

**FACTORS THAT AFFECT FEMALE PHYSICAL EDUCATION
TEACHERS TO WARD SPORT COACHING POSITION IN
SOUTH GONDER ADMINISTRATION ZONE**

BY: WUBIDIL DEMEKE

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF
ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE DEGREE OF MASTERS OF SCIENCE IN SPORT
SCIENCE

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Abstract

When we see the number of female physical education teacher in the school play a great role the movement of sport in the school and participation in school sport competition. But no more female physical education teachers as sport coach. Thus this research intended to assess and investigate factors that affect female physical education teachers toward sport coaching in Amhara Region South Gondar Administration zone. In this Zone has many female physical education teachers in 12 woredas. The researcher use both quantitative and qualitative research method, the target population is all about female teachers, but also contributed a lot to answer the questionnaire and interview in order to know about female coaches, some male physical education teacher and sport commission officer. The desired sample is 60 female physical education teachers in two woredas, some 10 male physical education teachers and sport commission officer. The data collection instrument is questioners and semi structured interview .to identify the problem of the study. The study focused to discuss major variable of the factors that affect female physical education teachers to become sport coaching like cultural barriers, religious barriers, social barriers, nature of the females, and lack of training. Economy, disparities in reward, disparities media coverage and countries sport policy. The analysis will be objective carried out and I use simple statically method that is percent system. The output of this research by identify factors that affects female physical education toward sport coaching positions and by put the proper solutions on how female physical education teachers participate in sport coaching

Acronomy

CAC - Caching Association in Canada.

CIF - California Interscholastic federation.

FPET - Female Physical Education Teachers.

IM - Intrinsic Motivation.

IOC - International Olympic committee.

PBA - Professional Bowlers Association.

PE - Physical Education.

UNESCO - United Nation Education Scientific and Cultural Organization.

UNHCR - United Nation High Commissioner for Refugees.

UK - United Kingdom.

CHAPTER I

1. INTRODUCTION

1.1 Background of the Study

The most important successful factor of a coach is to help athletes to improve their athletic skill in a wide range of tasks from sequential development and mastery of basic skills, to the more specialized physical, technical, tactical and psychological preparation. Effective coaching behavior varies across specific contexts as the characteristics of athletes and the prescribed situation change. The context of the sport situation and characteristics of the coach and the athletes themselves dictate appropriate leadership behavior. To achieve improvement in athletic performance, it may be necessary for the coach to engage in coaching behaviors to which there athlete is receptive.

Sport comes with its own risks. Because female athletes and sport participants are subject to the influence and control of predominantly male coaches, teachers and officials, there can be a risk of harassment and sexual abuse. Policies and procedures to protect women and to ensure them have safe spaces in which to train and compete are critical.

A number of initiatives are being implemented to give girls the chance to be leaders, improve their confidence, increase their self-awareness and strengthen their capacities in terms of decision-making, critical thinking and negotiating. A project in Kenya on football and peer-led health education for rural teenage girls uses trained girl referees to officiate at all matches during the organization's annual tournaments. In Zambia, the Go Sisters! Project aims to empower girls through sport by training them to become peer leaders, providing them with scholarships, and involving them in all levels of decision-making (International Association of Physical Education and Sport for Girls and Women, 2005).

Women's leadership and decision-making throughout the world, remains limited in sport and sport-related organizations. Women are underrepresented at all levels, including in coaching, management, commercial sporting activities and the media, as well as in decision-making bodies

at the local, national, regional and international levels, including the International Olympic Committee (Promotion of women in sports leaders , 2004).

The study identified a number of constraints to women's participation in leadership and decision-making, including the challenge of getting women nominated and elected from a constituency of National Federations whose representatives were predominantly and traditionally male. Furthermore, the targets were limited to only one part of the Olympic decision-making structure the National Olympic Committees and more work is needed to increase women's participation at all levels. There was also recognition that successful implementation of the targets will not necessarily lead to policy changes in support of women's increased participation in decision making (UNESCO, 2006).

Positive role models are recognized as an important way to increase participation of women and girls in sport and sport leadership. Long-term mentorship is also important, as the encouragement and moral support offered through such relationships are key factors in providing an enabling environment for increased participation in this area.

Sport is an integral part of the culture of almost every nation. However, its use to promote gender equity and empower girls and women is often overlooked because sport is not universally perceived as a suitable or desirable pursuit for girls and women. Existing social constructs of masculinity and femininity or socially accepted ways of expressing what it means to be a man or woman in a particular socio-cultural context play a key role in determining access, levels of participation, and benefits from sport.

But when we see the number of female physical education teacher in the school play a great role the movement sport in the school and participation in school sport competition. No more female physical education teachers as sport a coach in Amhara Region South Gondar administration zone. Thus this research intended to assess and investigate factors that affect female physical education teachers toward sport coaching in Amhara Region South Gondar Administration zone.

1.2 Statement of the Problem

In South Gondar Zone there is different sport clubs and projects in woreda and Keble level, All clubs and projects have their own coaches but no one female physical education teacher serve as a coach. All coaches are males. In South Gondar Administrative zone has 12 woredas. In these woredas there are high schools, preparatory schools and elementary schools. These schools have 547 physical education teacher, among them degree holder 80 males and 11 females, diploma 3 males, 1 female in high school level. And diploma 195 males 107 females teach in elementary schools. In addition to these not graduate by physical education but teach physical education at elementary level 88 males, 62 females total 150. many un graduate teacher teach at satellite school level(S/Gondar education office (2004). Therefore, this study was focused on factors that affect female physical education teachers be come to sport coach in this Zone.

The study may answer the following problem

1. Does the lack of women role model in sport coaching.
2. Cultural barriers.
3. Religious barriers.
4. Does lack of confidence in performing coaching.
5. Does lack of motivation to be coaching profession.
6. Disparities in reward.
7. Disparities in media coverage.
8. Gender barriers.
9. Nature of females' barriers.
10. Lack of economy.
11. Social factors.
12. Lack of additional training courses to upgrade their skills.
13. Sport policy of the Countries.

1.2 Research questions

- ❖ Does the lack of women role model in sport coaching.
- ❖ Does lack of confidence in performing coaching.
- ❖ Does lack of motivation to be coaching profession.
- ❖ Lack of additional training courses to upgrade their skills.
- ❖ Disparities in reward, Disparities in media coverage, Gender barriers, Nature of females' barriers, Lack of economy, Social factors, Cultural barriers, Religious barriers.
- ❖ sport policy of the Countries.

Are affects female physical education teachers as sport coach.

1.3 Significance of the Study

This study having high importance for different reason, firstly to indicate the present status of our countries female physical education teachers in sport coaching position especially south Gondar female physical education teachers. besides it shows factors that affect female physical education teachers become sport coaching position, It have be given for hint female can be a sport coaching. This study also have help other researchers to conduct further study on factors that affect female physical education teachers to be sport coaching in Amhara region south Gondar Administrative zone two woreda female physical education teachers.

1.4 Objectives of the Study

1.4.1 General Objective

The overall objectives of the study have been to identify the factors that affect female physical education teachers toward sport coaching position in Amhara Region South Gondar Administrative Zone.

1.4.2 Specific Objectives

The Specific Objectives of the research are

- ❖ To assess the present status of female physical education teachers in sport coaching position.
- ❖ To identify factors and problems that affects female physical education toward sport coaching position.

- ❖ To identify proper solutions on how female physical education teachers participate in sport coaching
- ❖ To provide valuable information for further study.

1.5 Delimitation of the Study

The research is conducted in Amhara Region South Gondar Zone and emphasis on the involvement of particularly on the 60 female physical education teachers. because in this zone no one female physical education teachers in sport coaching position and to make the specific and manageable, it is delimit in two woreda female physical education teachers. why the delimit the two woreda female physical education teachers because of the researcher easily gain information /data/ based on the living area and 30% of the total population found in this two woredas.

1.6 Limitation of the study

The problem that the researcher faced during study or researching this thesis' is

- ❖ Time reference material constraints.
- ❖ Few questionnaires were not returned in the expected time.
- ❖ Some respondents is totally is not respond the questionnaires.
- ❖ Lack of internet access.

1.7 Operational Definition of Terms.

- ❖ **Coach** *noun* someone who trains sports players or athletes'
Verb to train someone in a sport
- ❖ **Coaching** *noun* the activity or profession of training sports players or athletes
- ❖ **Club** *noun*
 1. A stick or bat used in some sports.
 2. An association of people with a common interest
 3. An organization formed for the pursuit of a sport
- ❖ **Female Coach:** The word female coach in this study referred to the women who play the coaching role to offer instructions in sports skills and to manage athletic programs for the members of sports team at different level of competitions.

- ❖ **Olympic Games, Olympics** *plural noun* a large-scale international sports contest intended to promote international goodwill, held every four years since 1896 in different cities around the world
- ❖ **performance** *noun* the level at which a player or athlete is carrying out their activity, either in relation to others or in relation to personal goals or standards
- ❖ **Physical education:** An educational process that uses physical activity as a means to help individuals acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well being.
- ❖ **Professional** *adjective* engaged in an occupation as a paid job rather than as a hobby _ *noun* an expert player of a sport who is paid to teach other players in a club
- ❖ **Role model:** is a person whose behavior and attitude conforms with that which society or other social groups expects of a person in his or her position, and who has become an example for others to copy.
- ❖ **Tactics** the ability of solving the given challenge/problem/
- ❖ **Technic;** the ability of the player or movement of the player with and without a ball.

1.8 Organization of the Study

This study organized in five chapters, chapter one is about the problems its approach. Background of the problem, statement of the problem, objective of the study, significance of the study, limitation of the study, delimitation of the study and definition of key terms with dealt here chapter two is about review of related literature. The study design and methodology used with state and describe in chapter three. chapter Four is about data analysis and interpretation, chapter five deal with summary of findings, conclusion, and recommendations.

CHAPTER II

2. REVIEW OF RELATED LITERATURE

The purpose of this chapter is to explain the concepts of coaching, philosophy of coaching, and the role of the coach and to give a clear understanding of a factor that affects female physical education teacher's coaches towards sport coaching position. This literature study forms a fundamental and integrated part of planning and understanding of the research project. A literature review may disclose that somebody else has already preformed essentially the same research.

2.1 The History of Women in Athletics

Historically, the coaching of girls and women in athletic activities, as well as the teaching of girls in physical education and sport, was traditionally a female role (Spears and Swanson, 1989). Before the 1972 advent of Title IX, when opportunities for women in and out of sport expanded, the philosophy preached and practiced throughout American teacher educator institutions was: Only women should teach and only women should coach girls or women. In fact, the whole notion of competition was long "viewed with mixed feelings.

Hence it was that when women, with athletic talents, entered college their goals were usually influenced and directed by female college physical educators to become teachers and coaches of girls and women in athletics, sport, and physical education (Swanson and VanOteghen, 1994). Throughout their undergraduate experience, these aspiring physical educators were taught that one must give back and should be an active part of the profession. The philosophy was a communal and sacred trust that physical education, sport, and competition existed to magnify and augment education. It was an honorable trust to value movement for movement's sake and to share the philosophy of "the joy of movement" to all girls and women (Metheny, 1972). Teaching was a cherished professional responsibility and the community of teachers was women dedicated to the honorable trust. A teacher learned through traditional modes of physical education and communal ritual practices including fireside teas and play days. Moreover, teaching and coaching was a valued and important part of helping girls and women to become unselfish contributors to society (*history of women in sports 1990-1997*).

2.1 Teacher and Student Roles in Sport Education

The role of the teacher in the Sport Education model is to facilitate and guide the class (Hastie, 2003). Students engage in active roles in which they are highly responsible for class decisions. Collaboration with classmates and teammates provides an authentic sport experience in which students must cooperate, set goals, reach group decisions, and implement ideas, promoting experiential and generalizable learning. Teachers must structure and extensively plan, using a variety and mix of instructional strategies.

Strategies typically used in the Sport Education Model include Direct Instruction; Peer Teaching; Cooperative Learning (Metzler, 2000); and other instructional models, such as Teaching Games for Understanding (Bennett and Hastie, 1997). Metzler (2000) identifies that direct instruction is used by the teacher to prepare students for duty roles. The teacher presents information such as responsibilities and expectations for each role to guide student in their decision making. Peer teaching is seen during practice sessions when student coaches, who are typically higher-skilled, engage in instruction and help teammates who are typically lower-skilled. As team members reach points during the season in which decisions must be made, players must collaborate to make choices that are in the best interest of the group. Students engage in this cooperative style learning to experience democracy, learn about new perspectives. (*Canada Sport Feb, 2006*)

2.2 Concepts of Coaching

Coaching, as defined by the International Coach Federation (ICF), is: ...an ongoing partnership that helps clients produce fulfilling results in their personal and professional lives. Through the process of coaching, clients deepen their learning, improve their performance, and enhance their quality of life.

Coaching is an interactive process that helps individuals and organizations to develop more rapidly and produce more satisfying results. As a result of coaching, clients set better goals, take more action, make better decisions, and more fully use their natural strengths.

Coaches are trained to listen and observe, to customize their approach to the individual client's needs, and to elicit solutions and strategies from the client. They believe that the coach's job is to provide support to enhance the skills, resources, and creativity that the client already has. While the coach provides an objective perspective, the client is responsible for taking the steps to produce the results he or she desires.

2.2.1 A Philosophy for Coaching High School Athletes

High school coaching may be the most special and important profession anyone can choose. This is because the young men and women who participate in high school sports are often influenced tremendously by their athletic experience. As a coach, you have an opportunity to cultivate both their emotional and physical development. The path to coaching success begins with defining a philosophy to guide your efforts.

The two most important considerations in developing a personal coaching philosophy are your coaching objectives and your coaching style. Your coaching objectives could include improving your win/loss record, winning your league title, being one of the top teams in the California Interscholastic Federation (CIF), showing significant individual and team improvement, making your program fun for your athletes, or teaching your athletes to compete well. High school coaches often believe their first responsibility is to produce winning teams. However, winning should not be the single measure of success for you or your athletes. An overemphasis on winning can cause negative responses in young athletes such as anxiety, fear of failure, reduced self-esteem, and a loss of motivation. This is not to say that winning is not an important objective. Winning is important! But for high school sports to bring out *the* best in young athletes, coaches must keep winning in proper perspective.

Your coaching success should be defined and measured in a variety of ways other than your state ranking, win/loss record, or place in your league. The number of athletes you attract to your program, your athletes' enthusiasm for volleyball, the improvement your team shows through the course of the season both on the court and in the classroom, and the amount of parental/community/school interest and support you generate for your program are equally important measures of success. Winning the majority of your matches does not necessarily mean you are a good leader and role model for your athletes. As a coach, your actions speak louder

than your words, especially during competition. You must each respect the rules, your opponents, and the judgment and integrity of officials by the example of your behavior. (*Soccer coaching manual 2008*)

2.2.2 Sport

Sport is a healthy leisure activity that gives participants a chance to experience enjoyment and competition and acquire positive outcomes such as enhanced physical and mental health, challenge, social interactions, skill enhancement and physical development. Involvement in sport is considered an important ‘character builder’ for participants. Through participation, individuals can have fun and enjoyment, learn and develop life skills, make new friends and experience sport in a way that will enhance their personal growth throughout the course of their lives. These benefits will occur through a positive approach to sport that places the needs of the individual first and winning and competition second. One suggested way of pursuing such benefits is through a multi-sport approach.

Participation in youth sport can enhance academic performance and reduce school dropout, and can be positively correlated with educational attainment and adult career achievements. To be effective, however, programmers should provide opportunities for youth participation in and leadership of activities that emphasis the development of life skills within the context of a sustained and caring adult-youth relationship.

Competition can be an attractive dimension of continued involvement in sport and physical activity. While striving for success and maximizing potential is pursued through involvement in sport and physical activity, sport tends to provide a more structured approach to competition. Sport can accommodate those who wish to pursue a level of excellence within a particular sporting activity. UNHCR (2005)

2.2.3 Sport Coaching

In sport, a coach is an individual involved in the direction, instruction and training of the operations of a sports team or of individual sports people. This type of coach gets involved in all the aspects of the sport, including physical and mental player development. Sports coaches train, develop and mentor their athletes to become better at the physical components of the game. The

coach is assumed to know more about the sport, and have more previous experience and knowledge. The coach's job is to transfer as much of this knowledge and experience to the players to develop the most skilled athletes. Combining these aspects of the sport, the coach is accountable for the overall performance and results of the team or player.

2.2.4 The role of the coach

Sports coaches assist athletes in developing to their full potential. They are responsible for training athletes in a sport by analyzing their performances, instructing in relevant skills and by providing encouragement. But you are also responsible for the guidance of the athlete in life and their chosen sport.

Therefore role of the coach will be many and varied, from instructor, assessor, friend, mentor, facilitator, chauffeur, demonstrator, adviser, supporter, fact finder, motivator, counselor, organizer, planner and the fountain of all knowledge.

In relation to sports, the role of the coach is to create the right conditions for learning to happen and to find ways of motivating the athletes. Most athletes are highly motivated and therefore the task is to maintain that motivation and to generate excitement and enthusiasm. The coach will need to be able to:

- ❖ Assist athletes to prepare training programs,
- ❖ Communicate effectively with athletes,
- ❖ Assist athletes to develop new skills,
- ❖ Use evaluation tests to monitor training progress and
- ❖ Predict performance.

Women are significantly under-represented in sports coaching, especially at elite levels and the highest levels of coaching accreditation. Coaches play an integral role in developing; motivating and leading those involved in sport and physical activity at any level and can also be role models for athletes and other coaches. To give athletes and other coaches' access to the best and widest range of skills, experiences and opinions, it is essential to increase the numbers of women in coaching positions. *(UNHCR 2005)*

2.2.5 Women in coaching

The Coaching Association of Canada (CAC) launched the “We are coaches” campaign in February 2006 to increase the number of women coaching at the community level from 5 per cent to 10 per cent in three years. As part of the initiative, participating women will receive quality coach training in certain sports through the National Coaching Certification Programme. CAC anticipates expansion of the programme to include at least 15 additional sports and many more communities in the second year, and to increase the number of sports and communities again in the third year.

2.2.6 Women and Sport Coaches

Women’s Sport and Fitness Foundation recognizes the important role that female coaches play in developing female and male athletes, and their equally important role as role models and mentors. Female coaches can make a big difference in increasing female participation, as well as helping some women to feel more comfortable in a sporting environment, which can be seen as an exclusively male domain. Research has shown that female players who are coached by women perceive less discrimination and are more inclined to enter coaching than those women coached by men. UNHCR(2005)

2.2.7 The Benefits of women Coaching

As part of the 2006 Sports Coaching in the UK II survey, participants who were receiving coaching were asked what benefits coaching had brought to them. More than two-thirds (69%) stated that coaching had improved their fitness, with over half suggesting that it had enhanced their fun (54%) and / or allowed them to learn something new (52%) . Only 13% believed that they had to receive coaching because it was the only way to access a particular sport.

One interesting element of the data presented is the stability of perception of benefits of coaching compared to coaching intensity, with the exception of fitness improvements. The only benefit that appears to be reported more as the intensity of the coaching increases from ‘received in the last 12 months’ to ‘received in the last week’, for example, is ‘improved my fitness’ (69% to 78%). All the other benefits such as ‘fun/enjoyment’ and ‘develop sporting skills’ remain remarkably constant against coaching intensity.

It is interesting to note that female participants were more likely than male participants to think that coaching improved their fitness (79% and 59% respectively). This is likely to be a reflection of the type of sports undertaken by women and men, with high numbers of women participating in aerobic-type fitness classes. In comparison, male participants were far more likely than female participants to suggest that coaching developed their sporting skills (55% and 28% respectively) or improved their sporting performance (45% and 30% respectively). (*Adapted from International Year of Sport and Physical education(2005).*)

2.2.8 Physical Education

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 to positively contribute to health.

It ought to be stressed that physical education lessons do not necessarily promote physical activity in children. Indeed, there is evidence that inappropriate provision can disaffect some students, especially girls. 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, even the very able and physically active, and prefer individual, creative or co-operative activities. The outcome is often that, whilst positive physical education experiences are highly supportive of lifelong physical activity habits, inappropriate provision can actually harm such healthy practice. 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. *(united nations education, scientific and cultural organization(1978).*

2.2.9 Restoring physical education

Growing concerns about childhood obesity have many governments examining their policies on physical education and activity in schools. Physical education has suffered cutbacks in quantity and quality in many countries. Although it may be difficult to reconcile, some experts believe that children today are less likely to receive regular, quality physical education than they were ten years ago. Research suggests that physical education and sport play an important role in school life. Physical education acts as a bridge between sport and education. During the years of childhood and development physical education provides an appropriate context for learning, achievement and the realization of potential. It can help to raise standards, improve behavior and health, increase attendance, and develop social skills. Schools are an ideal setting for physical education and promoting physical activity:

- ❖ Where attendance is compulsory for all children, schools can reach a full range of individuals in a population at no additional cost. No other system offers such comprehensive capacity or infrastructure to introduce young people to sport.
- ❖ Schools provide a range of opportunities for children to engage in physical activity, including travel to and from school, recreation breaks, physical education classes, extracurricular activities, and school sport events.
- ❖ Physical education and sport training is delivered by trained teachers who understand the development needs of children and youth and are focused on their whole development.

Due to their structured environment, the positive impacts schools have in instilling active behavior can potentially have an immediate and lifetime effect. *.(united nations education, scientific and cultural organization(1978).*

2.2.10 Role of the Physical Education Teachers

The major roles of physical education teachers are encourage their students to participate actively in different activities of the class, provide support and feedback for students who are less skilled, design and modify activities for students based on their abilities, background and needs to develop different skills and fitness. But most physical education teachers cannot perform this.

We have failed to provide students with opportunities to master skilled movement? Have we failed to bring the spirit of play in to their lives and help them to understand that play is central to all human creativity and thought? Have we failed to help students understand the principles of fitness and to guide them to make healthy lifestyle choices? Have we failed to educate them to be good sports persons and to understand what sport should be? Have we failed to give them an appreciation of dance and the power of human movement as a communication device? Have we sold them, their parents, school boards or administrators, and unique contribution to education? We have not been reflective enough about our mission (Griffey, 1987, cited in Siedentiop, 2001). I am convinced that these failures underlie all the problems in school physical education. Class size, poor facilities lack of support from administrators, and not enough time to teach the subject matter well have all had their genesis in the frequent undervaluing of physical education as a school subject.

Physical educators have the responsibility to provide equitable learning experiences for all students regardless of skill level. Physical educators must are new their commitments to helping less skilled students experiences success and improve in ways that contribute to the development of lifespan activity habits. Because, if physical educators cannot encourage and support their students to participate and to improve their skill, they cannot beneficial from physical education and their participation become decreased.

When games are played the less-skilled students sometimes get few real opportunities to take part in meaningful- play. They tend to have negative expectations for themselves because of their lack of success in physical education and because they have received little assistance from the teacher or their classmates. They also are often the object of ridicule from classmates and criticism from teachers. It is no wonder that students like these try to find excuses to avoid participation or to be absent from physical education class. The only fair description of what has happened to them is physical education.

Most physical educators in school considered as a success if they can make their students happy, busy in their physical education class, by ignoring learning. In my experience I observed such problems, most physical education teachers consider teaching is simply providing balls for students to play.

Several research studies have provided evidence about what physical educators considered to be success in their own teaching. The main criterion physical educators seem to use to gauge their own success is that their students are busy, happy and good. Physical educators obviously feel that keeping students involved in activity is important; they also are concerned that their students enjoy the class; and they want their students to behave well. A well-behaved, happy and active class is considered to be a successful class. Only making students active, busy and happy without learning, during physical education class is not significant important because students cannot develop skills and knowledge for the future lifetime. *(united nations education, scientific and cultural organization(1978)*

2.3. Factors Related With Female in Sport Coaching

2.3.1 Cultural and Religious Barriers

Around the world, cultural and religious factors prevent women and girls from engaging in sport. From an early age, boys are encouraged to participate in sports, while girls may be told to stand and watch from the sidelines. An extreme example in the past was in American football, where scantily dressed women stood at the edge of the field to cheer on the male competitors. Although, it should be noted that now cheer leaders have become acrobatic specialists, participating in their own sport of cheerleading. This has become one of the most (Higgs, *et al.*, 2003; Eastman and Billings, 1999).

2.3.2 Sports clothes

For Muslim women playing volleyball at a camp for displaced Somalis in Kenya have encountered considerable pressure from their community because of dress codes. In response, the Office of the United Nations High Commissioner for Refugees (UNHCR) has worked with Nike other private companies to design sporting apparel that is comfortable and practical for sport but which keeps within the dress code acceptable to communities (UNHCR , 2005) .

2.3.3 Women's leadership and decision-making

Throughout the world, women's participation in leadership and decision making remains limited in sport and sport-related organizations. Women are underrepresented at all levels, including in

coaching, management, commercial sporting activities and the media, as well as in decision-making bodies at the local, national, regional and international levels, including the International Olympic Committee. To give an example of one country, in the Czech Republic: only 8 per cent (33 women) of all members of executive boards in Czech sport federations are women; only 3 women have ever been members of the executive board of the Czech Olympic Committee in its 105-year history; and only 21 per cent of elite athletes. *(ogles by, Carole A 2006)*

2.3.4 Lack of Female Role Models

Sports personalities flood news headlines, endorse all varieties of products and, in this globalized world, are among the most recognized celebrities worldwide. Even children in remote rural African villages wear T-shirts and carry notebooks depicting football stars who play for Manchester United or Arsenal, and can name their favorite players. These stars serve as role models and idols for children around the world, particularly during major sporting events, such as the World Cup. Yet female sports figures are noticeably absent (Alice, 2007)

2.3.5 The importance of adult role models

Parents are critical in providing support and guidance to young people, however, extended family members, teachers and other individuals also have a role to play. Most successful Sport for Development and Peace projects point to the influential role of skilled, enthusiastic sport teachers, coaches and athlete role models. Through their actions and words, these people inspire and guide the children and youth around them. Where children and youth are orphaned, separated from their families, or experience family abuse, this role becomes even more important. Consistent, positive emotional relations with a caring adult is a significant protective factor and helps build resilience, enabling children and youth to better manage the challenges in their lives. Research on youth participation in criminal gangs has shown that lack of a positive adult role model is the best predictor of gang membership and a key differentiating factor between gang and non-gang members. This highlights the critical importance of positive adult role models in the lives of youth. Play is one of the most important ways that young people learn how to interact socially and to resolve differences among peers fairly. Adults coaches, teachers, mentors or others in authority play a key role in this process, because children learn by copying their actions and behavior. The actions of adults carry greater significance than the words they speak. Character,

notions of fair play, and morals are learned by youth when the goals, attitudes and behavior of the coach or teacher, and therefore the sport program, are moral.

Coaches and physical education teachers need to embrace the best values of sport and consciously work to instill these in the children and youth they work with. To do this effectively, they need to understand the different developmental stages of children and youth. Then activities, discussions and teaching methods can be age-appropriate and responsive to the participants. Sound sport knowledge and good teaching skills are also important to ensure the quality of the sport and the learning experience. Most importantly, instructors must respect the individuality of participants, include everyone, engage in self-reflection and improvement and, above all, care for them. (*Bonn 2002*)

2.3.6 Motivation

Research in sport and physical education has shown that intrinsic motivation is positively related to students feeling less bored, reporting greater self-effort, and being more intent on future participation in physical activity. As such, fostering tasks in physical education that increase student perceptions of optimal challenge, personal control, and self-competence will enhance intrinsic motivation and develop a number of positive adaptive student motivational responses .

During the last two decades, researchers have employed achievement goal theory to explain student motivational responses to learning, such as enjoyment and effort (Nicholls, 1989). Those using this perspective are concerned with reasons for motivated behavior (Chen, 2001). Two primary achievement goals have been identified in student motivated behaviors. The first goal is to demonstrate superior ability relative to peers; it is called ego goal orientation. The other goal is to develop self-referenced competence or gain mastery of a task; it is labeled task goal orientation (Dweck and Leggett, 1988). Research in the physical education domain (Treasure and Roberts, 2001) has shown that the two goal orientations relate to different behavioral and affective student motivational responses, such as choice of task difficulty, satisfaction, and enjoyment. Students with a high task orientation use individual improvement and effort to define success. They choose challenging tasks and report higher levels of enjoyment. In contrast, students with a high ego orientation tend to avoid learning difficult tasks, which might jeopardize their normative conceptions of ability. They attribute success or failure to normative ability. Achievement goal

orientations are purported to explain student motivation at the individual level. At the situational level, achievement goal theorists (Ames, 1992) have suggested that students may perceive different instructional structures as fostering different achievement goals. Epstein (1989) coined the acronym target to represent six structures of the achievement context which influence student motivation in the classroom: Task, Authority, Reward, Grouping, Evaluation, and Time. Ames contended that the way teachers operationalize these structures determines, to a great extent, children's motivational responses. For example, an instructional structure that offers task variety, involves students in the decision-making, promotes work in mixed-ability groups, and emphasizes self-referenced criteria for evaluation and recognition would promote a high task-involving motivational climate. In contrast, in an ego-involving climate the emphasis is on demonstrating superior performance and normative ability, with besting others being the primary indicator of success. In such a climate teachers dictate the tasks, student initiative is not encouraged, and rewards are based on peer comparison and normative success. (Dale, J. and Weinberg, R. (1989))

2.3.7 Motivation of Teachers

There is one big element that every teacher should keep in mind when quality in teaching learning process is remembered. That is motivation. Because, motivation can change student's participation, attitude, and interest etc. Motivation is the process of arousing, sustaining and regulating activity, a concept limited to some aspect such as the energetic of behavior or purposive regulation. It is practical art of applying incentives and arousing interest for the purpose of causing one to perform in a direct way.

“Motivation is a critical determinant of performance” (Lunenburg and Ornstein, 1991). This implies that better motivated teachers provide better methodology of teaching. Hence, to help teachers exert effort in a manner appropriate to their specific job, motivation is necessary. If motivated, teachers might show great effort by designing different activities based on his/her students' ability, and need. Accordingly, the motivation of teachers lies at the heart of change for the better and sustaining motivation deserves greater attention. However, the teaching force in many high schools is not motivated.

Even competent teacher who are well prepared cannot teach effectively under adverse conditions. Poor motivation which translates in to teachers absences, in different classroom practices, and easily departure from the profession impedes as a teachers ability to teach. This implies that lack of motivational and professional commitment produces poor attendance and unprofessional attitudes towards students. Thus, students obviously cannot learn from a teacher who is not present, and absenteeism among teachers encourages, similar behaviors among students occur. Poor working conditions also the other major reasons which affect the commitment of the teachers on their profession. Besides, conditions within the classroom discourage potential candidates from becoming teachers and force to teach carelessly. Teachers cannot do their job efficiently without basic instructional materials (Lockheed and Verspoor, 1990) Moreover, in most high schools facilities are inadequate. These conditions demoralize teachers, weaken professional commitment, and it can affect quality of teaching learning process in schools.

Intrinsic motivation (IM) has been one of the concepts studied in motivational research in physical education. According to Deci and Ryan (1985), intrinsically motivated behaviors are engaged in for their own sake, for the pleasure and satisfaction derived from the process of engaging in the activity. Intrinsically motivated behaviors are associated with psychological well being, interest, enjoyment, fun, and persistence.

Several studies have shed light on possible determinants of intrinsic motivation in physical education and thus have provided practical directions for physical educators (Biddle and Chatzisarantis, 1999). Most of these studies have adopted a quantitative methodological approach and tested established psychological theories. Nonetheless, physical education is a unique setting and testing theories which have been developed in other areas may hide important aspects of students' motivation. Furthermore, as the school environment is complex and multiple factors interact in influencing a student's motivation, it is somewhat unlikely that any study adopting a quantitative methodology could capture this complexity. Therefore, the aim of this study was to accumulate information regarding possible determinants of students' intrinsic motivation in physical education.

Studies that have examined the determinants of intrinsic motivation in physical education can be classified as those examining the effect of students' individual differences on intrinsic motivation and those examining the effects of social-environmental factors on students' intrinsic motivation. Four factors related to individual differences have been shown to influence intrinsic motivation in physical education. These are perceived competence, perceived autonomy, achievement goal orientation, and perceived usefulness of the physical education class. A number of studies have shown that perceived competence is positively associated with intrinsic motivation, that is, if students feel that they are competent in a physical education class, they enjoy their participation (Goudas, Biddle, and Fox, 1994; Goudas, Dermitzaki, and Bagiatis, 2000; Whitehead and Corbin, 1991). Perceived autonomy, or self-determination, also influences intrinsic motivation.

Physical education students who feel autonomous for their actions are more intrinsically motivated (Goudas et al., 1994). Achievement goal orientation also plays a crucial role in students' perceptions of competence and success. According to goal perspectives theory (Nicholls, 1989), individuals might have different goals when engaging in achievement tasks. For some students, establishing superiority over others is the primary focus (ego orientation), whereas, for others, the focus is on self-improvement and on successful completion of the task (task orientation). Task orientation seems to facilitate intrinsic motivation, while ego orientation is more likely to lead to decreased intrinsic motivation (Duda, Chi, Newton, Walling, and Catley, 1995). Students' expectancies about P.E. are also associated with their intrinsic motivation. Rodgers and Brawley (1991) argued that outcome expectancies are formed by the interaction of two factors: outcome likelihood, which refers to the probability that a certain action will lead to a certain outcome, and outcome value (i.e., the value assigned by the individual to the possible outcome of the action). Goudas, Dermitzaki and Bagiatis (2000) reported that when students perceive their (*Hassandra et al., 2003*).

Physical education class as resulting in useful and important outcomes, then an increment in intrinsic motivation is expected to occur. The social-environmental factors that have been shown to influence students' intrinsic motivation in physical education class are the motivational climate, teaching style, content of the lesson, and adult encouragement. When the motivational climate in a physical education. Class is mastery-oriented (when students are directed towards self-improvement and praise is offered to them for high effort), then it is probable that students

will show higher levels of intrinsic motivation (Biddle et al., 1995; Goudas and Biddle, 1994; Papaioannou, 1995). Similarly, a teaching style that provides students with opportunities to make choices appears to have a positive effect on their intrinsic motivation. Goudas, Biddle, Fox and Underwood (1995) showed that a differentiated teaching style (in which students were offered a number of choices) positively influenced students' reactions to the sporting activity independently of perceptions of autonomy and competence.

Intrinsic motivation varies according to the activity. Students show different levels of intrinsic motivation in different activities, and this is attributed, partly, to perceived competence and/or to the degree of self-determination that the student has for the specific activity (Goudas and Biddle, 1993; Goudas, Biddle and Fox, 1994). However, it appears that the unique characteristics of the activity determine students' interests. Most of the studies that have examined intrinsic motivation have adopted the quantitative methodological approach (Biddle, 1995). Such studies describe well-controlled, quantitative research efforts that have examined specific factors affecting students' intrinsic motivation (competence, self determination, etc), inspired by specific theories. There have been a few recent studies, however, that have used a qualitative approach to examine student motivation in physical education.

More recently a number of studies have used a qualitative methodological approach in order to examine the physical education. class environment through the student's perspective. Results from these studies indicate that perceived competence differentiated according to age, and constituted a determinant of students' effort in P.E. classes (Lee, Carter, and Xiang, 1995; Veal and Compagnone, 1995).

In addition, when the emphasis in the class was on personal improvement, students reported increased enjoyment, regardless of their perceived competence or performance accomplishments (Dyson, 1995; Portman, 1995). Furthermore, when students had choices and were involved in decisions in P.E. classes, then participation was more enjoyable (Carlson, 1995; Dyson, 1995; Hopple and Graham, 1995; Nugent and Faucette, 1995).

As the school environment is particularly complex, there may be several other variables associated with students' intrinsic motivation. Moreover, recent theorizing has postulated that

“sport and exercise participants are not simply intrinsically or extrinsically motivated or even a motivated, but all of the above, depending on the task at hand” (Vallerand and Rousseau, 2001, Thus, in the unique setting of physical education, students’ motivation may be related to a variety of factors.

Therefore, the aim of this study was to map the majority of possible relevant factors using a qualitative methodology, instead of examining the effect of pre-determined variables. Clearly, such information could lead to a better understanding of the dynamics of students’ motivation in school physical education, and possibly provide indications for adjusting physical education programmers to maximize students’ motivation.

2.3.8 Females in the Media

Girls identified the lack of media coverage of females in sport and the media representation of the ideal girl as thin and beautiful as issues that might impact on their participation in sport and physical activity. Media messages are perceived as putting greater importance on men and boys in sport. *(Blinde E, Greendorfe, s, and shanker, r, (2000)*

Women’s sport and the media

The gender-based discrimination against women in sport-related employment is also apparent in the unequal representation of women in sport media, and the negative portrayal of women athletes and women’s sports remains a persistent problem. In addition, women’s sporting events remain marginalized from the mainstream multi-billion dollar sport-media industry and while many local, national and international competitions include both men’s and women’s events, the men’s events invariably dominate media coverage and local and global attention. For example, in the United States, the media coverage ratio in 2004 between male and female professional sporting events was 95 to 1 in television and 20 to 1 in print media. In Australia, a 1996 study conducted by the Australian Sports Commission found that coverage of women’s sport was just two per cent of total sport broadcasting in television, 1.4 per cent in radio and 6.8 per cent in sport magazines. Newspaper reportage of women’s sport was higher at 10.7 per cent. When the South Australian Premier’s Council for Women commissioned similar research in 2006, it found that newspaper coverage was just 4.1 per cent, despite a number of high-profile women’s sporting events held during the study period. *(Blinde E, Greendorfe, s, and shanker, r, (2000)*

2.3.9 Physical barriers to the participation of women and girls in sport

Women continue to be discriminated against in official regulations of international competitions and rules of major sporting facilities. The Augusta National Golf Club in the United States, which hosts the annual Masters Tournament, continues to uphold its men-only membership policy. This has led to strong opposition by national women's organizations and women's rights activists. Progress is, however, being made in other institutions. For example, the 250-year-old Royal and Ancient Club in Scotland, considered the world's leading authority on golf, lifted a longstanding ban on women playing at the Open Championship in 2005. Also, in 2004, the United States Professional Bowlers Association (PBA) opened the International Olympic Committee's Women and Sport Trophy. The International Olympic Committee's Women and Sport Trophy, introduced in 2000, is awarded annually to promote the advancement of women in sport and recognize outstanding achievement and contributions made to develop, encourage and strengthen the participation of women and girls at all levels in the sports world. The world trophy for 2006 was awarded to Argentinean tennis player Gabriela Sabatini. In official website of the Olympic Movement. (*Gabriela Sabatini, winner of the world IOC Women and Sport Trophy, 2006*)

2.3.10 Disparities in Rewards

Differences were also clear in the rewards that boys and girls received for their participation in sport. In the case of my family, each of my children won their section of the cross-country running competitions in the Australian Capital Territory Championships. The two boys came home with cup trophies, the two girls with two spoons. My two sons were national rowing champions when my two daughters asked their coach if he would teach them rowing. It was only when they told him that they wanted to row in the Olympics that he agreed to coach them. Within the first year they won the Australian Under 23 Rowing Championships. Once again there was the usual discrimination in the trophies handed out at the regattas, The boys came home with huge cups, the girls with small ones.

In both amateur and professional sport, where the value of prizes for winning championships has moved from trophies to money and has kept increasing in value, men have taken home more money than women, until very recently where there are now some exceptions. For example, for the first time since its inception, the 2007 Australian Open Tennis Championships gave equal

prize money for both male and female winners. It is encouraging that this is now the norm for all Grand slam tennis tournaments except Wimbledon. (*IOC 2005*)

2.3.11 Hope for Policy Reform

Despite advances in gender equality and women's empowerment worldwide - in the business place, politics, academia, and on the sports field - women continue to lag behind men in opportunities, support and resources. Thanks largely to years of advocacy work by committed individuals, many themselves professional athletes who have battled discrimination in their respective fields, the policies of Randall Parker, "Save the Cheerleaders, Save the World", *ParaPundit*, 31 March 2007. major sports organizations have begun to change. Organizations have emerged to support opportunities for girls and women to become involved in sports, such as the International Association of Physical Education and Sport for Girls and Women (IAPESGW), and the Women's Sports Foundation, founded by tennis champion Billie Jean King. Moreover, the International Working Group on Women and Sport has been organized to consider policies to advance the involvement of girls and women in sports. The declarations which have emerged from their World Conferences on Women and Sport call on governments, sporting organizations, and individuals to promote opportunities for women and girls to participate in sport. These included the

Magglingen Declaration, which identifies participation in sport as a human right, and refers to the need to prioritize women, girls and other marginalized groups within sports initiatives; the Brighton Declaration, which sought solutions to address imbalances and to accelerate the advancement of women's participation in sports; the Windhoek Call for Action, which stressed the linkages between participation in sports and the promotion of health, education, and human rights; and the Montreal Communique, which called for the development of a sustainable infrastructure on which to build women's sports opportunities.

Today, women have greater opportunities than ever before to engage in sports and recreation, up to the professional level. However, the number of female athletes lags behind the number of males in all countries around the world. Moreover, women are significantly under-represented in coaching positions, management of sports teams, and as referees and umpires. The absence of

women at high levels limits the potential for meaningful reform toward equality in women's sports.

Equality has been a major focus of advocacy efforts. As noted above, all of the major tennis tournaments, with the exception of Wimbledon, now offer equal monetary prizes to the male and female champions. The Royal and Ancient Golf Club in Scotland, considered the world's leading authority on golf, permitted women to play in its Open Championship for the first time in 2005. Within the International Olympic Committee, women's and men's competitions have been added for almost all sports. Moreover, the Committee has promoted a policy to include women in management structures both at the international and country levels. America's Title IX policy, which was passed into National Law, mandates that within all publicly funded secondary schools and universities, equal funding be allocated to women's and men's sports. This policy served to rectify years of practice in which women's sports departments in these institutions were allocated substantially less funding than popular- and revenue earning- male sports such as American football and basketball. (*Para pundit march, 31 2007*)

2.3.12 Confidence

If a woman lacks the confidence in her coaching abilities, she may not aspire to elite levels, particularly if the support networks are non-existent. Since most coaches come from the player base, studies have been conducted on how female athletes see themselves as coaches. Campbell (1990) suggests that a lack of self confidence stopped athletes from pursuing a coaching career. Dix (1991) talks of the critical self-confidence or self-esteem that a coach needs to have, and how the lack of it can deter any decision to follow that pathway. Berg (1996), in one of the recent studies however, has found that the latest group of athletes interviewed believed that they have the ability to succeed in coaching. Berg predicts that women will enter coaching careers in greater numbers over the next few years suggesting that "athletes rated themselves high on the 'self efficacy' scale, indicating that they believed they had the abilities to be successful coaches"(1996). Lirgg et al. suggest that "perceived playing ability emerged as the strongest predictor of coaching self efficacy" (1994). The research indicates that performance accomplishments are related to confidence or self-efficacy in coaching. The issue of confidence was identified as a key issue in the West and Brackenridge (1990) study. This may explain the findings of a study conducted by McKay (1992) where she concluded that female athletes who

desired to coach, preferred to coach women. Interestingly, the same study found that these same women preferred themselves to be coached by a male.

According to McKay, "this dichotomy in response is perhaps a reflection of viewing themselves as having confidence and familiarity with coaching their own gender, yet consciously or unconsciously perceiving that 'male is better' when a gender choice for coach is made"(Medwechuk,N.and crossman,J (1992).

CHAPTER III

3. METHODOLOGICAL ANALYSIS

3.1 Research Design

The purpose of this study was to investigate factors that affect female physical education teacher to ward sport coaching positions in south Gondar Administration zone. This study, using a both quantitative and qualitative research method include questioner and semi-structured interviews and observation check list, the check list attach in the form of appendix.

3.2 Type and Source of Data

This study used primary data source. Primary data has be collected from female physical education teachers, male physical education teachers, and sport commission officer by structured questionnaires and interview. secondary source of data is some research done by the other researcher and text rich in internet and observation the coaches of sport clubs and projects in all kebele of the target population.

3.3 Samples, Sample Size and Sampling Procedure

South Gondar Administrative zone has 12 woredas. In these woredas there are high schools, preparatory schools and elementary schools. These schools have 547 physical education teacher, among them degree holder 80 males and 11 females, diploma 3 males, 1 female in high school level. And diploma 195 males 107 females teach in elementary schools. In addition to these not graduate by physical education but teach physical education at elementary level, 88 males, and 62 females total 140. Many un graduate teacher teach at satellite school level(S/Gondar education office 2004). The researcher selects 30% from the total female teachers to respond the questioner and I also select sport commission officers and male physical education teacher's semi structured interview, observed project and kebele sport club.

The researcher selects those sample subjects from two woredas that are purposively selected for this research.

3.4 Data Gathering Tools

In order to gather the data, structured questionnaire will be prepared and used to collect data. The detailed information related to the factors that affect female physical education teachers to ward sport coaching and other revealed problems will be collected through by interviewing selected respondents and male physical education teacher and sport commission officers observed the activities in the project and kebele sport club.

3.5 Method of Data Analysis

The data has been collected and analyzed based on the respondent by using though questioner and semi structured interview. The analysis has be objective carried out and used simple statically method that is percent system.

CHAPTER IV

4. DATA ANALYSIS AND INTERPRETATION

4.1 Characteristics of the respondents

As mentioned earlier in chapter three female physical education teachers, male physical education and sport commission officer were the subjects of the study. Questionnaires were the major data collection instruments used in the study. Beside interview and observation check list were made to get additional evidence to the study. Characteristics of the respondents have been discussed in the following one table. The items in the table deal with sex, age, and female teachers' work experience and qualification.

Table 1. Characteristics of respondents

No	Item	Respondents FPET=50	
		No	%
1	Age (female PE teachers)		
	A) <23	2	4
	B) 23-33	39	78
	C) >33	9	18
2	Teachers experience		
	Below 5 years	38	76
	6-10 year	7	14
	11-15 year	5	10
	16-20 year	-	-
	31-40 year	-	-
3	Qualification for teachers		
	MSC	-	-
	Degree	3	6
	Diploma	47	94
	ceffticate	-	-
	Others-----	-	-

FPET= female physical education teacher

4.2 Analyze, interpretation and discussion that is obtained through questioner

Table 2. Do you have interest to be sport coaching?

Item	Strongly agree(SA)	Agree(A)	undecided (N)	Disagree(D)	Strongly disagree(SD)	Total
Number of respondents	42	8	-	-	-	50
Percent (%)	84	16	-	-	-	100

The above table show that 84%of the respondents said that strongly agree (SA) and have the interest to be sport coach ,16% of the respondents said that they agree(A), no one respondents said disagree and strongly disagree. So the researcher conclude that the majority of the female physical education teachers have interest to be sport coach.

Table 3. Is cultural barriers influence on female physical education teacher to become sport coaching?

Item	Strongly agree(SA)	Agree(A)	undecided (N)	Disagree(D)	Strongly disagree(SD)	Total
Number of respondents	34	7	-	6	3	50
Percent (%)	68	14	-	12	6	100

From the above table 68 % of the respondents said that strongly agree(SA) , 14% of the respondents said that agree (A) , 12% of the respondent said that disagree and 6% of the respondents said that strongly disagree cultural

Barriers IS influence on female physical education teacher to become sport coaching. based on the above idea the researcher conclude that the majority of the respondents cultural barriers is influence on female physical education teacher to become sport coaching.

Table 4. Social barriers are among the obstacle of female physical education teacher to become sport coaching?

Item	Strongly agree(SA)	Agree(A)	undecided (N)	Disagree(D)	Strongly disagree(SD)	Total
Number of respondents	43	4	-	3	-	50
Percent (%)	86	8	-	6	-	100

The above table shows that 86% of the respondents strongly agree, 8% agree and 6% of them disagree. So we can conclude that majority of the respondents indicate that social barriers are among the obstacles to be sport coaching.

Table 5. The influence of religious barriers is factors that affect female physical education teacher to become sport coaching?

Item	Strongly agree(SA)	Agree(A)	undecided (N)	Disagree(D)	Strongly disagree(SD)	Total
Number of respondents	42	5	-	2	1	50
Percent (%)	84	10	-	4	2	100

the above table show that 84% of the respondents said that strongly agree(SA) ,10% of the respondents said that agree (A) ,4% of the respondent said that disagree and 2% of the respondents said that strongly disagree influence of religious barriers is factors that affect female physical education teacher to become sport coaching.

Based on the above idea the researcher conclude that the majority of the respondents influence of religious barriers is factors that affect female physical education teacher to become sport coaching.

Table 6. Do you believe that female physical education teacher have lack confidence?

Item	Strongly agree(SA)	Agree(A)	undecided (N)	Disagree(D)	Strongly disagree(SD)	Total
Number of respondents	28	4	1	10	7	50
Percent (%)	56	8	2	20	14	100

The above table show that 56% of the respondents said that strongly agree(SA) ,8% of the respondents said that agree (A) ,2% of the respondents is undecided ,20% of the respondent said that disagree and 14% of the respondents said that strongly disagree ,female physical education teacher have lack of confidence to become sport coach. Based on the above idea the researcher conclude that the majority of the respondents believe that female physical education teacher have lack confidence.

Table 7. Does Lack of motivation affect female physical education teacher to become sport coaching?

Item	Strongly agree(SA)	Agree(A)	undecided (N)	Disagree(D)	Strongly disagree(SD)	Total
Number of respondents	36	6		8	2	50
Percent (%)	72	12		16	4	100

From the above table 72% of the respondents said that strongly agree(SA) ,12% of the respondents said that agree (A) ,16% of the respondent said that disagree and 4% of the respondents said that strongly disagree Lack of motivation affect female physical education teacher to become sport coaching based on the above idea the researcher conclude that the majority of the respondents lack of motivation affect female physical education teacher to become sport coaching.

Table 8. Disparities in reward minimize the participant of female physical education teacher to become sport coaching?

Item	Strongly agree(SA)	Agree(A)	undecided (N)	Disagree(D)	Strongly disagree(SD)	Total
Number of respondents	23	10	3	12	2	50
Percent (%)	46	20	6	24	4	100

From the above table 46% of the respondents said that strongly agree(SA) ,20% of the respondents said that agree (A) , 6%of the respondents side that undecided, 24% of the respondent said that disagree and 4% of the respondents said that strongly disagree, Disparities in reward minimize the participant of female physical education teacher to become sport coaching based on the above idea the researcher conclude that the majority of the respondents Disparities in reward minimize the participant of female physical education teacher to become sport coaching.

Table 9. Does lack of media coverage plays a great role to motivate female physical education teacher to become sport coaching?

Item	Strongly agree(SA)	Agree(A)	undecided (N)	Disagree(D)	Strongly disagree(SD)	Total
Number of respondents	27	12	3	4	4	50
Percent (%)	54	24	6	8	8	100

From the above table 54% of the respondents said that strongly agree (SA) ,24% of the respondents said that agree (A) , 6%of the respondents side that undecided, 8% of the respondent said that disagree and 8% of the respondents said that strongly disagree lack of media coverage plays a great role to motivate female physical education teacher to become sport coaching based

on the above idea the researcher conclude that the majority of the respondents lack of media coverage plays a great role to motivate female physical education teacher to become sport coaching.

Table 10. Sex plays a great role to become to sport coach specially females

Item	Strongly agree(SA)	Agree(A)	undecided (N)	Disagree(D)	Strongly disagree(SD)	Total
Number of respondents	25	5		9	11	50
Percent (%)	50	10		18	22	100

From the above table 50% of the respondents said that strongly agree(SA) , 10% of the respondents said that agree (A) , 18% of the respondent said that disagree and 22% of the respondents said that strongly disagree, based on the above idea the researcher conclude that the majority of the respondents sex affect to be sport coach especially females.

Table 11. Do you believe that economy influence female physical education teacher to become sport coaching?

Item	Strongly agree(SA)	Agree(A)	undecided (N)	Disagree(D)	Strongly disagree(SD)	Total
Number of respondents	25	12	5	5	3	50
Percent (%)	50	24	10	10	6	100

From the above table 50% of the respondents said that strongly agree(SA), 24% of the respondents said that agree (A), 10% of the respondents side that undecided, 10% of the

respondent said that disagree and 6% of the respondents said that strongly disagree, they believe that economy influence female physical education teacher to become sport coaching?
 based on the above idea the researcher conclude that the majority of the respondents believe that economy influence female physical education teacher to become sport coaching?

Table 12. Do you believe that lack of additional coaching training course to female physical education teacher influence to become sport coaching?

Item	Strongly agree(SA)	Agree(A)	undecided (N)	Disagree(D)	Strongly disagree(SD)	Total
Number of respondents	36	9	-	3	2	50
Percent (%)	72	18		6	4	100

From the above table 72% of the respondents said that strongly agree(SA) ,18% of the respondents said that agree (A) ,6% of the respondent said that disagree and 4% of the respondents said that strongly disagree, believe that lack of additional coaching training course to female physical education teacher influence to become sport coaching. Based on the above idea the researcher conclude that the majority of the respondents believe that lack of additional coaching training course to female physical education teacher influence to become sport coaching?

Table 13. Do you believe that sport policies of the countries does encourages female physical education teacher to become sport coaching?

Item	Strongly agree(SA)	Agree(A)	undecided (N)	Disagree(D)	Strongly disagree(SD)	Total
Number of respondents	40	4	-	4	2	50
Percent (%)	80	8	-	8	4	100

From the above table 80% of the respondents said that strongly agree(SA) ,8% of the respondents said that agree (A) ,8 % of the respondent said that disagree and 4% of the respondents said that strongly disagree, believe that sport policies of the countries does encourages female physical education teacher to become sport coaching. Based on the above idea the researcher conclude that the majority of the respondents believe that sport policies of the countries does encourages female physical education teacher to become sport coaching.

Table 14. Does biological nature affect female physical education teacher to become sport coaching?

Item	Strongly agree(SA)	Agree(A)	undecided (N)	Disagree(D)	Strongly disagree(SD)	Total
Number of respondents	32	7	1	6	4	50
Percent (%)	64	14	2	12	8	100

From the above table 64% of the respondents said that strongly agree(SA) ,14% of the respondents said that agree (A) , 2%of the respondents side that undecided, 12% of the respondent said that disagree and 8% of the respondents said that strongly disagree, Does biological nature affect female physical education teacher to become sport coaching? Based on the above idea the researcher concludes that the majority of the respondents believe biological nature affect female physical education teacher to become sport coaching?

Table 15. Do you believes male have great coaching skill than female?

Item	Strongly agree(SA)	Agree(A)	undecided (N)	Disagree(D)	Strongly disagree(SD)	Total
Number of respondents	19	10		14	7	50
Percent (%)	38	20		28	14	100

From the above table 38% of the respondents said that strongly agree(SA) ,20% of the respondents said that agree (A) ,28% of the respondent said that disagree and 14 % of the respondents said that strongly disagree, Do you believes male have great coaching skill than female? Based on the above idea the researcher conclude that the majority of the respondents Do you believes male have great coaching skill than female?

Table 16. Does lack decision making in house affect female physical education teacher to become sport coaching?

Item	Strongly agree(SA)	Agree(A)	undecided (N)	Disagree(D)	Strongly disagree(SD)	Total
Number of respondents	27	8	1	10	4	50
Percent (%)	54	16	2	20	8	100

From the above table 54% of the respondents said that strongly agree(SA) ,16% of the respondents said that agree (A) , 2%of the respondents side that undecided 20% of the respondent said that disagree and 8% of the respondents said that strongly disagree, lack decision making in house affect female physical education teacher to become sport coaching. based on the above idea the researcher conclude that the majority of the respondents lack decision making in house affect female physical education teacher to become sport coaching.

Table 17. Lack of role model is one of the factors that affect female physical education teacher to become sport coaching?

Item	Strongly agree(SA)	Agree(A)	undecided (N)	Disagree(D)	Strongly disagree(SD)	Total
Number of respondents	31	9	-	7	2	50
Percent (%)	62	18	-	14	4	100

From the above table 62% of the respondents said that strongly agree (SA) ,18% of the respondents said that agree (A) ,14% of the respondent said that disagree and 4% of the respondents said that strongly disagree, Lack of role model is one of the factors that affect female physical education teacher to become sport coaching. based on the above idea the researcher conclude that the majority of the respondents Lack of role model is one of the factors that affect female physical education teacher to become sport coaching.

Table 18. Does lack of time to practice coaching affect female physical education teacher to become sport coaching?

Item	Strongly agree(SA)	Agree(A)	undecided (N)	Disagree(D)	Strongly disagree(SD)	Total
Number of respondents	35	3	-	7	5	50
Percent (%)	70	6	-	14	10	100

From the above table 70% of the respondents said that strongly agree (SA) ,6% of the respondents said that agree (A) ,14% of the respondent said that disagree and 10% of the respondents said that strongly disagree, lack of time to practice coaching affect female physical education teacher to become sport coaching. Based on the above idea the researcher conclude that the majority of the respondents lack of time to practice coaching affect female physical education teacher to become sport coaching.

Table 19. Does lack previous knowledge affect female physical education teacher to become sport coaching?

Item	Strongly agree(SA)	Agree(A)	undecided (N)	Disagree(D)	Strongly disagree(SD)	Total
Number of respondents	30	10	-	10	-	50
Percent (%)	60	20	-	20	-	100

From the above table 60% of the respondents said that strongly agree(SA) ,20% of the respondents said that agree (A) ,20% of the respondent said that disagree and non of the respondents said that strongly disagree, lack Previous knowledge affect female physical education teacher to become sport coaching. Based on the above idea the researcher conclude that the majority of the respondents lack Previous knowledge affect female physical education teacher to become sport coaching.

Table 20. this table contain the questions of19-21.

No	Items	Number of respondent in number and%					total
		VH	H	M	L	VL	
19	How much participation female participates in sport coaching?	-	-	-	43(86)	7(14)	50
20	How mach compete with male physical education teacher in sport coaching position?	-	-	6(12)	39(78)	5(10)	50
21	Do you believe that have many factors affect female physical education teacher affect to be sport coach?	24(48)	23(46)	3(6)	-	-	50

(Key *VH= Very High, H= High, M= Medium, L= Low, VL= Very Low*)

Table 20, item 19, shows that 14% of respondents said that vary low, 43% of respondents said low the female physical education teachers participate in sport coaching. based on the above table first item the female physical education teachers is not participate in sport coaching position.

Table 20 item 20, 6% of respondents said that medium, 39% of respondents said low and 5% of respondents said vary low competent with male physical education teacher in sport coaching position. Based on the above table second item the female physical education teachers is less competent with males in sport coaching position.

Table 20, item 21, 48% of the respondents said very high, 46% of them indicated high and 6% medium based on the above table third item the female physical education teachers have many factors participate in sport coaching position.

Analyses, interpretation and discussion of the data obtained through interview

Interview questions For male physical education teachers and sport commission officer

1. *How do you see women/female physical education teachers/ in sport coaching position in this woreda?*

I interview ten male physical education teachers and sport commission officer almost all respondents responses is similar I organize the following

" When we see the participation of female physical education teachers in sport coaching in those woreda as the following .there are many female physical education teachers those teachers teach physical education in many elementary school and high school but no one participate in sport coaching in the school or the Kebele level."

2. *What is the major problem women /female physical education teacher/ participation in sport coaching?*

" there is many problems female physical education teachers affect to be sport coach from those first community factors, house work burden ,religious factors specially Muslim religious , poor participation in sport activities ,lack of specific knowledge about sport coaching are some of the problem they cannot participate in sport coach position." as they conclude.

3. *what is the main reason female physical education teachers not participate in sport coaching position?*

" based on respondents assumption many teachers have different reasons to be sport coaching in this area many problem faced from those cultural influence is the primary one the community not accept women s participation in sport coaching due to this reason female physical education teachers also not participate in the activities, even some of the teachers try to become sport coach they face lack of confidence to competes with male physical education teachers so they undermines them self's ,and some female physical education teachers have intensive works in their home, when we see some of them are not has positive female role model at the previous time in sport coaching position, "

4. What is your opinion about female physical education teachers in sport coaching position?
many of the respondents suggest that:

- ✓ first female physical education teachers develop their interest to be sport coach
- ✓ give additional coaching courses to increase their coaching skill.
- ✓ they must be solve themselves from their environment, social and cultural factors
- ✓ start their coaching from their own teach class room students based on students interest.
- ✓ many suggestion is many women/female women physical education teacher / have wrong attitude in their sport performance and coaching skill, so they must believes females have performance to be sport coach in every damnation

5. Do you believe lack of interest ,cultural barriers, Social barriers, religious barriers, lack confidence, Lack of motivation, Disparities in reward, Sex, economy, sport policies of the countries, lack of additional coaching training course, lack decision making in house affect female, role model, lack of time to practice, lack Previous knowledge, lack coaching skill and biological nature is reason factors that affect female physical education teachers to become sport coaching

Majorities of the respondents answer is yes,

"Many of the problem mentioned the above in our societies but when we see the religious in Muslims religion is forbidden to clothing the comfortable clothe for sport caching. And the community not need females participate in sport activities, even the females them self's have not confidence to perform sport and also undermine them self's. When we see the previous participation it is very few due to lack of previous role model. "

CHAPTER V

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter is divided into three main parts. They were (1) Summary of Findings, (2) Conclusions and (3) Recommendations.

5.1 Summary

The major aspect of this investigation thought to provide information regarding the factors that affect female physical education teachers to be sport coaching positions in south Gondar Administration zone. With regard to the results of this study, a summary of the findings was presented as follows.

- ❖ The participants in the study were 50 female physical education teachers, 10 male physical education teacher and sport commission officers.
- ❖ The age of the participants ranged from 27 to 40 years old. Their teaching experiences were between approximately from 4 to 15 years.
- ❖ Family responsibilities are perceived as a major factor by women coaches.
- ❖ Lack of time is perceived barrier for female physical education teachers to be sport coach.
- ❖ Males compete for sport coaching opportunities once the positions have highly dominated.
- ❖ Gender bias on evaluation of female physical education teachers to be sport coaches still exists.
- ❖ Female physical education teacher's coaches have not female role models in sport coaching. Many barriers which is related with female physical education in sport coaching position like cultural, religious, social, economic, coverage of media coverage of media is identified

5.2 Conclusions

The results of this research show many factors which is female physical education teachers to be sport coaching position at the same time they come up against many barriers in their desire to achieve good coaching status, although the barriers vary depending on the situation in which they find themselves. So the researchers conclude.

- ❖ This study found that female physical education teachers play a great role for the development sport in our countries, but the findings show that participation of female physical education teachers in sport coaching position is low, so the number of female sport coaches in those woreda almost none.
- ❖ This study also found that coaching for many women affected by household duties and family responsibilities holding.
- ❖ This study also found that disparities of reward of women to participate the coaching position.
- ❖ This research also indicates that cultural barriers, social barriers and religious barriers are the factors that affect females to be sport coach.
- ❖ This research also indicates that most women female physical education teachers have the lower level of skill due to the lack of additional sport coaching courses.
- ❖ This study also found that economic barriers exist for most female physical education teachers to be sport coach.
- ❖ Lack of the role model in their own area and coverage of media also the other barrier to be sport coach.
- ❖ The research also shows female physical education teachers to progress coaching performance levels face many barriers. Some of these barriers are gender specific that only holds for females, and some are relevant for all coaches regardless of gender, such as lack of time for coaching due to full time work commitments.
- ❖ This study also found that lack of confidence, decision making, and motivation is the factors that affect to be females as sport coach.

5.2 Recommendations

The following recommendations are provided with the aim of encouraging research to address issues that this study.

- ❖ Each sport needs to research for factors that affect female physical education teachers to be sport coaching position in south Gondar zone woredas, female physical education teachers participate in sport coaching position is low, to improve this different stakeholders play their own part. by the Sport leaders should give attention for the implementation of equal chance of the female's participation, Prepare special coaching courses to school female physical education teachers, Supply the coaching materials and vital necessary documents' which is serve the effective facilitation of sport coaching and provide adequate opportunities and time to practice sport coaching skill by Responsibilities of females in house must share by other partners to gate chance participation in sport coaching position.
- ❖ Make awareness by conference and panel discussion for the societies to motivates and support the participation of females in sport coaching position., Promote women coaches who have achieved success, as female role models. role models are recognized as an important way to increase participation of women in sport, sport leadership and sport coaching., reward when female participates in sport especially coaching.
- ❖ Make awareness to community and religious leader about the healthy, mental and economy benefit of sport and the sport profession to prevent cultural, social and religious barriers, Improving female physical education teachers on decision making in house and sporting organizations.
- ❖ Encourage female's coaches to network with their colleagues, and maintain contact with coaches they meet on courses, or at competitions, Media coverage of females sport work may motivate the other to do more work. Improving a number of initiatives are being implemented to give girls the chance to be leaders, improve their confidence, increase their self-awareness and strengthen their capacities in terms of decision-making, critical thinking and negotiating.
- ❖ prepare Workshops for female physical education teachers and to other concerned body to make clear idea about coaching .

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APPENDIX- 1
ADDIS ABEBA UNIVARSTY
FACULTY OF LIFE SCIENCE
DEPARTEMENT OF SPORT SCIENCE

The questionnaire to be filled by the female physical education teachers, male physical education teachers ,sports women and sport commission officers. The purpose of the study to identify factors that affect female physical education teachers to become sport coaching position in Amhara region south Gonder Administrative zone in two woreda.

In responding the questions remember the following

- ❖ Not write your name
- ❖ All questions have credit for this study so respond carefully.
- ❖ The responses option range from SA/strongly agree to SD/strongly disagree.

SA=strongly agree , A=agree, N= neutrality, D= disagree SD=strongly

Choose one of the reflects your feeling and put the symbol" X " in the box provides.

Part I. Back ground information.

1. **Name of school/office**_____.

2. **Sex** female male

3. **Age**

Below 20 21_30 31_40
41_50 51and above

4. **Services year**

5 year and below 16_20 years
6_10 year 21_25 years
11_15 years 26_30 years
Above 31 years

5. Educational qualification

MSC BSC/BED DIPLOMA

Others _____

Does the following variable affect female physical education teacher to become sport coaching?

Item no	QUESTIONS	chooses				
		SA	A	N	D	SD
1	Do you have interest to be sport coaching?					
2	Is cultural barriers influence on female physical education teacher to become sport coaching?					
3	Are Social barriers among the obstacle of female physical education teacher to become sport coaching?					
4	Is The influence of religious barriers factors that affect female physical education teacher to become sport coaching?					
5	Do you believe that female physical education teacher have lack confidence?					
6	Does Lack of motivation affect female physical education teacher to become sport coaching?					
7	DO Disparities in reward minimize the participant of female physical education teacher to become sport coaching?					
8	Is media coverage plays a great role to motivate female physical education teacher to become sport coaching?					
9	Sex plays a great role to become to sport coach specially females					
10	Do you believe that economy influence					
11	Do you believe that lack of additional coaching training course to female physical education teacher influence to become sport coaching?					
12	Do you believe that sport policies of the countries does encourages female physical education teacher to become sport coaching?					
13	Does biological nature affect female physical education teacher to become sport coaching?					
14	Do you believes that male have greater coaching skill than					

	female?					
15	Does lack of decision making in house affect female physical education teacher to become sport coaching?					
16	Does Lack of role model is one of the factors that affect female physical education teacher to become sport coaching?					
17	Does lack of time to practice coaching affect female physical education teacher to become sport coaching?					
18	Does lack Previous knowledge affect female physical education teacher to become sport coaching?					

No	Items	Number of respondent in number and%				
		VH	H	M	L	VL
19	How much participation female participates in sport coaching?					
20	How mach compete with male physical education teacher in sport coaching position?					
21	Do you believes that have many factors affect female physical education teacher affect to be sport coach?					

(Key *VH= Very High, H= High, M= Medium, L= Low, VL= Very Low*)

Tank you

APPENDIX-2

Interview questions held with male physical education teachers and sport commission officer

Interview questions design with know the reason factors that affect female physical education teachers to become sport coaching. thus to gate reliable information for the study your frank response is very crucial, dealing this is in mind you are kindly requested to cooperate be sure that information is kept confidential.

Thank you for your valuable information

1. How do you see women/female physical education teacher/ in sport coaching position?
2. What are the major problem women /female physical education teacher/ participation in sport coaching?
3. What is the main reason female physical education teachers not participate in sport coaching position?
4. What is your opinion about female physical education teachers in coaching position?
5. Do you believe lack of interest ,cultural barriers , Social barriers ,religious barriers , lack confidence, Lack of motivation ,Disparities in reward , Sex, economy ,sport policies of the countries , lack of additional coaching training course , lack decision making in house affect female ,role model ,lack of time to practice ,lack Previous knowledge ,lack coaching skill ,and biological nature is reason factors that affect female physical education teachers to become sport coaching

APPENDIX-3
check list

Observation check list for libo kemekem woreda sport coach in project level kebele club and school sport activities.

N O	SCHOOL NAME/KEBLE/	PROJECT/C LUB/ TYPE	NUMBER OF COACH	
			MALE	FEMAL E
1	addis zemen elemntary school		2	-
2	addis zemen secondary school		3	-
3	abebaye		2	-
4	alabo		1	-
5	addis hiwote		-	-
6	agla mantogra elemntary sc		-	-
7	Derita		1	-
8	Libo giorgis		1	-
9	Mikale debere		1	-
10	Asta mariyam		1	-
11	Ameno		1	-
12	sumana		1	-
13	bmbico		1	-
14	tehara		1	-
15	ambomeda		2	-
16	yefag		2	-
17	wesaterse		1	-
18	genaza selkisa		1	-
19	bura ldeta		1	-
20	angote maryam		1	-
21	thara		1	-
22	kabe giorgis		1	-
23	Tara gedam		1	-
24	shena tsion		1	-
25	genda wha		1	-
26	belbuwha		-	-
27	kuha		1	-
28	lamgie		1	-
29				-

(libo kemkem education office)

The others is not participate based on the some field observation and data of lib kemkem education office women/female physical education teachers/ activities in sport coaching almost non.

Observation check list for fogera woreda sport coach in project level, kebele club or school sport activities.

NO	SCHOOL NAME/KEBLE/	PROJECT/CLUB/ TYPE	NUMBER OF COACH	
			MALE	FEMALE
1	aboanakokit		2	
2	berbriemender		-	
3	zehawariya		-	
4	arbaamba		1	
5	addis reaye		-	
6	deldalit		-	
7	sifatera			
8	nora mender		1	
9	rebkidanmhert		1	
10	reb gebrale		1	
11	amora gedle			
12	zenge		1	
13	bebex		2	
14	wetenbe		1	
15	dewle maryam			
16	alem bere		1	
17	dimu		2	
18	mentura		1	
19	kintie			
20	sendega		1	
21	hagre selam		1	
22	mnguzer		1	
23	guramba		1	
24	tekie ber		1	
25	arada		1	
26	gazine		1	
27	kediest hana		2	
28	wagtera		1	
29	zebrad		1	
30	nabega		1	
31	alem ber high school		1	

the others is not participate based on the some field observation and data of fogera woreda education office women/female physical education teachers/ activities in sport coaching almost non.

Declaration

I, the under signed, declared that this thesis is my own work and has not been presented for any other degree and that all sources of materials used for the thesis have been fully acknowledged.

Name _____

Signature _____

Date _____

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

Name _____

Signature _____

Date _____