123	70	7	2.58	.561
		%	61.5	35	3.5		

Source, Field survey (2019) scale analysis: 1.00-1.40 Vh, 1.5-2.49 h, 2.5-3.49 moderate, 3.5-4.49 l, 4.5-5.0 Vl.

Item number 1 table 6 of, below, 145 (72.5%) of students responded that, the negative attitude of female students' participation in physical education practical class is high whereas, 40 (20%) of students are responded that, average, 15 (7.5%) of students responded that, low.

The mean score shows (2.65) it indicates negative attitude of school communities were affect the participations of female students in physical education practical class.

Item number 2, of tables 6, 25(12.5%) of students responded that, high, 125(62.5%) of students responded that, average, 50 (25%) of female students responded that, low.

The calculated mean scores are (1.88) which indicates lack of awareness of teachers the major factors on here. The data got from the interview was also strengthening this point. In addition, as interview held with a principal,

“Awareness is important to participation of female students in physical education practical class, but some physical education teachers were not understood and communicate the problems of female students, like ministration and others.”

Concerning to item number 3 of table 6, 123 (61.5%) of students responded that, low appreciation and encouragement of physical education teachers are high, whereas 70 (35%) of students responded that, low appreciation and encouragement of physical education teachers are average. On the other hand, 7(3.5%) of students responded that low appreciation and encouragement of physical education teachers are low.

The calculated mean scores are (2.58) then it indicates physical education teachers were give appreciation and encourage for female students but it still needed to changes the awareness. If parents are creating a positive environment where physical activity is encouraged, then female students may be more likely to continue those patterns within physical education.

The majority of female students have negative attitude towards practical activities of physical education. This might be the result of the negative attitude of school community (socio-cultural influence), low appreciation and encouragement of physical education teachers (teachers teaching methodology), and parental influence.

Moreover, (Murphy, B. Dionigi, R.A. & Litchfield, C., 2014) stated that factors affecting female students in PE have been shown to relate to social constructions of gender and gender stereotypes. In most cultures’ girls are often regarded as weak creatures as compared to boys. They are usually seen as inherently sick and fragile to perform an activity that could be handled by men. Therefore, females are highly affected by the negative influence of cultures than male to perform physical activities (Dutamo, 2014; Sintayehu, 2014).

4.2.3. Challenges that Encounter of Female Students in Practical Class

Some major challenges of physical education practical sessions were presented to the respondents, so that they could indicate the extent to which these challenges were hindering the participations of female students in physical education practical sessions in their schools. It is presented in table 5 below.

**Table 7: The response of respondents based on challenges of female students in
PE practical class**

№	Item based on challenges	Value	Response category			Mean	S. D
			3	2	1		
1	Playing Court and field	№	125	70	5	2.6	.540
		%	62.5	35	2.5		
2	Playing ball and goal pole net	№	61	127	12	2.25	.554
		%	30.5	63.5	6		
3	Rome to change cloths	№	-	-	200	1.00	.000
		%	-	-	100		
4	Water facilities	№	5	195		2.03	.157
		%	2.5	97.5			

Source, Field survey (2019) scale analysis: 1.00-1.40 Vh, 1.5-2.49 h, 2.5-3.49 moderate, 3.5-4.49 L, 4.5-5.0 VL.

Item number 1, in table 7 of, 125(62.5%) of students responded that, there are adequate court and field in their school, whereas 70(35%) of students responded that, there are inadequate court and field in their schools whereas, 5(2.5%) of students responded that, not exist.

The calculated mean scores show (2.60) then the mean score indicated that there is court and field in selected schools but it is inadequate and uncomfortable.

Concerning to item number 2 of table 7, 61 (30.5%) of students responded that, there are adequate ball and net in their school where as 127 (63.5%) of students responded that, there are in adequate ball and net in their school. On the other hand, 12 (6%) of students responded that, ball and net in their school is not exist.

The mean score value shows 2.25 and 2.03 for the items number 2 and item number 4 of table 5 was seen problems in practical class, were as item number 3 of table 5 calculated mean score shows (1.00) this mean value indicates Rome to change clothe were critical problems selected schools.

“Shortage of material like balls, cloths, sport equipment and shortage of play and training ground spatially room to change clothe were the highest problems that highly affected the physical education practical class, so school principals cooperatively communicate with educational office and student families to fulfill those materials”. As interview held with PTA members,

“Lack rooms to change clothe and water to shower was negative attitudes of the student on practical session and negative attitudes of other subject teacher and the administrative body was also the other highest challenges”.

Absence of facilities which is required for sport activities and other services in the school compound were critical problems and highly affect female students’ perception to participate interestingly in regular activities of physical education.

In relation to this (Sintayehu, 2014) underlined that, poor quality of learning environment, poor school facilitates, irrelevant curriculum, distance to school, lack of role models and teachers’ negative attitude to girls’ education are impediments that hinder girls’ participation in education. Learning materials are one factor, which put female students at a disadvantage. Most of the physical activity’s materials are not suitable and inviting girls to participate in activities according to their ability and age wise

4.2.4. Enhancing the Teaching Learning Process

Table 8: The response of respondents based on enhancing teaching learning

Process						
№	Item based on teaching learning Process	Value	Response category			Total
			3	2	1	
1	Do you understand the activity by demonstrating it in front of all students	№	80	20	100	200
		%	40	10	50	100
2	Do you understand the activity by asking your teacher to repeat the activity	№	70	30	100	200
		%	35	15	50	100
3	Do you understand the activity by other mechanisms	№	170	10	20	200
		%	85	5	10	100
4	Do you have a positive attitude to learning of physical education practical class	№	64	6	130	200
		%	32	3	65	100
5	Do you have an interest to study physical education as approves in the future	№	80	-	120	200
		%	40	-	60	100
6	Does female students' participation, interest and self- confidence is better when we compared with other disciplines	№	50	25	125	200
		%	25	12.5	62.5	100

Key – 3=yes 2= sometime 1=no

Item number 1, of table 7, 80 (40%) of students responded that, they are understanding the activity by demonstrating it in front of all students were as, 20 (10%) of respondent responded that, they are sometime understand the activity by demonstrating it in front of all students were as 120(60%) of students responded that, they did not understand the activity by demonstrating it in front of all students. This indicates female students were feared and sham to demonstrate in front of students.

The data shows in table 7 item number 2; it indicates female students were fear to asking and communicating their teachers repeat the activity.

Regarding to item number 3 of table 7, 170 (85%) of students responded that, they are understand the activity by other mechanisms while 10(5%) of respondents responded to some extent understand the activity by other mechanisms were as 20 (10%) of students are responded that, they did not understand the activity by other mechanism. The data imply that, students understood the activity in other mechanisms.

According to (Arnold ,1976) also views that though a well-directed physical education program student develops skills for the correct use of leisure time by undertaking activities which are conductive to healthy living social development and a sense of civic responsibility.

According to items number 4 of table 7, 64(32%) of students responded that, they have a positive attitude to learning of physical education practical class while, 6(3%) of respondents responded to some extent, they have a positive attitude to learning of physical education practical class, were as, 130 (65%) of students responded that, they did not have a positive attitude to learning of physical education practical class. The majority of the students were low attitude for physical education practical activity class.

Item number 5, table 7, the data indicates students have no interest to learn physical education in college or university level.

Regarding to item number 6 in table7, shows 50(25%) of students responded that, they have interest to participate and self-confidence is important to compared with other disciplines, were as 25(12.5%) responded to some extent, the rest 125(62.5%) responded that, they were not agreed with it compared with other disciplines.

The data indicates the majority of students were don't agreed compared with other disciplines.

In each and every situation good interaction is vital. However, in this study area there is a communication gap in between teachers and female students during practical activities of physical education. Female students were not interested and motivated to involve in practical activities of physical education, they have negative attitude towards practical activities of physical education.

In relation to this (ICDR. 1999) underlined that, teachers interact differently with boys and girls and this creates problems and inequalities in the class room

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.

4.2.5. Enhancing the Teaching Learning Process Concerning to Student's Interest

Interest is a feeling of wanting to learn more about practical activities or to be involved in practical activities of physical education.

Table 9: The response of respondents enhancing teaching Process based on student interest

No	Item on student interest	Value	Response category			Mean (x)	S.D
			3	2	1		
1	Does your physical education teachers start the practical class on time	No	40	125	35	2.03	.613
		%	20	62.5	17.5		
2	How often do the physical education teacher relate their lesson with your life activities	No	65	120	15	2.25	.582
		%	32.5	60	7.5		
3	How often do you discuss Issues related to the teaching learning process of physical education with your teacher	No	57	123	20	2.19	.594
		%	28.5	61.5	10		

Source, Field survey (2019) scale analysis: 1.00-1.40 VL, 1.5-2.49 L, 2.5-3.49 moderate, 3.5-4.49 High, 4.5-5.0 VH.

Item number 1, table 8, shows 40 (20%) of students responded that, physical education teachers frequently start the practical class on time whereas 125 (62.5%) of students are responded that, physical education teacher rarely start the practical class on time on the other hand, 35 (17.5%) of students are responded that, physical education teachers not at all start the practical class on time.

The mean score in the same table 8, item number 1, 2, 3, shows (2.03, 2.25, 2.19) consecutively it was indicates physical education teachers were sometimes start the class on time, lesson related in life activity and discuss issues related to teaching learning process but stile they were problems on PE teachers.

The figure below presents enhancing the teaching Learning process concerning to Student interest

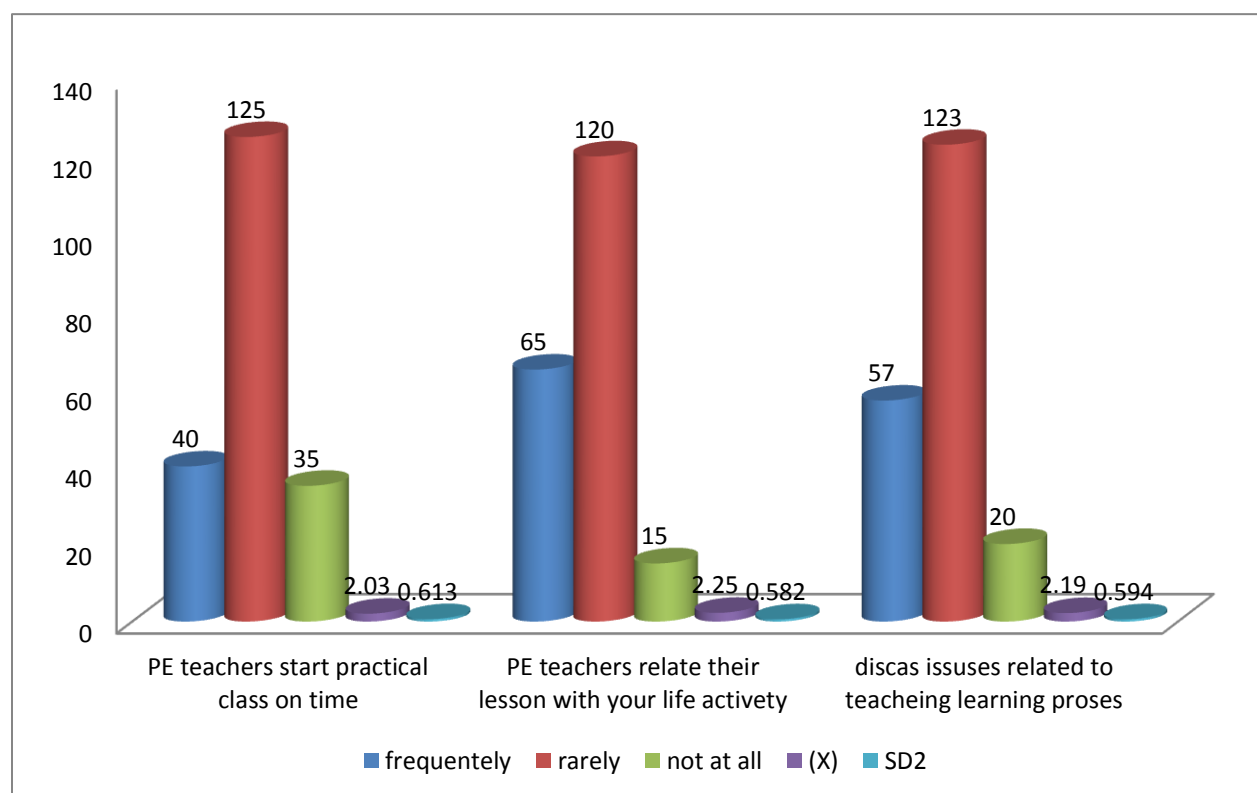


Figure 3: Shows the frequency, mean and SD of enhancing the teaching Learning process

4.3. Findings from PE Teachers' Response

4.3.1. Teachers on the Problems of Female Students in PE Practical Class

Concerning cultural influence on females' education based on thesis issues of respondents presents in table 9, bellows.

Table 10: Response of teachers on the problems of female student's PE practical Class

№	Item	value	Response category					Mean (x)	SD
			5	4	3	2	1		
1	Low attitude of teachers towards student's participation in physical education practical class	№	1	2		3		3.16	0.95
		%	16.6	33.3		50			
2	Lack of awareness about female students' performance in physical education practical class	№	1	3		2		3.5	0.88
		%	16.6	50		33.3			
3	Lack of encouragement of physical education teachers to female students during practical class	№	1	3	1	1		3.66	0.92
		%	16.6	50	16.6	16.6			

Key, 5-strongly agree, 4-agree, 3-undecided, 2-disagree, 1-strongly disagree Source, Field survey (2019) scale analysis: 1.00-1.40 VL, 1.5-2.49 Low, 2.5-3.49 moderate, 3.5-4.49 High, 4.5-5.0 VH

Item number 1 table 9, of, 1(16.6%) respondent of teachers responded that, strongly agree in low attitude of teachers towards female students participation in physical education practical class affect their performance whereas 2(33.3%) respondents of teachers responded that, agree in low attitude of teachers towards female student participation in physical education practical class affect their performance, in other 3(50%) of respondents of teachers responded that, disagree in low attitude of teachers towards female student participation in physical education practical class affect their performance and no respondents showed his/her strongly disagreement or uncertainty on the factor mentioned above.

The mean score shows (3.16) then it indicates low attitude of teachers were moderately affect the participation of female students.

Attitudes may have an effect on students' perceptions about physical education and these attitudes and perceptions may affect students' behavior. (Ajzen, 2005). Beliefs can determine attitude, and perception, positive or negative, can affect behavior.

Item number 2 of table 9, 1 (16.6%) of teachers responded that, strongly agree in lack of awareness about female students performance in physical education practical class, were as, 3(50%) of teacher responded that, agree in lack of awareness about female students performance in practical class and 2(33.3%) disagree in lack of awareness about female students performance in physical education practical class.

The calculated mean score shows (3.5) lack awareness of female student was problems of physical education in practical class. The data got from the interview was also strengthening this point.

Item number 3 of table 9, 1(16.6%) teachers responded that, strongly agree in lack of encouragement of physical education teachers to female students during practical class, on other hand 3(50%) teachers responded that, agree in lack of encouragements of physical education teachers were as 1 (16.6%) of teachers responded that, undecided in lack of encouragement of physical education teachers and teachers were as 1(16.6%) of teachers responded that, disagree in lack of encouragement of physical education teachers to female students during practical class affect their performance

The mean score shows (3.66) this indicates that lack of encouragement of physical education teachers to female students during practical class highly affect their performance of female students.

Teachers' encouragement and support in practical activities of physical education is a key to raise female students' level of aspiration to involve freely and actively in practical activities of physical education and to successes their participation in different sport activities. However, the teacher does not encourage and support female students in the study area.

Furthermore, (ICDR., 1999) stated that teachers should also try to raise the student level of aspiration, as a rule after success students raise their goals, after failure they lower them. One's level of aspiration then is generally a compromise between one's fear of failure and one's hope for success.

Success oriented 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.

(Beutler, I. 2008) noted that, to an extent, participation levels in PE are based on teachers and parental encouragement and support.

The figure below presents the response of teachers on problems of female students

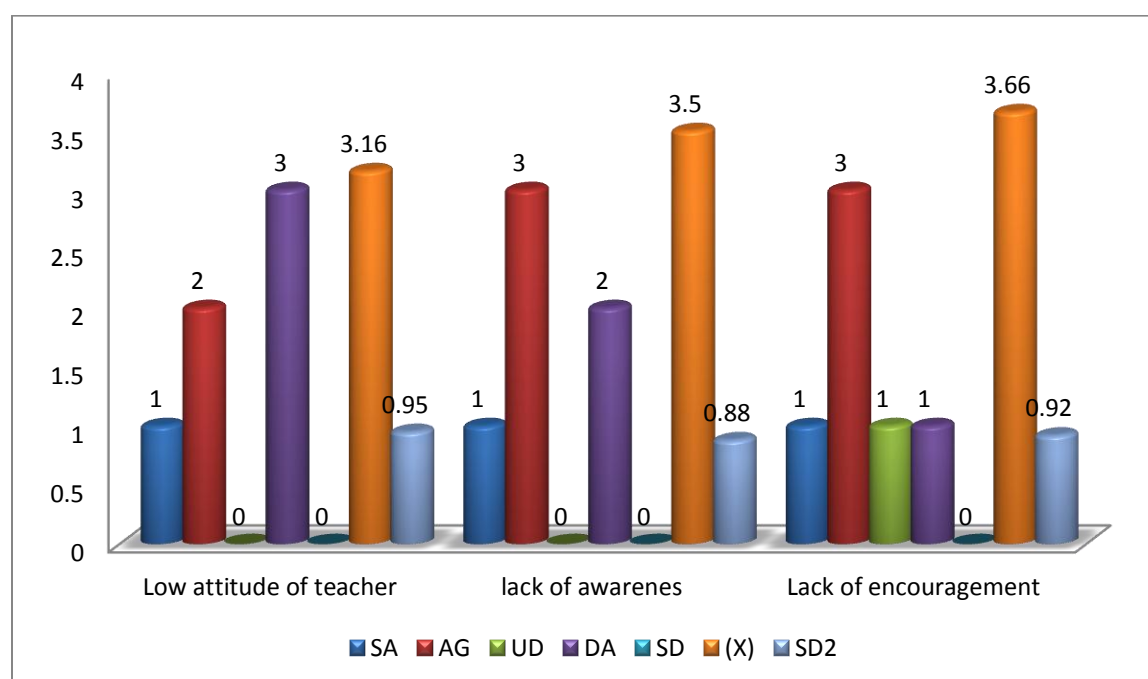


Figure 4: Shows the frequency, mean and standard deviations of PE teachers on the problems of students.

4.3.2. Teacher's Towards the Relevance of PE Practical Class

Table 11: Response of teachers towards the relevance of practical class.

№	Teachers response based on relevance of practical class		Response category					Mean (x)	SD
			5	4	3	2	1		
1	Lack of sport equipment in physical education practical class	№	1	3	1	1	-	3.66	0.92
		%	16.6	50	16.6	16.6	-		
2	Lack of skilled Physical education teacher in your school	№	-	1	4	1		3	1
		%	-	16.6	66.6	16.6			
3	Physical education teachers not given attention to the subject area	№	3	2	-	1	-	4.16	1.06
		%	50	33.3	-	16.6	-		

Source, Field survey (2019) scale analysis: 1.00-1.40 VL, 1.5-2.49 Low, 2.5-3.49 moderate, 3.5-4.49 High, 4.5-5.0 VH

According to item number 1 of table 10, 1(16.6%) of teachers responded that, strongly agree in lack of sport equipment's in their schools where as 3 (50%) teacher responded that, agree in lack of sport equipment's in physical education subject in their schools, on other hand 1(16.6%) of teachers responded that, undecided, the rest 1(16.6%) disagreed in lack of sport equipment's in their schools and no respondents showed his/her strongly disagreement or undecided on the factor mentioned above.

The mean score shows (3.66) it indicates shortage of facilities like ball, discus, javelin...etc. were critical problem of in selected school in PE practical class.

Absence of facilities which is required for sport activities and other services in the school compound highly affects female students' perception to participate in regular activities of physical education.

In relation to this (Sintayehu, 2014) underlined that, 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. Learning materials are one factor, which put female students at a disadvantage. Most of the

physical activity materials are not suitable and inviting girls to participate in activities according to their ability and age wise.

Moreover, O’Gera (1996) 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.

Concerning with item number 2 of table 10, 1(16.6%) teachers responded that, agree in lack of skilled physical education teacher in their school while 4(66.6%) of teachers responded that, undecided in lack of skilled physical education teacher in their school, were as 1(16.6%) of teachers responded that, disagree in lack of skilled physical education teacher in their school.

The mean score shows (3) this indicates almost all physical education teachers were skilled on their subjects in selected school.

The mean score shows in the same table 10, item number 3, 3(50%) teachers responded that, strongly agree of physical education teachers not given attention to the subject area in the school while 2(33.3%) of teachers responded agree of physical education teachers not given attention to the subject area in the school, were as 1(16.6%) of teachers responded that, disagree of physical education teachers not given attention to the subject area in the school,

The mean score shows (4.16) this indicates almost all physical education teachers highly given attention to the subject area in the school.

4.4. Findings of Interview Question

Here the researcher discussed the qualitative data that was obtained through interview from selected parent committee and school principal in the study area. The data was explained in thematic way.

Regarding to the response of majority parents, the community have not positive opinion when female's participating in practical activities of physical education. For instance, they do not fulfill a material which is used in practical activities of physical education like shoes and sport wears. In addition to this they used taboo words which demoralize females' personality such as I am not sending you to school to learn running, you will not successes your life in sport and blah-blah. In general, they have negative attitude for practical participation of females in physical education class.

Based on the response of interviewee, there are much more socio-cultural influences which limit females from practical participation of physical education. For example, culture of the society, religion, the societies attitude towards the subject matter and burden of work at home. Particularly if they observed when participating in practical activities of physical education the society gives them epithet which demoralizes their personality and exclude them from the social activities. Therefore, most of female students are limited from practical activities of physical education. Additionally, interviewers were given some factors of the teaching of physical education practical class. Accordingly, some of the common major problems identified by them are listed as follows:

- Shortage of budget to fulfill those materials those are very important for PE practical class.
- Less attention is given to PE practical sessions from the administrative body.
- Lack of sport fields and materials around the schools in the community.
- Lack of support and encouragement for female students.
- The existing sport fields are not convenient to make practice, so that they are the source of frustration for injuries to the students and teachers.
- Less girls' participation due to biological causes, negative perception of community and male students.

4.5. Findings of Field Observation

In order to support the quantitative data of questionnaire and to get supplementary information concerning the study the researcher observed the following points from the natural setting of view when students and teachers performing physical activities on the field. The observation includes participation level of female students in practical activities of physical education, the interaction of teachers and female students in practical lesson of physical education, availability of sport and related materials in the school, teachers teaching methodology, treatment of teachers in teaching practical activities of physical education on the field and the interaction of male and female students in practical lesson of physical education.

The researcher observed all three sample schools twice from the point of naturalistic view. According to the researchers' observation of the three sample schools during practical lesson of physical education the whole schools had relatively similar problems in relation to perception of female students participate in physical education practical class. The detail of observation discussed as follows.

Participation level of female students in practical lesson of physical education is low. As I observed female students in each sampled school frequently on the field, they were not interested and active participant in practical activities of physical education. According to my observation most of the time they are absent in practical lesson of physical education on the field. In relation to data gathered from questionnaire they are influenced by the negative attitude of the school community, socio-cultural influence, religious influence, parental influence, teachers teaching methodology and lack of sport facilities and related materials in the school compound. Therefore, most of the time female students were out of participation and spending the period around the field and in the class room.

The interaction between female students 'and physical education teachers on the field is poor. In relation to questionnaire and my observation on the field, students fear their teachers and they are limited to share their problem for the teacher. The teacher was also not committed to treat positively the students' problem during practical lesson of PE on the field.

Based on my observation there is problem in sport equipment's and other related useful materials in the school compound. Surprisingly the schools were not well organized in sport facilities. There is no gymnastic apparatus in the school compound even at that the available materials also not suitable to use. In my opinion, the insufficiency and unsuitability of materials in the school compound is also one of major factors that affect female students' perception to participate actively in practical activities of PE on the field.

The methodology that the teacher used in practical lesson of PE on the field was not attractive and does not motivate students to participate actively in practical activities of physical education. As I observed frequently on the field, the methodology that the teacher used in practical lesson of physical education is boring and not well organized. Generally, the teachers used traditional teaching methodology of physical education in practical lesson of physical activities.

Teachers fair treatment in teaching practical activities of physical education on the field. According to this observation the teachers are not equally treating male and female students in practical lesson of PE on the field. For example, the teacher invites as a role model, motivates and helps male students during practice of the skills on the field. However, they did not do this for female students.

According to the researcher's observation, the interaction between male and female students in practical lesson of physical activities on the field is not good. They do not line together, practice the skills together and they did not help each other. In general, they don't have smooth relationship in practical lesson of physical education on the field.



push-up exercise in Balta school



pull-up exercise in Garda school



Stretching activities in Dingamo school



Ball activities in Ossa school

Figure 5: Field Observation of Practical Session

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents summary of the major findings, conclusions and recommendations that are considered to improve the perception of female students to participate in physical education practical class in governmental secondary school of Kamba Woreda.

5.1. Summary

The main purpose of the study was investigating problems that affect the perception of female students to participate in physical education practical class in governmental secondary school of Kamba Woreda.

In order to attain these objectives, the following basic research questions were raised and answered in the course of the study.

1. What affects female students 'perception to Participate in physical education practical class.?
2. What are the challenges that encounter of female students to ward physical education practical class?
3. How does sport teacher treat female students towards teaching learning process in physical education?

To deal with these questions, descriptive survey design was employed. In providing relevant data 200 secondary schools female students, 6 physical education teachers, 6 main principals and 15 PTA members, a total of 227 respondents were involved. Questionnaires, interviews and field observation were used as instrument of data collection. The obtained quantitative data were analyzed using frequency, percentage; mean and standard deviation. The qualitative data were analyzed thematically following the discussion of quantitative data. After the completion of data analysis and interpretation the following major findings were drawn.

✚ Regarding the study objective 1: Perception of female students to Participate in physical education practical class

In general, the data shows negative perception of female students to participate in practical activities of physical education such as:- they don't have an equal chance like boy to participate indifferent sport activities, they are not free on the sport field, most of female students are ashamed to explain their feelings to their PE teachers and frequently they are absent from practical class.

✚ Regarding the study objective 2: The attitude of female students towards physical education practical class.

The majority of female students have negative attitude towards practical activities of physical education. This might be the result of the negative attitude of school community (socio-cultural influence), low appreciation and encouragement of physical education teachers (teachers teaching methodology), and parental influence.

✚ Regarding the study objective 3: Challenges that encounter of female students learning PE practical class.

Absence of facilities which is required for sport activities and other services in the school compound were critical problems and highly affect female students' perception to participate interestingly in regular activities of physical education.

Teachers' encouragement and support in practical activities of physical education is a key to raise female students' level of aspiration to involve freely and actively in practical activities of physical education and to successes their participation in different sport activities. However, the teacher does not encourage and support female students in the study area.

5.1.1. Findings of the Study

Results of Quantitative Data

Result-1 Females negative attitude towards practical activities of PE

- 145 (72.5%) students (mean=2.65) replied negative attitude to participate in PE

- ✚ The majority of female students have negative attitude towards practical activities of physical education. This might be the result of the socio-cultural influence, teachers teaching methodology, and parental influence.

Result-2 Facility problem

- 127(63.5%) students (mean=2.25) replied inadequate sport facilities in their school.
- ✚ Shortage of facilities which required for sport activities and other services in the school compound were critical problems and highly affect female students' perception to participate interestingly in regular activities of physical education.

Results from qualitative data in relation to data triangulation

Result-1 Negative perception of female students to participate in practical activities of PE

- ✚ According to the response of majority parents, students and teachers' female students were negative perception to participate in practical activities of physical education such as: -they don't have an equal chance like boys to participate indifferent sport activities, they are not free on the sport field, most of female students are ashamed to explain their feelings to their PE teachers and frequently they are absent from practical class.

Results-2 Lack of female students' interest to participate in practical activities of PE

- ✚ Regarding to the findings of this study, majority of female students were negative perception and not interested to involve in practical activities of PE, b/c they were highly influenced by socio-demographic, psychological and environmental factors.

Result-3 Socio-cultural

- ✚ According to the response of majority parents, students and teachers socio-cultural factors demoralize and affect female perception to participate in practical activities of PE.

5.2. Conclusions

The target of this study was examining the problems that affect female students' perception to participate in practical activities of physical education and suggesting possible recommendations.

Compared to other studies conducted recently in and out of Ethiopia, books and journals there is similarity in the findings of the study.

Based on the major findings of the study, the following conclusions were drawn.

The research investigates the majority of the respondent students responded that, the negative perception of female's students to participate in physical education practical class is high.

As the researcher find, the majority of female students were not interested to learn physical education practically because of

- ✓ Negative perception in practical class.
- ✓ Negative attitude of female students towards practical activities of physical education
- ✓ Lack of school facilities
- ✓ Socio-cultural and parental influence

The following are other identified perception problems of female students to participate in practical activities of PE by triangulation of the data: -

- ✚ Socio-cultural factors- female students are demoralized by socio-cultural influences.
- ✚ Negative attitude of the society towards the subject matter- most of the society have negative awareness towards physical education.
- ✚ Lacks of female students' interest to participate in practical activities of PE- most female students are not interested to involve in practical activities of physical education.
- ✚ Male and female students' poor interaction- students have not smooth relationship and good communication in practical activities of PE in the field.
- ✚ Gender bias- female students have not equal chance to involve in different sportive activities like men.

5.3. Recommendations

Based on the major findings of the study and conclusions drawn, the following recommendations were forwarded to improve perception of female students to participate in PE practical class.

- ✓ School communities should develop positive attitude towards female students in physical education practical class. So, school principals and physical education teachers create awareness and good atmospheres by motivate, support and encouraging them.
- ✓ Educating female students and parents about the benefits of physical exercise that develop their positive attitude to involve in different sportive activities and change their negative perception.
- ✓ Providing capacity building training for physical education teachers concerning motivation and creating positive interaction with female students and teaching methodology of modern physical education.
- ✓ Organizing computational activities in the school compound only for women and invite them to participate freely with each other to change their perception.
- ✓ Facilitating sport equipment and other related materials in the school compound which make the environment attractive and change female students' perception to involve in practical activities of physical education.
- ✓ Physical education teachers should give equal attention, trait, support and encourage in practical class of physical education.

In general, the concerned governmental and non-governmental organization in the region should give attention to solve female students' problem in learning practical activities of physical education.

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Appendices

Appendix- 1 Students Questioner

Addis Ababa University

School of Graduate studies

College of educational and behavioral studies

Department of science and mathematics education

QUESTIONNAIRE

code-1

This questionnaire is designed to students learning at different levels in selected secondary and preparatory schools of Kamba Woreda

Dear respondents the main purpose of this questionnaire to obtain information about the perception of female students to participate in physical education practical class with specific reference to selected schools of Kamba Woreda Hence, you are kindly requested to provide genuine information for the questions which is of paramount importance for the quality of the research, as well as to bring practical solutions to the problem in question. Thus, I would like to thank you in advance for your cooperation.

N.B. There is no need to write your name

Thank you in advance for your cooperation

SECTION ONE: - Back ground information

Instruction I: - indicate your response by putting a tick mark (✓) under one of the Alternative given.

1. Name of the school _____

2. Questionnaire code _____

3. Sex: Male ☐ Female ☐

4. Age: <15 ☐ 16 -18 ☐ 19-21 ☐ 22-24 ☐ Above 25 ☐

5. Family occupation -----

6. What is you hope from sport activity? A, basketball B, hand ball

C, football D, other-----

Part Two the perception of female students' to participate in physical education practical class.

Some of the problems of the perception of female students to participate in physical education practical class are listed below, please mark 'x' in the space provided in accordance to the given alternatives.

(N.B) 3= always 2= Sometimes 1= Never

№	Item	3	2	1
1	Are your physical education teachers given equal chance like boys to show the activity as a model in your practical class			
2	Do you practice your practical class freely			
3	Do you openly explain your problems to your physical education teacher during practical class			
	Item practical class participation of students			
4	Female student who attend frequently in the physical education practical class			
5	Demonstrating practical activity in front of all students			
6	Receiving more priority, appreciation and encouragement given by teachers during practical class			

Part three attitude of female students to learn physical education practical activity

Some of the problems of the attitude of female students to learn physical education practical activity that are listed below, please mark 'x' in the space provided in accordance to the given alternatives.

(N.B) 3= high 2= average 1= low

№	Item based on attitude of female students	3	2	1
1	Negative attitude of school community towards female students' participation in physical education practical class			
2	Lack of understanding of teachers towards female students during physical education practical class			
3	Low appreciation and encouragement of physical education teachers			

Part four challenges that encounter of female students toward physical education practical class

Some of the problems of challenges that encounter of female students toward physical education practical class in physical education practical class are listed below, please mark 'x' in the space provided in accordance to the given alternatives.

(N.B) 3= Adequate 2= Inadequate 1= Not exist

№	Item based challenges encounter female students physical education practical class	3	2	1
1	Playing Court and field			
2	Playing ball and net			
3	Room to change cloths			
4	Water facilities			

Part five to enhancing the teaching learning process

To enhancing the teaching learning process alternatives are listed below, please mark 'x' in the space provided in accordance to the given alternatives.

N.B 3= always 2= sometimes 1= never

№	Item	3	2	1
1	Do you understand the activity by demonstrating it in front of all students			
2	Do you understand the activity by asking your teacher to repeat the activity			
3	Do you understand the activity by other mechanisms			
4	Do you have a positive attitude towards learning of physical education practical class			
5	Do you have an interest to study physical education as approves ion in the future			
6	Does female students' participation, interest and self-confidence is better when we coppered with other disciplines			

Part six: to enhancing the teaching learning process Concerning to student's interest alternatives are listed below, please mark 'x' in the space provided in accordance to the given alternatives.

N.B. 3=frequently 2=rarely 1=not at

№	Item	3	2	1
1	Does your physical education teachers start the practical class on time			
2	How often do the physical education teacher relate their lesson with your life activities			
3	How often do you discuss issues related to the teaching learning process of physical education with your teacher			

Appendix-2 Students Questioner in Gamogna

Shaphe nam77a

Pilggetha Oyshata Gamoththora

Addisaaba Yumbburustte

Nam7antho Diggire Anjo timirtte

Timirtten Kanddo Xana7o Kollojje

Sayinssenne Hisaabe timirtte kifile

“Oyshot”

Ha Oyshas wudda qoppobay dumma Timirtte deethan doorettida Kamba Woradan de7iza nam7antho deethanne piriparatore timirtte keethan tamaretasiko.

Bonchchettida Zaranchatto:-

Ha Oyshas wuda qoppobay kamba woradan dumma Timirtte keethan tamariza macca tamariti bolla minthetho timirtte kifile wode polo ootho bolla deretethay aymala xeello imizako erana timirtte keethay imiza hilla maado shakanasiko.

Haysasi pilggethas giigiza maaddo miishshatinne qodimaagata shishsho gididaysa eridi pilggethaasi maaddiza oyshota zaaroy hintes awotetha imo gidoysan timirttes tumma gidida ayfiza zaaro ehana mala oothes.

- Mastawesha
- Eenotethas Sinhattidi galatosi.
- Sunththu xaapopite.

Kumeththa Qodimaaga

Kiita issino doorota << ~ >>malata Wothon bessite.

1. T/keetha Suntha _____
2. Oyshetiza adda shaako paydo _____
3. matumatetha Adde Inddo
4. Layth 15 garsse 18 Layth Laatammanne nam7ape oyda Laatammanne Ichachappe Bola
5. Soo asa duusa hanota (osso)
6. Awaaysa mala bolla minthetho oothoy giigize
 - A. Daachcho Kuwasse
 - B. Dachcho kuwasse.

C. Toho kuwase.

D. Dumma bolla qaaxxota.

E. Harata (dummatizayta)

Kiita Nam7a:- Timirtte keetha dereti macca tamaareti bolla mintheththo polo bolla de7iza xeelo timirtte keetha asati macca tamaaretti bolla mintheththo polo wode de 7iza issi xeeloti haysappe garsan paatettida haysas imettida doorota gidдон “X ” malata go7eton hinte doora qonccisite. (Mastawesha) akeeka 3 tumma (ee) 2 issi wode 1 akkay (worddo)

	Ayfe qofa	3	2	1
1	Bolla mintheththi asttamarettu macca tamaareta addetara issi mala xeelon dumma mintheththo qaaxota koyetiza ogen qaada imize?			
2	Polo oothota maatay naagetin oothetti?			
3	Polo oththo wode hinte meto bolla mintheththo asttamares maatan qonccisetti?			
4	Macca tamaareta bolla mintheththo polo timirte wode qanxxonta wogan oothizo?			
5	Ubba tamareti sinthe kezidi qaaxota oothana mala mado histize?			
6	Issi miishshas sintha imo dumma mintheththi oothoti hinte asttamara baggara poletize?			

Kiita Heedzda:-

Macca tamaaretas bolla mintheththo timirtte polo ootho xeelo haysappe garsan paatethides hesa gisha doorota shakidi “X ” Malata withon qoccisite.

(Mastawosha) 3 Ee (Tumma) 2 Issi wode 1 Akay (worddo)

Paydo	Ayfe qofa	3	2	1
1	Timirtte keetha asay macca tamaretasi bolla mintheththo ootho polo bolla de7iza iita ixa xeelo.			
2	Macca tamaaretas bolla minthetho oothi polo wode asttamaretappe beetiza qofa paccetethi.			
3	Bolla mintheththo asttamareti macca tamaaretas dentheththonne minthetho pacceteththa			

Kiita oydda

Macca tamaareta bola mintheththo ootho polo wode gakkana daandda7iza metota. Haysappe garssan paatettida doorota “X ”malta go7etada qonccisa.

(Mastawosha) 3 Ee (Tumma) 2 Issi wode 1 Akkaye (worddo)

Paydo	Ayfe Qofa	3	2	1
1	Macca tamaareta ootho poloa wode gaakana daandda7iza metota			
2	Kuwassenne marabe			
3	Mayo kifile (mayo laammiza kifile)			
4	Haaththa shiishsho hanota			

Kiita Ichachcha

Tamaaro tammarssso Oothota mintheththo

Tamaaro tamarssso oothata mintheththanageetetti ammanetiza qofati haysappe garssan paatettida hintenikka immettida doorotappe gigaza dooridi zaaroza“Xmalata go7etonqonccisite (mastawosha) 3 ee (Tuma) 2 issi wode 1 akkaye (Worddo)

Paydo		3	2	1
	Tamaaro tamarisso oththota mintheththo			
1	Polo oththoy ubba tamaareta sinthe kezide aaththoy lo7o qofaekkana gaada qoppay			
2	Astamaarey (Astamaariy) polo ooththo zaarethizaarethi tamarison oyshota maaddana gaada qoppay			
3	Polo ootha akekas hara agey de7izee?			
4	Poolo oothosi lo7o qoppay gaada qoppay			
5	Bolla mintheththo timirtte sinthe bagga dhooqa deetha timirtte keetha gelada Tamarana gaada qoppay			
6	Macca tamaaretas dentheththo ootho koshinne benan ammaneteth hara kumana bessiza qofatara geedarishin koshees gaada qoppay			

Kiita Ixipuna

Tamaaro tammarssso Oothota mintheththo

Tamaaro tamarssso oothata mintheththanageetetti ammanetiza qofati haysappe garssan paatettida hintenikka immettida doorotappe gigaza dooridi zaaroza“Xmalata go7etonqonccisite (mastawosha) 3 ee (Tuma) 2 issi wode 1 akkaye (Worddo)

1	Bolla mintheththo astamarey polo ootha saatera doomizee? (bonchchizee)			
2	Astamaarezii (Astamaariya) timirtteza ay mala hinteshemppor gatheththes gaada qoppay			
3	Astamaaretara timirtteti oyketethi issi miishsheta zooretana gaada qoppay			

Hinte eenotethas Wozinapppe galatays!!

Appendix-3 Teachers Questioner

Addis Ababa University

School of Graduate studies

College of educational and behavioral studies

Department of science and mathematics education ion

QUESTIONNAIR

code-3

This questionnaire is designed to teachers at different levels in selected secondary and preparatory schools of Kamba Woreda.

Dear respondents, the main purpose of this questionnaire to obtain information about the perception of female students to participate in physical education practical class with specific reference to selected schools of Kamba Woreda. Hence, you are kindly requested to provide genuine information for the questions which is of paramount importance for the quality of the research, as well as to bring practical solutions to the problem in question. Thus, I would like to thank you in advance for your cooperation.

N.B. There is no need to write your name

Thank you in advance for your cooperation

SECTION ONE: - Back ground information

Instruction I:- indicate your response by putting a tick mark (✓) under one of the Alternative given.

✚ Name of the school _____ (Code) _____

SECTION ONE: - Demographic Characteristics of the Respondent

1. Sex: Male ☐ Female ☐
2. Age 20-25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ 41-45 ☐ Above 46 ☐
3. Educational level: College diploma ☐ BSc/BA ☐ MSC ☐

Part one the problems of female student's participation in physical education practical class.

Some of the problems of female student's participation in physical education practical class listed below, please mark 'x' in the space provided in accordance to the given alternatives (N.B. 5=strongly agree, 4=agree, 3=undecided, 2=disagree, 1=strongly disagree)

No	Item	5	4	3	2	1
1	Low attitude of teachers towards students participation In physical education practical class					
2	Lack of understanding about female students performance in physical education practical class					
3	Lack of encouragement of physical education teachers to female students during practical class					

Part two the relevance of practical class.

Some of the relevance of practical class activity was listed below, please Mark 'x' in the space provided in accordance to the given alternatives

(N.B. 5=strongly agree, 4=agree, 3=undecided, 2=disagree, 1=strongly disagree)

No	Item the relevance of practical class	5	4	3	2	1
1	Lack of sport equipment					
2	Lack of skilled man power					
3	Not give attention to the subject area					

Others-----

Thank you in advance for your response

ppendix-4 interview of PTA

Addis Ababa University

School of Graduate studies

College of educational and behavioral studies

Department of science and mathematics education ion

The interview part items

code-4

This interview guideline prepared to main school principals and parent and teachers associations (PTA) members it helps to obtain additional information about the perception of female students to participate in physical education practical class with specific reference to selected schools of Kamba Woreda.

1. Do you have appositve perception towards female students' participation during practical physical education class?
2. Do you think physical education teachers understand the problems of female students?
3. Do you think that you attitude is affect female students performance in physical education practical class?
4. What do you think the role of school community to increase the confidence of female students during physical education practical class?
5. Do you think that the school communities have the role to motivate the participation of female students in your school during physical education practical class?
6. Do you think female students have positive perception about their body and performance?
7. Do you have additional comments or suggestions on the overall teaching and learning process of physical education practical class in your school and good practice?

Appedix-5 Interview Questions in Amharic

አደስ አበባ የኒቨርስቲ

ድህረ ምረቃ ትምህርት

የትምህርትና ባህሪ ጥናት ኮሌጅ

የሳይንስና ሂሳብ ትምህርት ክፍል

የጥናት ርዕስ:-

በሰውነት ማሳልመሻ የተግባር ትምህርት ወቅት ለሴት ተማሪዎች የክዕሎት አቀባበል መሰናክሎች በካምፒ ወረዳ ሁለተኛ ደረጃ ት/ቤት ጋሞ ጎፋ ዞን

የቃለ መጠይቅ ጥያቄ ለወላጅ ኮሚቴና ለርዕሰመ/ራን የተዘጋጀ

- የዚህ መጠየቅ መስረታዊ አላማው ሴት ተማሪዎች በተግባር ትምህርት ወቅት ተሳታፊዎቻቸውና አቀባበላቸው መሰናክል የሚሆኑባቸውን ችግሮች መሰብሰብ ነው እኔንን ጥያቄ በትክክል እንድትመልሱ በትህትና እጠይቃለሁ።

ስለትክክለኛ መለስም በጣም አመሰግናለሁ።

አጠቃላይ መረጃ

የመኖሪያ አካባቢ	
ዕድሜ	
የትምህርት ደረጃ	
የጋብቻ ሁኔታ	
ጎሳ	
ሀይማኖት	

1. ሴት ተማሪዎች በሰውነት ማጎልመሻ የተግባር ትምህርት ወቅት ጠቃሚ/ ጥሩ የሚባል ተሳትፎ ያደረጋሉ የሚሉትን ሀሳብ ይዘርዝሩ?
2. የሰውነት ማጎልመሻ መ/ራን የሴት ተማሪዎችን ችግር ይረዳሉ ችግሮቻቸውን ይግለጹ?
3. በሰውነት ማጎልመሻ ትምህርት በተግባር ተሳትፎ ላይ ያስመለከት ችግር በሴት ተማሪዎች ብቃት ላይ ተፅኖ ያደረጋል የሚሉትን ይጥቀሱ?
4. በሰውነት ማጎልመሻ ትምህርት በተግባር ላይ የሴት ተማሪዎች በራስመተማመንንክፍ ለማድረግ የት/ቤቱ ማህበረሰብ ምን ማድረግ አለበት ብለው ያሰባሉ?
5. ሴት ተማሪዎችን በሰውነት ማጎልመሻ የተግባር ተሳትፎ ላይ የት/ቤቱ ማህበረሰብ ማበረታቻና ድጋፍ የሚያደርገው በምን አይነት መንገድ ነው?
6. ሴት ተማሪዎችን ላይ የክዕሎት አቀባበል አካላው ለውጥና ብቃት ላይ ምን ይገነዘባሉ?
7. ተጨማርወይም አስፈላጊ የሚሉትን መረጃ ቢያክሉበት በሰውነት ማጎልመሻ የበተግባር ትምህርት አሰጣጥ ላይ -----

Appendix-6 Field Observation

Addis Ababa University

School of Graduate studies

College of educational and behavioral studies

Department of science and mathematics education

Field Observation The main target of this field observation is supporting quantitative data of questionnaire and gathering supplementary information about female student's participation barriers in practical activities of physical education.

Q. N	Item	Explanation of the researcher
1	Participation of female students in practical activities of PE on the field	
2	Teachers and students' interaction in practical lesson of PE on the field	
3	Availability of sport equipment and other related useful materials	
4	Teachers teaching methodology in practical activities	
5	Teachers treatment in teaching practical activities of PE on the field	
6	Male and female students' interaction in practical lesson of PE on the field	