

**ASSESSMENT OF FEMALE STUDENTS PARTICIPATION IN ETHIOPIAN  
CULTURAL GAMES AND SPORT IN CASE OF ADOLA COLLEGE;  
GUJI ZONE, OROMIA REGIONAL STATE.**

**MEd THESIS**

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**JUNE, 2018**

**HARAMAYA UNIVERSITY, HARAMAYA**

**ASSESSMENT OF FEMALE STUDENTS PARTICIPATION IN ETHIOPIAN  
CULTURAL GAMES AND SPORT IN CASE OF ADOLA COLLEGE;  
GUJI ZONE, OROMIA REGIONAL STATE.**

**A Thesis Submitted to the Department of Sport Science,  
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MASTER OF EDUCATION IN TEACHING PHYSICAL EDUCATION**

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**JUNE, 2018**

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## STATEMENT OF THE AUTHOR

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## **BIOGRAPHICAL SKETCH**

The author was born on July 19, 1977 GC in Guji zone. He attended his Elementary School Education and Senior Secondary Education at Bilu Elementary and Adola Senior Secondary School respectively. Then he joined Addis Ababa University in the Department of Sport Science and graduated in Bachelor of Health and Physical Education (B.Ed.) in 2010 GC. After graduation he employed at Bule Hora College and served for 2 years. He transferred from Bule Hora college to Adola college served for 5 years and then joined the School of Post Graduate Program Directorate in Haramaya University in 2015 GC as summer student to follow his M.Ed program in Teaching Physical Education.

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## **ACRONOMYS AND ABBREVIATIONS**

<b>ACTE</b>	Adola College of Teachers Education
<b>ECGS</b>	Ethiopian Cultural Games and Sport
<b>MoE</b>	Ministry of Education
<b>NASPE</b>	National Association for Sport and Physical Education
<b>OEB</b>	Oromia Education Bureau
<b>PA</b>	Physical Activity
<b>PE</b>	Physical Education
<b>SGD</b>	Sport Gender and Development
<b>SNNPE</b>	Southern Nations, Nationalities, and People's of Ethiopia
<b>FTAFSP</b>	Factors that Affect Female Students Participation

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**ABSTRACT**

*The purpose of the study was the assessment of female students participation in Ethiopian cultural games and sport in case of Adola College. The sample respondents in this study were 191 female students which were selected by used Slovin's formula simple random sampling technique from the total population of 366 female students PE department at Adola college. The research design for this study was descriptive survey method. Questionnaires were distributed for 191 female students to collect sufficient data. The depth interviews were also conducted with 2 experienced physical education teachers' and 3 stream heads and 4 top college management and narrated by the researcher. For this research TALIS (2013) questionnaire was used to assess female students participation in ECGS. The questionnaire contains a total of 29 items and seven parts. Data collected from study participants analyzed statistically by used (SPSS-20 version). The study used descriptive statistics like percentage, frequency and mean for the purpose of data analysis. The findings of the study evidences the presence of gaps between boys and female students in ECGS practical class participation. In addition, the findings clearly showed that there are many factors which hinder the female students participation in cultural games and sport practical classes. Female students' experience many and varied barriers to participate in cultural games and sport. These include lack of support from their family and college societies, poor of self confidence, lack of back ground knowledge, socio-cultural influence, religious influence, current low involvement and lack of appropriate educational system. To this end, developing the awareness of the society, good work interaction with the stack holders, Regional, Zonal and Woreda Educational Bureaus should give greater attention and supervision for the educational system. Female students should take the necessary part in ECGS during their lower and upper primary school years provided with the required facilitates, and the society must encourage the female students to engage in ECGS during practical activities which can help their improvement in the participation.*

**Key words: Culture, Influence, stack holders, Cultural sport, participation.**

## 1.INTRODUCTION

This study aims to assess factors of female students participation in ECGS in case of Adola college, Guji zone, Oromia Regional State. This section discusses the research background, research problem, research question, scope of the study, objectives of the study, significance of the study and operational definition of key terms respectively.

### 1.1.Background of the Study

As in any other parts of the world, cultural games and sports started since human being stepped his feet on the land and started to struggle for survival and strive to escape from the challenges of nature and secure the well being of his families which required him to jump, throw and run ups and downs. According to well known historian professor (Richard Pankhurst, 1982), written documents on the beginning of Ethiopian cultural sports are found in writings of foreign scholars and in an area called Matara found in Eritrea which was formerly part of Ethiopia. Archeological findings revealed that cultural sports equipments made from stone were found which shows that the cultural sports were practiced in the 6<sup>th</sup> and 7<sup>th</sup> century BC.

Ethiopian cultural games and sports are diversified as there is diversity in the people in terms of culture, language, tradition and values. Each cultural game and sport has its own history that is tied with the society it belongs to. Studying the origin and the development is part of efforts that are made to understand and develop them. Cultural sports and games are one aspects of the general culture of society. Cultural sports and games are one of the means through which more than 85% of Ethiopian population which comprises farmers and pastoralists develop their physical capabilities, get relief from stress, obtain mental satisfaction, reflect their culture and install a sense of pride in each member of the society (Selamnew, et al 2013)

The traditional sports, such as “Feres Gugis” (horse racing), “Dula Miktosh”(fencing), “Wana”(swimming) and “Gibgib”(wrestling) are sports that are physically demanding and require fine skills and agility to take part in them. In addition, sports such as “dula”(stick), “gorade” (sword) “*tor*” (spear) are those that engage the skillful handling of weapons and hand-to-hand combat. These traditional sports linked sportsmanship with warrior

skills and battleship in early Ethiopian history. On the other hand, there are also sports such as “Gena” (Ethiopia hockey), which is one of the oldest and most popular outdoor sports, which is played during Ethiopian Christmas. Ethiopia also has a few recognizable board games such as “Senterej” (Ethiopia chess) and “Gebta” (Mancala) which test players’ tactics and strategies. These board games also carry societal status, as they are only played among peers of similar class, age, gender and affiliation (Getahun, 2002).

According to (Solomon, 2009), the games such as feres gugis, dula-miktosh, and gibigb are, more or less, related to and reflections of the warrior traditions of Ethiopians. Gena cultural sport were not open for Girls and Women because it might cause damage on face, tooth or body parts and based on the society belief that women are not capable to resist the challenges and they are considered to be a households.

## **1.2. Statement of the Problem**

According to Ethiopian cultural sport federation, (2001 E.C), Cultural Sports and games are part of intangible heritage and symbol of the cultural diversity of our society. They are also an efficient means to convey values of solidarity, diversity, inclusiveness and cultural awareness. The MoE on its part works to ensure that they form an integral part of the educational system beginning from lower grades. This provides with fundamental issues that are related to the teaching of some nationally recognized cultural sports and games in primary schools in Ethiopia (Selamnew, 2013). According to (Siedentop, 1992) only schools, primarily through Physical Education (PE), have the institutional process and the potential of socializing and educating all children towards a lifetime of active involvement in physical activity.

Only one researches have been conducted in cultural sport. The researches elaborate only part of the people of kafa culture but not cited the school or college cultural games and sport teaching learning process.

According to MoE instructors and trainees to internalize and apply gender responsive teaching practices that respond effectively to the needs of learners, both girls and boys and close the gender gap in teaching Ethiopian cultural games and sports.

To this end, the call for investigating the problem focusing on the assessment of female students participation in ECGS to move towards the strong point and limitation as well as to identify the area which require progress is compulsory. And the researcher was 7 years

experience in teaching cultural games and sport PE class in the college and 10 years in high school. Also the researcher have an experience to participated module preparation under organized OEB. That why; the researcher gets the chance to observe closely the problem of participation of female students in cultural games and sport practical class. Through the idea mentioned above the researcher intended to investigate the assessment of female students participation in cultural games and sport teaching learning during practical session.

The main problem of the participation of female students in ECGS in case Adola College of Teachers Education; skill gap of female trainees, lack of motivation, lack of self confidence, religious, lack of support and socio – cultural influence. So, the purpose of this study is to deal with those assessing of female students in participation of ECGS practical session and to indicate possible solutions.

The following leading questions was answered in order to achieve the attainment of the stated objectives.

1. What factors influence the participation of female students in cultural games and sport practical class?
2. To what extent do the family, the surrounding community and the college society influence the participation of female students in cultural games and sport?
3. How the culture of the society affecting the participation of female students in the cultural games and sport?
4. To what extent is the female students involvement in cultural games and sport in the college?

### **1.3. Scope of the Study**

The study was delimited to:

- Adola College of Teachers Education.
- The regular and extension female students of 2<sup>nd</sup> and 3<sup>rd</sup> year PE department of the college.
- Ethiopian cultural games and sport.
- Top management, stream heads and PE teachers

## **1.4. Significance of the Study**

The main significant of the study was listed as follows:

- ❖ It help to know the factors that hinder the participation of female students in cultural games and sport in the college.
- ❖ It is helpful in promoting general participation of female students in cultural games and sport.
- ❖ It serve as a reference for those who are interested to conduct research on the cultural games and sport.
- ❖ It help the female students to overcome their problems and enjoy cultural games and sport in the college.
- ❖ The study provide valuable information about the values of cultural games and sport activity.

## **1.5 Objective of the Study**

### **1.5.1 General objective**

The general objective of this research is to assess the participation of female students in Ethiopian cultural games and sport in Adola College of Teachers Education.

### **1.5.2 Specific objectives**

The specific objectives are:

1. To identify the major factors that affect the participation of college female students in the cultural games and sport.
2. To find out the role the students' family, the surrounding community and college societies towards the teaching-learning process of cultural games and sport.
3. To find how culture affect the participation of female students in the cultural games and sport practical session.
4. To check the existing involvement of college female students in the cultural games and sport.

## 2.REVIEW OF RELATED LITERATURE

### 2.1 Historical Background of Cultural Sports

Ethiopia in particular, there were and still are indigenous variables that defined and controlled space, time and the nature of games, public events and entertainments that were conducted. For instance until the 1974 revolution, Ethiopians were strictly obliged to honor the many saints and holidays of the Ethiopian Orthodox church which was highly influenced by Judaism and incorporated many Judaic practices. Due to this, it was on market days than holidays that many of the outdoor games and entertainments were held. The choice of market days also entails convenience. In those days people who were also participants as well as spectators from near and far gathered on market days to exchange commodities, information, witness litigation, socialize with friends and relatives, elope with the future wife/husband, have drinks or pick fights. Here, one might also factor in the absence of a sophisticated means of communication that could summon large congregations as markets do in Africa. Therefore, markets were and to some degree still are the public spaces, the public square (Solomon, 2009).

Seasons are other variables that determine the types of games played and the times they were organized. A closer look at Ethiopia's holidays attests this. Almost all outdoor games, wedding ceremonies and major holidays kidus yohannes / enkutatash (New Year), meskel (Finding of the True Cross), Gena (Christmas), Timket (Epiphany), Tinsae (Easter) were held after the rainy season (May-September), especially between December-January and March-April. The latter are also seasons of plenty where harvesting is over and the (gotera), silo, is full. This season was not only a time of celebration but also of war (Solomon, 2009).

Within the context of the aforementioned variables, peoples of pre-twentieth century Ethiopia had various ways by which they entertained themselves. These "pastimes" include but are not limited to feresgugis (horse racing), dula-miktosh (somewhat similar to fencing), gibigib (wrestling), wana (swimming), gena (hokey), senterej (Ethiopian chess), and gebeta (Mancala). Except for senterej and gebeta which are board games where one's ability as a tactician and strategist are tested, the rest of the games are physically demanding and require a fine skill and agility to partake in them. Senterej and Gebta have another unique aspect in that

both were played only among peers that entail the same class, gender and age difference and affiliation (Solomon, et al 2009).

## **2.2. Brief History of Selected ECGS**

### **2.2.1. Bub and Shah Cultural Sports**

Shah and Bub cultural sports originally belong to Somali regional state and Oromo residents around Dire dawa. They are among the most widely practiced cultural sports in these areas. Even though there is no tangible evidence as to when did these games commenced and come from, oral history confirms that these games used to be practiced in Middle East and named as shatranz in Arabic, shantrat in Somali and senterez “sN-rç” in Amharic. From this, one can conclude that the games have either originated in Ethiopia and adopted by Middle East countries or vice versa (Selamnew, 2013).

### **2.2.2. Gebeta Cultural Sport**

The game called Gebeta is one of the most widely played cultural sports in Ethiopia with different variants. The game is played with a board in which some rows of cups (holes) are carved. A number of little pebbles are moved from cup( hole) to another by the players. Gebeta is found in many parts of Africa other than in Ethiopia, but the ways of playing the game differ from place to place. Recent archaeological discoveries have proved that Gebeta is most rooted in the Northern Ethiopian highlands, i.e. those of northern Tigray (notably around Adwa and aksum) and was played there from the beginning of 6<sup>th</sup> century or perhaps even earlier. Though it is taken as essentially a northern game, Gebeta is also to be found well engrained in geographically unconnected areas of south – west Ethiopia and other areas too. The system employed in playing the game varies from region to region, within Ethiopia and even from individual to individual (Selamnew, 2013).

### **2.2.3. Korbo cultural sport**

Korbo is a tremendously exciting cultural sport which has been practiced in SNNPE and Benishangule Gumuz regional states since ancient time. The game is carried out by aiming at and hitting a target. The origin of the game is associated with youngsters’ practices before

going to hunting which lasts long until they master hitting the target correctly. The game spread and developed mainly in the former Sidamo, Wollega, and Arsi provinces. The wide acceptance of the game was manifested in the 1972 Farmers' Union annual sports competition that was held in Bale province where men and women took part in the tournament (Selamnew, 2013).

#### **2.2.4. Gena Cultural Sport**

From among the remainder of the games, gena, as its name implies, is a game played during Christmas. It is one of the oldest and most popular outdoor sports, predating the introduction of Christianity into Ethiopia. Some trace the name of the game, gena, to the Geez word, ge'na, which in turn was allegedly derived from the Greek word, genos, meaning birth. Legend has it that shepherds were playing gena when angels announced the birth of Christ. Thus, it is always played during Christmas season to commemorate the event. Another Ethiopian legend, however, associates gena with the beheading of John the Baptist. The (Qur), sometimes also referred to as (rur), which is made of ball shaped solid wood, symbolizing John's head, with which his executioners played. Because of its religious background and annual appearance, the game was played by anyone who was interested regardless of class-hence the adage, (begana chewata aykotum geta): "The master will not get angry in a game of gena if he was mistakenly hit". Ye-gena chewata, the game which looks a little bit similar to hockey, has been played for centuries, according to ancient manuscripts. The exact time of its origin is, however, not known. Ye-gena chewata is played by using a crude hockey stick, 'Gena', and some kind of a small wooden ball, 'enkura'. Men and young boys participate in the game. But it is only rarely that the rivalry can be fierce (Solomon, 2009).

#### **2.2.5. Tigil /Gibgib/(cultural wrestling)**

Although wrestling is now an authentic sport, it was never "invented". Since time immemorial and at all stages of their youth men have played and fought together, matching strength against strength, to show their individual powers and superiority. The game gained popularity in Ethiopia when Emperor Tewodros invited some British's who were in the country at the time to try the strength of some of his men. It is said that Ethiopians easily won and were rewarded with mules and panoplies, swords and shields. Since then the game has been widely practiced

by people who reside in rural areas of the country using traditional rules and regulations (Selamnew, 2013).

#### **2.2.6. Feres gugis (horse racing)**

As Richard Pankhurst noted "raiding ability and prowess on a horseback have been traditionally rated by an essentially warrior people as among the highest of manly virtues, and some of the most daring and highly honored acts of sportsmanship were carried out on a horseback, rulers and important personalities being indeed frequently referred to by the names of their horses" (Solomon, 2009).

### **2.3. Definition of Ethiopian Cultural Games**

Traditional games arise out of hunger for activity and the hunting and protective responses. They usually have an enemy ("it" element) and a number of combinations of such elements as hunting, chasing, striking, tagging, dodging, hiding, and felling. Due to their simple organization the games are quickly learned and, therefore, require that a greater variety and number be taught than of activities more highly organized (Selamnew, 2013).

### **2.4 .Types of Ethiopian Cultural Sports**

Cultural sports in Ethiopian context can be defined as those that had their roots in physical and mental activities that existed before the spread of modern organized sports. A wide range of activities, only some of which still survive, are still widely enjoyed in the rural parts of Ethiopia. Based on the nature of the activity, Ethiopian cultural sports are Ball games (sports), Throwing Sports, Shooting Sports ,Fighting Sports ,Locomotion Sports and Animal Sports (Selamnew, 2013).

### **2.5. The values of cultural games and sports to the participants**

cultural games and sports have significant importance for physical and mental development and an overall health of the participants: Serve as a recreational activity and pastime, increase awareness of the rich cultural heritage of such games and sports, provides opportunity for social contact and the development of lasting friendships, develop sense of belongingness,

they feel more connected to their team mates and culture, make the participants happier and also give smarter idea when making decision and develop positive attitude towards lifetime recreation, change people's life style and help build healthy attitude facing life (Selamnew, 2013).

## **2.6. The value of cultural games and sports for the country**

Depending on the unique nature of each country's culture, the values that cultural games and sports have for the countries varies to some extent across the world. Ethiopian cultural games and sports have enormous values for the country at large: promote the population's involvement in work and public life and raises efficiency and productivity; serve as cultural heritage of the country; reflect on different cultural expressions, and create a bridge between cultures for a better mutual comprehension; are an efficient means to convey values of solidarity, diversity, inclusiveness and cultural awareness; serve for cultural comprehension and mutual tolerance within the community, and therefore contribute to the edification of a culture of peace; install a sense of pride in a society's cultural roots; change people's life style and help build healthy attitude facing life (Selamnew, 2013).

## **2.7. The trend of practicing Ethiopian Games and Sports**

There are several occasions when Ethiopian cultural games and sports are practiced. In general, the cultural games and sports of Ethiopia are practiced by pastoralists after they returned their cattle's home and farmers when they return from work, when the harvest is over and the silo (gotera) is full and have leisure time. In addition to the above occasions, cultural sports and games are carried out during different annual festivals and other competitions organized at different levels (local, regional and national levels (Selamnew, 2013).

## **2.8. The concepts of sport and play**

As Talamini and Paga (1973:43) play is a voluntary activity, marked by minimal rules, spontaneity and fantasy, and it is viewed by both players and others as non-work. Play in some form is found in all or most societies and, while play is not instinctive in man, it apparently meets a basic human need. Play enters into many non play activities and is important element

of games and sports. Unlike play, games are rule bounded and competitive; they are won or lost by skill or luck or both. Sport, as special type of game, requires the demonstration in competition of some kind of physical skill.

Sport is one of the most significant and omnipresent aspects of contemporary society. It extends into many aspects of our culture, including the arts, politics, the media, and, in particular, human lifestyle. It permeates society from the international level down to the consciousness of the individual. Sport achieves large audiences through both the media and live performance. It is the extent and degree of influence that sport has on society that draws attention (Clive C. Pope, 2011: 277).

## **2.9. Importance of Physical Education**

A foundation of any education program must be a belief in its value. To that end, the teachers, parents, students, and principal at Prairie School expressed an appreciation for the importance of physical education. In terms of benefits, the social and physical skill development that arises through play was highlighted by the teachers and parents and noted by the students. Playing fair, learning to get along and help others, and learning how to be physically active and lead healthy lifestyles were mentioned as valuable contributions of the physical education class. Contrary to a common perception that physical education lacks relevance as an educational subject (Hardman & Marshall, 2001).

## **2.10. The sociology of sports**

Sports sociology examines sports as a part of cultural and social life. Although sports sociology is a sub discipline of exercise science, it is also a part of the parent discipline of sociology, which is the study of human behavior and social interactions within particular contexts. Sports sociology examines sports as a part of cultural and social life, and adds a different dimension and perspective to the study of sports and exercise. More specifically, sports sociology examines the relationship between sports and society and seeks answers to many issues and questions regarding sports and culture. Sports are a pervasive part of culture and are considered to be social constructions within society created by groups of individuals and based on values, interests, needs, and resources. Sport forms are created by groups of individuals. Each culture creates and uses sports for its own purposes; therefore, sports take

different forms from culture to culture. This directly relates to the concept of physical activity and exercise for different cultures. Because of various factors, such as religion, politics, and economics, certain groups of individuals may have limited access or be restricted or forbidden to take part in sports and/or exercise activities. Thus the value of sports takes on different meanings in different cultures. Other factors, such as which controls sports, what rewards (intrinsic or extrinsic) are received from sports participation and the status of the athlete participant, have some effect on the value and place of sports in a particular society (www.hper.txstate.edu 2009).

### **2.11. Sport and socialization**

According to social learning theory, a child's performance and behavior is a function of the child's experience and environment. Therefore, Human behavior is the function of social learning and an individual behaves according to how he has learned to behave consistent with environmental situation (Richard H.cox 2002:157). Sport, as a part of cultural practices is one of the most important instrument to shape the child's behavior and experiences in the form of modeling.

Modern sport is a firmly established social and cultural institution and like public education and the mass media, sport serves many functions for different individuals, different groups and for society as a whole. For most participants and all spectators, sport is recreation, an activity valued for its own sake. For some, sport is a means of maintaining physical wellbeing or fitness. For others, sport is an avenue of social and economic advancement (Talamini and Paga, 1973:44).

### **2.12. Partnership Pathways**

Lundeburg (1997); Lenskyj and Smith (2006) Within this male-dominated context, girls have reported feeling "unwelcome" due in part to frequent verbal or physical harassment, nonverbal behavior such as "leering" by male peers and, sometimes male physical education teachers and coaches Lenskyj and -Smith (2006). If one goal of Ontario educators is to promote high levels of achievement for all students, than exploring the attitudes that experienced teachers hold toward the inclusion of female students, in particular females with physical disabilities in the general health and physical education classroom is critical.

### 2.13. Female's in Sport Activities

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

Many other women, however, did worry about sports "Masculinity." They tried to minimize the dissonance between sports and their proscribed role through apologetic behavior. Advocates of women's sport tried many ways to compact the effects of the restrictive definition of femininity. Girls rule, special private standards, sexualizing the game and apologetic behavior were creative adaptations to an oppressive situation. They were understandable reactions, but, it did not work. Generation after generation has tried various forms of apologetic behavior, but this has not made sports more widely accepted for women's as a group (Pate, 1994:110 it is not say that women should have or should in the future adopt the male model of sports.

There has been much to criticize in the dominant model, but the way that women rejected men's sport in the 1950's and 1960's by accepting feminine propriety, embracing differences, bowing to notions of fragility, had serious consequence. Most important, if left oppressive assumptions unchallenged (Ibid)

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

In conclusion, whatever the means, the struggle to change sports is well worth attempting. Although the male model of sport is resistant, the changes that occurred between 1950 and 1995 demonstrate the sport is pliable, sport has been in the past (and has the potential to be violent, exploitative, elitist and corrupt. It has perpetuated society's prejudices about race, class, gender and sexuality.

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

## **2.14. Gender Differences**

Average gender differences in aerobic function before the age of puberty a regularly not large, however, and to state the obvious, a bread overlap exist between groups of boys and girls. While the practical significance of these differences can therefore be questioned, understanding gender related influences on aerobic function in children is important from a mechanistic stand point, why should girls and boys have different maximal aerobic power and perform differently an aerobic task in dependent of the influence of puberty?

Researchers have observed that the magnitude of the performance gap between the sexes appears to exclude that of physiological difference.

This has led to the suggestion that girls are less likely to fulfill their potential for fitness because of social rather than biological constraints. In efforts to promote the health related benefits of exercise in children, then the gender gap may have significant implications (Thomas, 1996: 90).

## **2.15 . Factors Related in Female Students participation in ECGS**

### **2.15.1. Culture**

Culture is when a group of people have similar beliefs which form part of their tradition and custom. According to (Hargreaves, 1997), culture is seen lived dominance and subordination of particular classes, in the sense that certain cultural beliefs can affect the progress of particular areas in life. Cultural beliefs have a great impact on the involvement of females in sport. As (Leonard II, 1993) point out the influence of culture on females participation in sport that “female had to be confident and prevented from doing anything that might her delicate reproductive system and that means she had to be prevented from doing virtually

physical activity. According to (Edward, 2003) explored that cultural influence are claimed that physical education and sport have variety of positive cultural effect they build character encourage team work and team spirit. As (Kane, 1998) argued that sport could be regarded as one of the most important sites for the production of cultural beliefs and practices that equate gender differences.

These cultural beliefs make women think that they will never attain the levels of their male counterparts where sport performance is concerned. "A women's place is in the kitchen" is still a common saying and many cultures still firmly believe it. Participation in sport masculinizes females and is therefore viewed negatively (Fasting, 1987). The above sentence confirms the fact that masculine and feminine behaviors are culture bound. Most males are accepting of females not participating in sport. (Hargreaves, 1997) suggested that women were excluded from convenient venues.

### **2.15.2. Social and Cultural Factors**

There are considered able evidence that social and cultural factors have more bearing than physical differences up on gender based variations in performance and attitude at primary school age. Several researchers have shown that parental attitude to children play tend be gender differentiated. Boys are often allowed more freedom to explore the environment, to display aggressive behavior and to engage in vigorous activities (Kamalesh and Sangral, 1997:81) elaborate that as children grow older they tend to play with children of the same age. This in turn may result in greater gender differentiation of play skills, since opposite sex children may be excluded or discourage from single sex groups.

School needs a clear set of aims and objective for their physical education programs. The final orders for the national curriculum in physical education in USA encourage pupils who do not excel at team sports are more likely to continue with individual sports in adulthood, so pupils need to have opportunity to take part in both. There is considerable evidence to show that women are more likely to continue with individual sports that team sports (Ibid).

### **2.15.3. Religion**

(Seyoum ,191:99), criticizes religions as: in traditional Ethiopia the Orthodox Church and mosque were the major institutions responsible for the dissemination of education. Even

though the contribution of these two centers of learning to the development of nation cannot underestimate, their effort to encourage the participation of female in tradition education had been negligible. The education of Muslim females shows no significance difference from that of the church school. Mosque too did not encourage females' education.

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

(Seyoum, 1991:99) also state that cultural and religious beliefs that discourage females education and maintain male dominance have been among the major barriers to girls' educational participation. Such beliefs pass from one generation to the next generation through folk tales, proverbs etc.

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

#### **2.15.4. Motivation**

(Fraser Thomas and Beaudoin, 2004) documented that the female motivational response to previous environmental pressures is significantly altered by the negative behavior of boys. This is the reason why females will often not fully engage themselves to improve or work more intensely to tax the cardiovascular system in P.E. class as they are protecting themselves from negative male attention. This negative behavior (insults, inappropriate attention and comments) from boys in class is clearly displayed yet much of it is covert therefore our interventions fall short. As physical educators, coaching and motivational strategies is employed for the entire student body (O'Brien, 2007). Possibly adding an extra physical educator assistant may be a key factor in raising this motivation.

#### **2.15.5. Lack of Support from Stakeholders**

According to (Silverman and Subramanian, 1999) states, the lack of financial support can have a Sevier impact in the quality of education. With reference to physical education, the consequence can include in adequate facilities shortages of equipment and supplies.

Perceptions of parental support, peer support, and teacher support have all been shown to impact individuals' perceptions of gender appropriateness regarding an academic activity and the value and meaningfulness of the activity. These perceptions are formed in early elementary school when boys are encouraged by parents, teachers, and peers to be active in sports, while girls are reinforced for being quiet and woman like. For boys, participation in sports, exercise, and physical activity is consistent with society's definition of masculinity and is reinforced, emphasized, and encouraged by the attitudes of parents, teachers, coaches, and peers.

#### **2.15.6. Self confidence and Sense of competence**

Participating in sport and PA can enable women to feel confident and competent within the world of sport and beyond. Research has shown that there is a positive correlation between sport participation and development of self-esteem among girls and young women (Jackson et al., 1986). Sport puts women participants in an environment which challenges them not only physically but also psychologically. This environment can provide opportunity to positively impact women participants' physical competence, body image, and attitude toward one's own ability (Pedersen et al., 2004 & Richman et al., 2000). A study conducted on young women who are currently participating in college sport and PA found that, when referring back to their high school experience, participating in sport and PA made them feel physically strong, coordinated and fit, all of which increased their sense of physical competence. Furthermore, their independence and self-motivation during their sport participation also helped them believe in their own ability and develop an assertive attitude (Greenleaf et al., 2009). Research suggests that these self-perceptions of physical condition (i.e fit and coordinated) and sport-related competence (i.e ability to compete) are strongly associated with continuing physical activity participation in the short and the long run (Crocker et al., 2006).

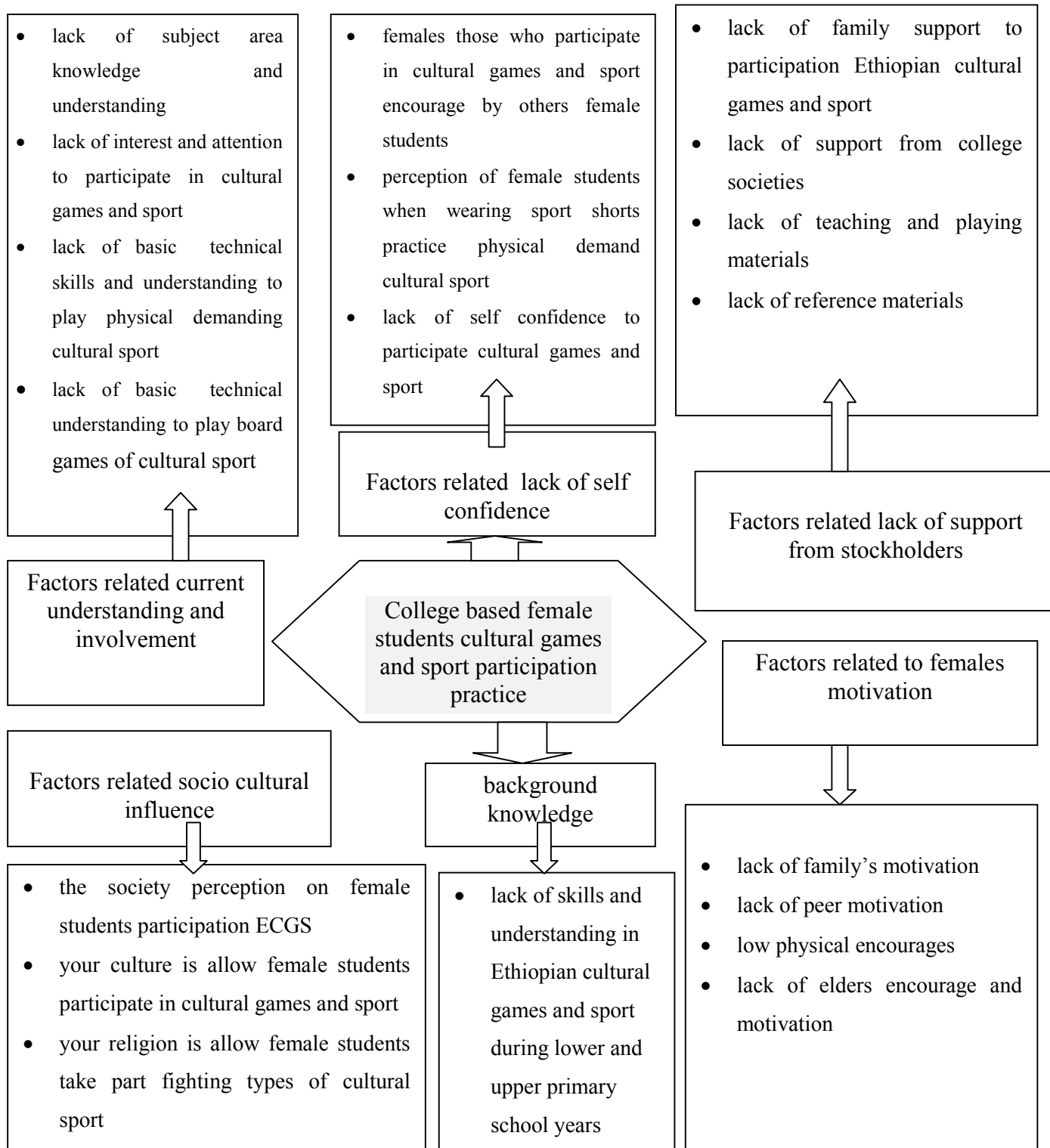
Similarly, research on the "girl only" sport, gender and development (SGD) martial arts program in Uganda revealed that young women participants felt that the program significantly improved their self-confidence. Participants claimed that martial arts boosted their physical fitness level and provided them social skills including respect, obedience, and knowledge of how to work effectively with others. Participants' sense of confidence and competence, as a result of their participation in martial arts, has made them feel that they are capable of fighting for their equality and safe living environments (Hayhurst, 2014).

Another study on women college athletes pointed out that their sport participation significantly contributed to their sense of self-efficacy. This means that sport has influenced participants' beliefs in their ability to have control over circumstances on and off the field (Blind et al., 1994). In addition, the study revealed that, through their practices and persistent effort in sport, participants were able to reassure themselves of their capacity to accomplish their goals and to be independent. Furthermore, participants' commitment, dedication and motivation enhanced their sense of competence and accomplishment, not only in sport, but in other parts of their life such as school and work (Blind et al., 1994).

Sport and PA can also create an environment where women participants receive negative feedback from their coaches, teammates, opponents, spectators and others. One study showed that women participants started to develop a low sense of competence and confidence based on the low frequency of encouragement they received compared to the correcting of skills-related errors that they received from their coaches. For others, if the quality of feedback that their coaches provided them in relation to their teammates was lower, it had a higher negative affect on their sense of confidence to compete and perform better (Allen et al., 1998).

Furthermore, in some cases this high pressure in sport and PA has led to the development of an attitude of perfectionism among some women participants. Those women who underperform or do not reach their target goals can develop higher levels of cognitive anxiety and low levels of self-confidence in sport and in day-to-day life (Koivula et al., 2002).

Body image has become a hot topic within sport and PA of women. Girls and women could experience endless pressure from their peers, families, coaches and others toward their body and this can have significant influence on their self-confidence and competence. One school organized physical education program revealed that girls felt endless pressure for their body to be an active, healthy type, not due least to the gazes of male counterpart and teacher. This made them doubt their competence in sport (Evan et al., 2006). In other cases, women who also felt that their body was unacceptable within the sport environment revealed that it has significantly impacted their confidence in their ability to perform; in some cases internalizing these insecurities pushes women participants to actively remove themselves from situations where their body might be on public display or quit their participation as a whole (Robyne 2004 et al., 2004).



**Figure: 1** Paradigm of the study

### 3.MATERIALS AND METHODS

#### 3.1. Description of the Study Area

The study was conducted in Adola Woyu town Adola College of Teachers Education. Adola Woyu is located 471km south of Addis Ababa the capital city, it is situated 120km north of Negelle the zonal town. This town found in south eastern Ethiopia. It is located in the Guji Zone of the Oromia Region, at an altitude of 1,758 meters (5,768 ft) above sea level.

The gold mine near Kibre Mengist has been the most historically important gold mine in Ethiopia. Adola Gold mines and the Laga danbi, which belong to the Medroc enterprise around Shakiso.

The 2007 EC national census reported a total population for this town of 22,938, of whom 11,706 were men and 11,232 were women. The majority of the inhabitants said they practiced Ethiopian Orthodox Christianity, with 69.35% of the population reporting they observed this belief, while 17.5% of the populations were Protestant, 11.05% were Muslim. Its latitude and longitude is 5.8833 and 38.9833 respectively as well as it has a Lat (DMS) 5<sup>0</sup>52'60N and Long (38<sup>0</sup>58'60E). It has ever green forest and rain fall through the year.

**Source:**<https://www.google.com/search?q=kibremengist+location+map&client=firefox-b-ab&tbm>

The Map of study site is indicated on page 70.

### **3.2. Study Material**

The prime aim of this study was to assess female students participation in Ethiopian cultural games and sport in case of Adola college Teachers Education. Then the data collection instruments for this study were questionnaire, observation check list, interview and relevant documents.

### **3.3. Research Design**

The study used the descriptive survey type of research design in order to assess female students participation in Ethiopian cultural games and sport in case of Adola College. For the sake of data collection, the researcher used both qualitative and quantitative methods in order to achieve the intended objectives. Qualitative method was used for qualitative phenomena like interviews, while quantitative method was used for quantitative data like questionnaires.

### **3.4. Study Population**

The sources of study population were the regular and extension female students of PE department in the Adola College of Teachers Education. According to the statistics data from the college registrar (2009/2016), the Adola College of Teachers Education has a total of 366 female PE department students. The sample size was selected randomly among the total population of the female students in PE department. Purposive sampling was used to select the sample physical education teachers, sample stream heads and top college managements. Purposive sampling is selecting a sample “on the basis of your own knowledge of the population, its elements, and the nature of your research aims” (Babbie, 97).

### **3.5. Sampling Techniques and Procedures**

The researcher was used random sampling technique to select the sample size and the samples were selected accordingly from the PE female students learning in the college. The study was designed to use the descriptive survey to find out the female students participation in Ethiopian cultural games and sport in case of Adola college of Teachers Education. For the present investigation the researcher was used 191(52%) sample students from 2<sup>nd</sup> and 3<sup>rd</sup> year PE regular and extension classes in the college.

The used “Slovin’s formula” to calculate(determine) the size of sample subjects.

$$n = \frac{N}{1 + Ne^2}$$

Where      n is the sample size  
               N is the population size  
               e is the margin of error

Since the total population of the regular program female students of the college is 366, the sample size is:

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{366}{1 + 366(0.05)^2}$$

n= (where the margin of error is 5%)

$$n = \frac{366}{2}$$

$$n = 191$$

So the representative sample size was selected from the total population is 191.

**Table 1.** Sample size of the study

Respondents	Population size	Sample size	Percent%	Sampling Technique
PE teachers	2	2	100%	Purposive
Stream heads	3	3	100%	Purposive
College Managements	4	4	100%	Purposive
Female students	366	191	52%	Simple random sampling
Total	375	200	53.33%	

### 3.6. Source of Data Collection

Both qualitative and quantitative types of data was collected from primary sources. The primary data sources were students, teachers and college administrators and the secondary data was collected from different documents, journals books, internet sources, unpublished documents and also related literature was reviewed. The questionnaires was used as a major data collection tool in the study. Interview, document analysis and observation was the other data gathering tools which help the researcher for enrichment and triangulation of the data

obtained from questionnaires and provide in depth information on the issue under investigation.

### **3.6.1. Questionnaire**

The main data gathering instrument was questionnaire since it helps to secure relevant information from respondents. To make the questionnaire authentic the researcher used semi-structured questionnaire (TALIS, 2013) with 5 point likert scale. The questionnaires contain a total of 29 questions. It was distributed to 191 respondents to collect data for this study.

A questionnaire with a five point scale was adopted and redesigned by the researcher to measure on Assessing of female students participation in Ethiopian cultural games and sport. Finally, the researcher designed questionnaire that comprise both closed ended and open ended questions to be distributed to the selected samples for collecting relevant data. For the purpose of the study, several statements were asked the respondents to give their opinion rated on a 5 point scale from 1= Strongly disagree, to 5= Strongly agree, with 3 a neutral midpoint. The higher number (5) indicates strongly agree /accept/ the idea and lower number (1) indicates strongly disagree or highly not accept the idea. Generally the questionnaire have seven parts. part I. deals on background knowledge, part II. current understanding and involvement, part III. teachers teaching methodology, part IV. socio - cultural influence, part V. lack of self confidence, part VI. motivational factors, part VII. lack of support from stockholders.

### **3.6.2. Pilot study**

Pilot study was conducted in order to test and improve the reliability of the instruments on the small sample in the same area one month before the final data was collected. Before the distribution of the questionnaires to the sample group of the study, a pilot study was applied on the Adola Teachers' Education College on 30 female students from 3<sup>rd</sup> year PE regular, who were not included in the final study. Based on the inputs obtained from respondents, items that were found in the data collection ambiguous and not clear were modified.

The Cronbach's Alpha reliability coefficient for the 29 items was  $r = .887$  while the pilot.

### **3.6.3. Interview**

Interview was another data gathering instruments both for teachers and college management. The researcher used semi-structured interview with 3 available stream head, 2 physical education teacher and 4 top college managements.

### **3.6.4. Observation**

Observation data guide was prepare to gathering relevant information to assess female students participation in cultural games and sport in the college. In this regard, the assessment of female students participation in ECGS in case of Adola College of Teachers' Education were observed and registered by using observation checklist. It helped to see the availability of essential materials and facilities in the Adola College of Teachers' Education and to check the extent to which the college environment is the best places for female students and students' practice. Thus, the employment of this data gathering instrument helped the researcher to obtain information about the context within which solving the problem that hindering the participation of female students in ECGS in the Adola College of Teachers' Education.

## **3.7. Methods and Procedures of Data Collection**

The survey method would be used to gather information on the assessment of female participation in Ethiopian cultural games and sport in Adola College of Teachers' Education which contributes for improvements of female students' participation in cultural games and sport. To gather final data, the questionnaires were distributed to the selected respondents with the brief orientation about the purpose of the study and serious follow up was made collaboratively with the researcher. The interview was treated by adjusting the convenient time and place for respondents to guarantee the meaningfulness of the information obtained from the respondents.

The researcher distributed a total of 191 questionnaires for the female students. The questionnaires that distributed for female students were filled properly and returned. Ethiopian cultural games and sport practical class observation was made in the college and the result was recorded on the observation checklist. Similarly, interview was conducted with 4 college top managements, 3 stream heads and 2 PE teachers with the help of structured interview guides

prepared. The data gathered from the students in Afan Oromo languages was translated to English language. Finally, the data collected through questionnaires has been coded, tallied, tabulated and prepared for the analysis purpose.

### **3.8. Methods of data analysis**

For this study both qualitative and quantitative research approach was used. The quantitative data generated by questionnaire was analyzed using descriptive statistics.

The data were analyzed statistically by using computerized program called Statistical Package for Social Sciences (SPSS- 20 version). To drive the comparisons from the responses of the participants and arrived at the correct analysis and interpretation of data, like percentage, frequency and mean used to calculated presentation of the statistical findings were through description and summarized into table in line with the research objectives. The level of significance was kept 0.01%. The qualitative data obtained from interviews was analyzed and interpreted in the form of narration. For all the findings obtained from the analysis of the data was discussed under results and discussion.

### **3.9. Data Quality Control**

To ensure quality of the data, only the relevant data gathering method was used. To minimize mistakes occurred during data collection, all data collectors was trained. These methods were questionnaires, interviews and observational check list. Additionally, all the data gathered through the correct data gathering method was recorded and kept properly.

### **3.10. Ethical Consideration**

The main purpose of this study was to assess female students participation in Ethiopian cultural games and sport in case of Adola college of Teachers' Education. The questionnaire filled by individuals who was concerned for this study. The study deal with ethical issues related to the investigation. It can make grantees and confidentiality of information that was given by the participants. Therefore, the study was conducted at all actions based on the university rules, code of conduct and policies concerning to research ethics.

#### **4. RESULTS AND DISCUSSION**

This chapter deals with, data presentation, data analysis, interpretation and discussion of quantitative and qualitative data collected from the study participant. It contains various information and seek answer for the data collected from the study participant based on the research questions raised in the study.

The purpose of the study was to assess the participation of female students in Ethiopian cultural games and sport in case of Adola college of Teachers' Education. To achieve these purpose 191 female participants and 9 stakeholders (4 college top managements, 3 stream heads and 2 PE teachers) were used as a study sample. The data instruments were questionnaire, interview, and observation. The data were analyzed through descriptive statistics. The results of each instruments are discussed below. Quantitative data was collected and analyzed based on the demographic characteristics of the survey respondents. Background of the respondents such as their age, ethnic group, education back ground, marital status, vicinity and religious affiliations are provided.

## 4.1. Demographic characteristics of survey respondents

### 4.1.1. Sex, age, education and marital status affiliation of respondents

**Table 2:** Distribution of respondents by sex, age, education and marital status affiliation

S. No	Characteristics	Frequency	Percentage	
1	Sex	Male	9	4.5
		Female	191	95.5
	Total		200	100
2	Age	16-30	191	95.5
		31-45	9	4.5
	Total		200	100
3	Education	10+1	0	0
		10+2	191	95.5
		10+3	0	0
		Degree	0	0
		MEd/MSc	9	4.5
	Total		200	100
4	Marital status	Married	8	4
		Single	192	96
	Total		200	100

**Source:** Filed survey by investigator 2017/18

Table 2 displays the demographic status of the respondents. General background of the respondents is important to know about the demographic characteristics of the respondents. Sex referred to being male or female according to the masculinity or femininity of respondents. The collected result showed that 9(4.5%) of respondents are males and 191 (95.5%) respondents are females. Age is defined as the number of years that the respondents have lived starting from birth until now. Based on the result identified 191 (95.5%) of the respondents were in 16-30 age groups, 9(4.5%) were in 31-45 age groups, and none of the respondents were above 45 years of age. The educational background of the target participants was as follows: 191(95.5%) of them have been attending their diploma 10+3 teachers training in the college. The data also showed as 9 (4.5%) PE teachers and top managements received their Master's Degree and experienced. Depending on the result of education background, it

can be concluded that the highest number of participants in the study area were educated and mature enough to talk and discuss about assessment of female students participation in ECGS. Concerning marital status, 8(4%) of the respondents are married, and 192 (96%) are single.

#### 4.1.2. Ethnic and religious affiliation of survey respondents

**Table 3:** Distribution of respondents by Ethnic and Religious affiliation

S. No	Characteristics		Frequency	Percentage
1	Ethnic	Oromo	200	100
		Others	0	0
	Total		200	100
2	Vicinity	Guji	33	17.3
		West Guji	2	1.0
		East Arsi	42	22.0
		West Arsi	96	50.3
		Borena	2	1.0
		East Showa	10	5.2
		Others	15	7.5
Total		200	100	
3	Religious	Orthodocs	40	20.9
		Muslim	117	61.3
		Protestant	17	8.9
		Catholic	7	3.7
		Hawariat	4	2.1
		Wakefeta	3	1.6
		Others	12	6
Total		200	100	

**Source:** Filed survey by investigator 2017/18

According to table 3, all the 200 (100 %) respondents are from Oromo ethnic group. Concerning religious affiliation, 117 (61.3%) of the participants are followers of Muslim religion, 40 (20.9%) of the participants are the followers of Orthodox Christian, seventeen (8.9%) participants are followers of Protestant religion, seven (3.7%) participants are the followers of Catholic religions, four (2.1%) participants are followers of Hawariat religion, three (1.6%) participants are followers of Wakefeta and the remaining twelve (6%) participants are the followers of others religions. .

## 4.2. Background skill and involvement

**Table 4.** Background skills and understanding of the respondents about cultural games and sports in physical education class during their lower and upper primary school year.

S.No	Factors	Time	Frequency & Rating Scale					Total percentage
			SDA	DA	UN	AG	SAG	
1	Physical demanding cultural sport	LP	43(22.5%)	101(52.9%)	44(23%)	3(1.6%)	0(0%)	100
		UP	3(1.6%)	101(52.9%)	69(36.1%)	15(7.9%)	3(1.6%)	100
2	Board games	LP	21(11%)	74(38.7%)	76(39.8%)	17(8.9%)	3(1.6%)	100
		UP	41(21.5%)	43(22.5%)	80(41.9%)	26(13.6%)	1(.5%)	100
3	Cultural games	LP	5(2.6%)	28(14.7%)	99(51.8%)	44(23%)	15(7.9%)	100
		UP	3(1.6%)	30(15.7%)	84(44%)	55(28.8%)	19(9.9%)	100

Note: The scale of values used for the perspectives evaluations, as shown in Table 4, 5 for “strongly Agree”=(SAG), 4 for “Agree”=(AG), 3 for “Uncertain”=”UN”, 2 for “Disagree”=(DA), “1” for strongly disagree =(SDA) and LP= lower primary (1-4), UP= upper primary (5-8)

**Table 4** display the perspectives of female students participation in cultural games and sport in lower and upper primary school year. It is evident that from the above data to assess the background knowledge and participation of cultural games and sport in lower and upper primary school in physical education classes.

Among these, concerning the first item, a total of 144 (75.4%) and 104 (54.5%) participants responded (DA & SDA). This implies that, they have no awareness and involvement in physical demanding (strength, agility) cultural sport such as, tigil (cultural wrestling), korbo, feres gugs during their lower and upper primary school year respectively. This means that, they were not participated/practiced in physical demanding of cultural sport during their lower and upper primary school year.

Concerning the second item which is about the board games (bub, shah, gebeta 12&18 holes), a total of 95 ( 49.7%) and 84 (44%) of the respondents rated (DA & SDA) respectively. This indicates that, the respondents lack awareness and involvement during lower and upper primary school year. Another 76 (39.8%) and 80 ( 41.9%) respondents are (UN) about their participation in their lower & upper class years respectively.

By comparison, the third item majority of respondents reflect that, 99 (51.8%) and 84 (44%) are uncertain (UN) about their participation in the cultural games (hunting, striking, tagging, dodging, hiding) and the other 59 (30.9%) and 74 (38.7%) respondents responded (AG &

SAG) respectively. This indicates that, they have awareness and involvement in cultural games during their lower and upper primary school year.

In general, the complete result reveals that, most the female students are not aware of and not involved in the cultural games and sports in physical education class during their lower and upper primary school year.

### 4.3. Factors that affect the participation of Female students in ECGS practical class

In this section, the factors that mainly influence the participation of female students in cultural games and sport PE practical class in Adola College of Teachers' Education.

#### 4.3.1. The Teaching Method

Table 5: Teachers teaching methodology

S.No	Factors	Frequency & Rating Scale					Total percentage
		SDA	DA	UN	AG	SAG	
1	The physical education teachers give a chance to female students for their participation towards cultural games and sport practical class	5(2.6%)	8(4.2%)	32(16.8%)	57(29.8%)	89(46.6%)	100
2	Is your PE teacher's teaching methodology more student centered?	3(1.6%)	11(5.8%)	26(13.6%)	55(28.8%)	96(50.3%)	100
3	During a PE practical classes, are female students have the same participation as male student?	13(6.8%)	61(31.9%)	64(33.5%)	43(22.5%)	10(5.2%)	100

**Note:** The scale of values for the perspectives evaluations, as shown in Table 5, value 5 for "strongly Agree"=(SAG), 4 for "Agree"=(AG), 3 for "Uncertain"="UN", 2 for "Disagree"=(DA), "1" was strongly disagree =(SDA)

**Table 5** indicates the data that was obtained to evaluate the effectiveness of practical class teaching method in the study area. Regard to this, 57 (29.8%) and 89 (46.6%) of the respondents gave their responses as (AG & SAG) respectively. These implies physical education teachers give female students a chance to participate towards cultural games and sport practical classes. The second item, 55 (28.8%) and 96 (50.3%) of the respondents gave their response as (AG & SAG) respectively. This indicates that, the female students were highly interested by the PE teacher's student centered teaching approach.

Coming next, about equal participation of female students with male in cultural games and sport, 74 (38.7%) respondents rated (SDA+DA). This indicates that, the participation of female students in ECGS practical class is not the same as male students. Another 64 (33.5%) participants rated (UN) about the equal participation of female students in ECGS practical class with male students. About 53 (27.7%) respondents reported (AG & SAG). That means, female students have equal participation during ECGS class the same as male students.. Thus, the result indicated that, PE teacher's should give equal attention to female students for their participation in ECGS practical classes with male students.

#### 4.3.2. Socio Cultural Influences

**Table 6:** Cultural Influences Deterring Female Students Participation in cultural games and sport

S.No	Factors	Frequency & Rating Scale					Total percentage
		SDA	DA	UN	AG	SAG	
1	The society believe a female students lose a marriage when they participant in cultural games and sport	37(19.4%)	36(18.8%)	73(38.2%)	25(13.1%)	20(10.5%)	100
2	When female students wear sport dress, the culture encourage them	62(32.5%)	40(20.9%)	45(23.6%)	24(12.6%)	20(10.5%)	100
3	The society encourage at cultural games and sport practical class	30(15.7%)	31(16.2%)	83(43.5%)	37(19.4%)	10(5.2%)	100
4	The culture is allows female students to participate in cultural games and sport practical class	55(28.8%)	36(18.8%)	64(33.5%)	27(14.1%)	9(4.7%)	100
5	Your religious encourage to participate female students engage in physically demanding types of cultural sport.	89(46.6%)	30(15.7%)	32(16.8%)	17(8.9%)	23(12%)	100
6	Participation in cultural sports enhance the sense of appreciation of others	3(1.6%)	11(5.8%)	115(60.2%)	45(23.6%)	17(8.9%)	100

**Note:** The scale of values for the perspectives evaluations, as shown in Table 6, value 5 for “strongly Agree”=(SAG), 4 for “Agree”=(AG), 3 for “Uncertain”=”UN”, 2 for “Disagree”=(DA), “1” was strongly disagree =(SDA)

The society believe a female students lose a marriage when they participant in cultural games and sport, a total of 73 (38.2%) (SDA&DA) female students indicated that society not believe a female students lose a marriage when they participant in cultural games and sport and a total of 73 (38.2%) (UN) female students reported unsure that societies believe and

about a total of 45 (23.6%) (AG&SAG) female students rated society believe a female students lose a marriage when they participant in cultural games and sport.

The item 2 display that female students being seen by sport tights and shorts which shows their body the culture encourage them, a total of 102 (53.4%) (SDA&DA) female students indicated that discouraged by their culture wearing sport tights and shorts which shows their body and a total of 24 (12.5%) (UN) female students reported wearing sport tights and shorts which shows their body unsure they culture whether encourage or not and about a total of 44 (23.1%) (AG&SAG) female students rated being seen by sport tights and shorts which shows their body allow and encouraged by their culture.

This shows that, female are discouraged in many ways, such as by the culture, attitude of the society, families, religion and male students. Even if female students who have time and interest to participate in cultural games and sport lose interest because of these most recurring problems mentioned above.

Generally, the above result indicate that, their culture are strongly discourage by the culture wearing sport tights and shorts which shows their body related factors which is agreed with (Seyoum, 1991: 99), argument:

*“Seyoum (1991:99) also state that cultural and religious beliefs that discourage females education and maintain male dominance have been among the major barriers to girls’ educational participation. Such beliefs pass from one generation to the next generation through folk tales, proverbs etc.*

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

Item three displays that society encourage at cultural games and sport practical class, a total of 61 (31.9%) (SDA&DA) female students responded that there is lack of support from their society and a total of 83 (43.5%) (UN) female students rated that participating in cultural game and sport unsure their society whether encourage or not and about a total of 47 (24.6%) (AG&SAG) female students rated encouraged by their society were participating in cultural game and sport.

Generally, the above result indicate that, the substantial numbers of study participant confirm that the society could not gives concern female students participating in cultural games and sport.

The item four shows that their culture is allows female students to participate in cultural games and sport practical class, a total of 91(47.6 %) (SDA&DA) respondents rated that participating in cultural games and sport prohibited by their culture and a total of 64 (33.5%) (UN) female students reported that unsure their culture whether allow or not participate in cultural games and sport practical class and about a total of 36 (18.8%) (AG&SAG) female students rated that permit by their culture to participate in cultural games and sport practical class.

Generally, the above result indicate that, large numbers of students confirms that their culture not allow for female students participate in cultural games and sport practical class related factors which is agreed with (Fasting, 1987), argument:

*“These cultural beliefs make women think that they will never attain the levels of their male counterparts where sport performance is concerned. “A women’s place is in the kitchen” is still a common saying and many cultures still firmly believe it. Participation in sport masculinizes females and is therefore viewed negatively (Fasting, 1987)”*

Item five displays their religious encourage to participate female students engage in physically demanding and required fine skill, strength, speed and agility of cultural sport, a total of 119 (62.3%) (SDA&DA) female students indicated that discouraged by their religious were engaged in physically demanding and required fine skill, strength, speed and agility of cultural sport and a total of 32 (16.8%) (UN) female students reported participating in physical demanding cultural sport unsure they religious whether encourage or not and about a total of 40 (20.9%) (AG&SAG) female students rated encouraged by their religious were engaged in physically demanding and required fine skill, strength, speed and agility of cultural sport.

Generally, the above result indicate that, their religion discourage to participate female students in physical demanding and required fine skill, strength, speed and agility of cultural sport related factors which is agreed with Appleton and et.al (1990; 60) and (Selamnew, 2013), argument:

*Religion may have a negative impact on female students not to participate fully in freedom in physical education activities. Appleton and et.al (1990; 60) point out that: Religion for*

*Christian and Islam is usually associated with low female students participation to performance good physical educational activities in the schools.*

*Although wrestling is now an authentic sport, it was never “incented”. Since time immemorial and at all stages of their youth men have played and fought together, matching strength against strength, to show their individual powers and superiority (Selamnew, 2013).*

#### 4.3.3.Lack of Self confidence

**Table 7.** lack of self confidence female students participation in cultural games and sport

S.No	Factors	Frequency & Rating Scale					Total percentage
		SDA	DA	UN	AG	SAG	
1	Female those who participant in cultural games and sport encourage to other female students to participant cultural games and sport	14(7.3%)	87(45.5%)	64(33.5%)	25(13.1%)	1(.5%)	100
2	When female students wear shorts during a physical education practical class they feel confident	19(9.9%)	30(15.7%)	85(44.5%)	54(28.3%)	3(1.6%)	100
3	Female students have full confidence when they are participating in cultural games and sport practical class	12(6.3%)	57(29.8%)	88(46.1%)	24(12.6%)	10(5.2%)	100

Note: The scale of values for the perspectives evaluations, as shown in Table 7, value 5 for “strongly Agree”=(SAG), 4 for “Agree”=(AG), 3 for “Uncertain”=”UN”, 2 for “Disagree”=(DA), “1” was strongly disagree =(SDA)

With this regard, the data indicates as female those who participant in cultural games and sport encouraged by other female students to participant cultural games and sport a total of 101 (52.8%) (SDA&DA) respondents rated were not encouraged by others female participants and 64 (33.5%) of the respondents were unsure. However, 26 (13.6%) (AG&SAG) of the respondents have showed as they encouraged by others female participants and have self-confidence while they perform the cultural games and sport in PE practical activities. Majority of the students gave the answer disagree and strongly disagree, it means that mostly students they do not encouraged by others female participants and lack of self-confidence to take part in cultural sport practical activities.

The second item displays that female students have full confidence when they are participating in cultural games and sport practical class, a total of 69 (36.1%) (SDA&DA) female students indicated that have no self confidence participating cultural games and sport and a total of 88

(46.1%) (UN) female students reported that unconfident when they are participating in cultural games and sport practical class and about a total of 34 (17.8%) (AG+SAG) female students rated that have full confidence when they are participating in cultural games and sport practical class . Finally, the above result reveals that, participants confirmation that lack of self confidence when they are participating in cultural games and sport practical class, which is agreed with the (Allen et al., 1998) article:

*Sport and PA can also create an environment where women participants receive negative feedback from their coaches, teammates, opponents, spectators and others. One study showed that women participants started to develop a low sense of competence and confidence based on the low frequency of encouragement they received compared to the correcting of skills-related errors that they received from their coaches. For others, if the quality of feedback that their coaches provided them in relation to their teammates was lower, it had a higher negative affect on their sense of confidence to compete and perform better (Allen et al., 1998).*

#### 4.3.4. Lack of motivation

**Table 8.** Lack of motivation female students to participate in cultural games and sport

S.No	Factors	Frequency & Rating Scale					Total percentage
		SDA	DA	UN	AG	SAG	
1	The physical education teachers motivate female student to participate on cultural games and sport practical class	5(2.6%)	11(5.8%)	45(23.6%)	61(31.9%)	69(36.1%)	100
2	The family's motivate female students to participate in cultural games and sport at college/school/	30(15.7%)	32(16.8%)	99(51.8%)	29(15.2%)	1(.5%)	100
3	Peers motivation when female students participant in cultural games and sport practical class.	6(3.1%)	24(12.6%)	97(50.8%)	57(29.8%)	7(3.7%)	100

Note: The scale of values for the perspectives evaluations, as shown in Table 8, value 5 for “strongly Agree”=(SAG), 4 for “Agree”=(AG), 3 for “Uncertain”=“UN”, 2 for “Disagree”=(DA), “1” was strongly disagree =(SDA)

Table 8 showed that as five (2.6%) and eleven (5.8%) of the respondents out of total 191 respondents response strongly disagree and disagree PE teachers motivated respectively. On the other hand, 45(23.6%) of the respondents rated that their interest was unsure and 130 (68%) of the respondents reported that as their motivation from PE teachers was very

interested . This quantitative data showed that as the motivation 61 (32%) of the students are under expectation.

The second item in table 8 displays family's motivate female students to participate in cultural games and sport at college/school/, a total of 62 (32.5%) (SDA&DA) female students indicated that lack of motivation from their families and a total of 99 (51.8%) (UN) female students reported that unconfident and about a total of 30 (15.7%) (AG&SAG) female students rated that motivated from their families.

Coming next, Peers motivation when female students participant in cultural games and sport practical class, a total of 30 (15.7%) (SDA&DA) respondents were not motivated by their peers and 97 (50.8%) of the respondents were uncertain. However, 64 (33.5%) (AG&SAG) of the respondents have showed as they motivated by their peers and have motivation while they perform the cultural games and sport in PE practical activities. Majority of the students gave the answer disagree, strongly disagree and uncertain, it means that mostly students they need motivation from their families, peers and lack of motivation to take part in cultural sport practical activities.

#### 4.3.5.Lack of Support from Stockholders

**Table 9.** Lack of support female students to participating in cultural games and sport

S.No	Factors	Frequency & Rating Scale					Total percentage
		SDA	DA	UN	AG	SAG	
1	The college management appreciate on the participation of female students in cultural games and sport practical class	25(13.1)	63(33)	83(43.5)	18(9.4)	2(1)	100
2	The college community give a priority on the participation of female students on cultural games and sport	32(16.8)	46(24.1)	75(39.3)	35(18.3)	3(1.6)	100
3	The elders encourage and support female students' participation in cultural games and sport	59(30.9)	58(30.4)	44(23)	29(15.2)	1(.5)	100
4	The stockholder support to words female students in order to participant in cultural games and sport	33(17.3)	58(30.4)	66(34.6)	32(16.8)	2(1)	100
5	The college has enough equipment and materials to teach Ethiopian cultural games and sport	41(21.5)	43(22.5)	80(41.9)	26(13.6)	1(.5)	100

**Note:** The scale of values for the perspectives evaluations, as shown in Table 9, value 5 for “strongly Agree”=(SAG), 4 for “Agree”=(AG), 3 for “Uncertain”=“UN”, 2 for “Disagree”=(DA), “1” was strongly disagree =(SDA)

The above table item one shows that, college management support on the participation of female students in cultural games and sport practical class, a total of 88 (46%) (SDA&DA) female students indicated that lack of support from their college leaders and a total of 83 (43.5%) (UN) female students reported that unsure by their support and about a total of 20 (10.4%) (AG+SAG) female students rated that they realize their support.

The second item displays that college community give a priority on the participation of female students on cultural games and sport, a total of 78 (40.9%) (SDA&DA) female students indicated that the community were not concerned on the participation of female students on cultural games and sport and a total of 75 (39.3%) (UN) female students reported that unsure the community whether encourage or not and about a total of 38 (19.9%) (AG&SAG) female students rated that gave attention by their college community were on cultural games and sport.

The third items displays elders encourage and support female students’ participation in cultural games and sport, a total of 117 (61.3%) (SDA&DA) female students responded that discouraged by their elders and a total of 44 (23%) (UN) female students rated that participating in cultural game and sport unsure their elders whether encourage or not and about a total of 30 (15.7%) (AG&SAG) female students rated that encouraged by their elders were participating in cultural game and sport.

Coming next, the college have enough equipment and materials to teach Ethiopian cultural games and sport, a total of 84 (44%) (SDA&DA) female students indicated that not enough equipment and materials to teach ECGS and a total of 80 (41.9%) (UN) female students reported that lack of materials and facilities to teach Ethiopian cultural games and sport and about a total of 27 (14.1%) (AG&SAG) female students rated that the college have equipment and materials to teach Ethiopian cultural games and sport.

Generally, the above result indicate that the majority of as indicated that lack of materials and facilities to teach cultural games and sport in the college and lack of support from college management, college community, elders related factors which is agreed with Silverman and Subramanian (1999), argument:

According to Silverman and Subramanian (1999) states, the lack of financial support can have a Sevier impact in the quality of education. With reference to physical education, the consequence can include in adequate facilities shortages of equipment and supplies. Perceptions of parental support, peer support, and teacher support have all been shown to impact individuals' perceptions of gender appropriateness regarding an academic activity and the value and meaningfulness of the activity. These perceptions are formed in early elementary school when boys are encouraged by parents, teachers, and peers to be active in sports, while girls are reinforced for being quiet and woman like. For boys, participation in sports, exercise, and physical activity is consistent with society's definition of masculinity and is reinforced, emphasized, and encouraged by the attitudes of parents, teachers, coaches, and peers.

#### 4.4. Current understanding and involvement

**Table 10.** Female students current understanding and involvement in cultural games and sport related factors

S.No	Factors	Frequency & Rating Scale					Total percent age
		SDA	DA	UN	AG	SAG	
1	Have you interest to participate in Ethiopian cultural games and sport in practical class	11(5.8%)	37(19.4%)	75(39.3%)	29(15.2%)	39(20.4%)	100
2	Participation in cultural games and sport is dangerous and risk for female students	31(16.2%)	35(18.3%)	51(26.7%)	36(18.8%)	38(19.9%)	100
3	Trainees give more attention to cultural games and sport practical class	6(3.1%)	37(19.4%)	76(39.8%)	57(29.8%)	15(7.9%)	100
4	I really understand the way playing physical demands of Ethiopian cultural sports	14(7.3%)	100(52.4%)	70(36.6%)	7(3.7%)	0(0%)	100
5	I really understand the way playing board games of cultural sport	14(7.3%)	101(52.9%)	76(39.8%)	0(0%)	0(0%)	100
6	I really understand the way playing cultural games	3(1.6%)	27(14.1%)	92(48.2%)	53(27.7%)	16(8.4%)	100

**Note:** The scale of values for the perspectives evaluations, as shown in Table 10, value 5 for "strongly Agree"=(SAG), 4 for "Agree"=(AG), 3 for "Uncertain"="UN", 2 for "Disagree"=(DA), "1" was strongly disagree =(SDA)

Table 10 shows , interest of female students to participate in Ethiopian cultural games and sport in practical class, about 48 (25.2%) (SDA&DA) of female students response that not

interested in participation of cultural games and sport in practical class and 75 (39.3 %) (UN) female students reported that they undecided . And a total of 68 (35.6%) (AG&SAG) female students rated that have interest in participation of cultural games and sport practical class. Thus, the above results shows that interest of female students in participation of cultural games and sport practical class is under expectation.

The second item displays that participation in cultural games and sport is dangerous and risk for female students, a total of 66 (34.5%) (SDA&DA) female students indicated that participation in cultural games and sport have a dangerous and risk for female students and a total of 51 (26.7%) (UN) female students reported that have no idea in participation of cultural games and sport dangerous and risk for female students and about a total of 74 (38.7%) (AG&SAG) female students rated that participation in cultural games and sport is safe for female students.

These result shows there is gap knowledge and perception in participation of cultural games and sport.

Coming next is, understand the way playing physical demanding of Ethiopian cultural sports. It is evident from the above table item four, one can understand that college female students have lack of skill and knowledge to playing physically demanding cultural sport. Accordingly, a total of 114 (59.7%) (SDA&DA) female students rated they that have lack of skill and knowledge of understanding the way playing physical demanding Ethiopian cultural sports and 70 (36.6%) (UN) respondents rated that unsure for skill and knowledge to playing physically demanding cultural sport and a few of them 7 (3.7%) (AG) have skill and knowledge to playing physically demanding cultural sport. Therefore, the above result indicate that almost all of female students indicated that lack of knowledge and skill of playing physically demanding cultural sport such as (tigil/waldhaanso/ cultural wrestling, korbo, qillee/gena, guluffii farda/feres gugs/ horse racing) affect them not to participate.

#### 4.5. Among seven factors which of them affect more?

**Table 11:** What is the main factors that affect female students participation in ECGS

S.No	Factors	N	Minimum	Maximum	Mean
1	Lack of support from their family and college societies	191	1.00	5.00	2.4868
2	Back ground knowledge	191	1.00	5.00	2.6797
3	Socio cultural influence	191	1.00	5.00	2.6832
4	Self confidence	191	1.00	5.00	2.7679
5	Current understanding and involvement	191	1.00	5.00	2.9153
6	Lack of Motivation	191	1.00	5.00	3.2652
7	Teachers' teaching methodology	191	1.00	5.00	3.7376
	Valid N (listwise)	191			

Note: The scale of values for the perspectives evaluations, as shown in Table 11, mean score lower than 2.70 (I Disagree to I Strongly Disagree) “ Negative attitude”, mean score higher than 2.70 and lower than 3.30 (Uncertain) “Neutral attitude”, mean score higher than 3.30 (I Agree and I Strongly Agree) “ Positive attitude”

According to (Koca et al., 2005) 29 items summed across resulting in a range from 29 to 145 points. A score of 29 indicates the most negative factor; a score of 30-57 indicates a negative factor; 58-85 a neutral factor; 86-113 a positive factor; and 114 - 145 the most positive factor. As the factors that affect female students participation was a five point Likert scale, thus who received mean score lower than 2.70 (I Disagree to I Strongly Disagree) were considered a Negative attitude toward the items. Similarly, the factors that affect female students participation who received the mean score higher than 2.70 and lower than 3.30 were considered as Neutral attitude towards the items and the overall factors that affect female students participation, and the FTAFSP who received the mean score higher than 3.30 (I Agree and I Strongly Agree) were considered as positive attitude towards items and the overall attitude towards the FTAFSP (Chang, 2000).

As above table 11 display that the main factor that affect female students participation in Ethiopian cultural games and sport was Lack of support from their family and college societies with mean score (2.4868) lower than 2.70 (I Disagree to I Strongly Disagree) were considered a Negative attitude toward the items.

The second factors that affect female students participation in Ethiopian cultural games and sport with mean score 2.6797 lack of back ground knowledge and understanding in Ethiopian

cultural games and sport lower than 2.70 (I Disagree to I Strongly Disagree) were considered a Negative attitude toward the items.

The third factors that affect female students participation in Ethiopian cultural games and sport with mean score 2.6832 socio-cultural influence lower than 2.70 (I Disagree to I Strongly Disagree) were considered a Negative attitude toward the items.

The fourth factors that affect female students participation in Ethiopian cultural games and sport with mean score 2.7679 was lack of self confidence were considered as Neutral attitude towards the items and the overall factors that affect female students participation.

The fifth factors that affect female students participation in Ethiopian cultural games and sport with mean score 2.9153 lack of current understanding and involvement were considered as Neutral attitude towards the items and the overall factors that affect female students participation.

The six factors that affect female students participation in Ethiopian cultural games and sport with mean score 3.2652 lack of motivation were considered as Neutral attitude towards the items and the overall factors that affect female students participation.

The teachers teaching methodology with mean score 3.7376 were considered as positive attitude towards the female students participation in Ethiopian cultural games and sport .

#### **4.6. Interpretation and Discussion of Data from the college managements' interview**

The researcher conducted semi - structured interview in face to face manner with Adola College Administrators which found in Adola Woyu, Guji zone, Oromia regional state concerning the participation of female students in ECGS in the college in different time and Place in order to get additional information about the assessment of female students participation in ECGS in the college. Thus, the responses from the subjects summarized and presented the following way by combining the similar idea in to one and avoiding redundancy.

- ❖ Do you think that facilities and equipment are good for female students participation in cultural games and sport practical class?

The respondents replied that the presence of good facilities and equipment enhance female students participation in cultural games and sport practical class.

- ❖ What measures should be taken to improve participation of female students in cultural games and sport in the college.

As the respondent, replied working with society, family, college administrators, teachers and male students to support and motivate the participation of female students in ECGS. When these students got support and motivation from them they got participate in cultural sport.

- ❖ Do women participate in cultural sport practices or competition?

According to the idea of respondents sometimes we observe some women's take part in the participation but they need attention and work with stockholders.

- ❖ What are the barriers of female students participation in Ethiopian cultural games and sports in the college?

The respondents replied that background of the students(the activities they were participate in primary and secondary schools), family influence, socio cultural influence, the negative attitude of the community towards female sport activities, religious perception and zero relationship of the college with woreda, zonal, regional sport federation as well as very less media coverage around the participation of female students in Ethiopian cultural games and sport.

- ❖ Is there special attention is given by the college society to develop the cultural sports and games?

The respondents replied that college societies does not give special attention to improve the cultural sport

- ❖ What should be done in the college for the preservation and development of Ethiopian cultural games and sport?

As respondent, replied working with woreda, zonal, regional sport federation at least held annual intramural cultural sport competition in a college represent the college woreda, zonal, regional cultural sport festival. In addition to this work with college stockholders, elementary schools and woredas education bureau

- ❖ What is your judgment to female students current attitude and acceptance in Ethiopian cultural games and sport?

The respondents replied that they suffer to different barriers and not equal that of male students

## 5. SUMMARY, CONCLUSIONS AND RECOMMENDATION

### 5.1. Summary

The purpose of this study was aimed at assessing the participation of female students in Ethiopian cultural games and sport in case of Adola college, Guji Zone, Oromia regional state. Specifically, the study sought to answer the following questions?

- ✚ What factors influence the participation of female students in cultural games and sport practical class?
- ✚ To what extent do the family, the surrounding community and the college society influence the participation of female students in cultural games and sport?
- ✚ How the culture of the society affecting the participation of female students in the cultural games and sport?
- ✚ To what extent is the female students involvement in cultural games and sport in the college?

To meet the objectives of the study, quantitative and qualitative methods were employed. The research was generated data from primary sources. Primary sources were college survey, student-teachers (second and third year female students PE department regular and extension program at education college undergone the practice teaching during the winter semester for the academic year 2017/2018) and interviews with key informants like: college top managements, stream heads and PE teacher and personal field observation. The total number of population included in this study were 366, and out of these as for the study sample by using sloven's formula totaling (191) population randomly chosen from female students-teachers various academic majors. In addition to four college top managements, three stream heads and two PE teachers respondent composed for the participants of the study. After doing so, data collected using one set of questionnaire developed adapting to likert scale, ( Strongly agree =5, Agree =4, Uncertain =3, Disagree =2, Strongly disagree =1) and distributed for female students. Data collected from study participants analyzed statistically by using computerized program called Statistical Package for Social Sciences (SPSS-20 version). For this study descriptive analysis of frequency, percentage and mean was used. Based on the above data analysis result the following major finding were obtained. The finding of the study

evidences assessment the participation of female students in Ethiopian cultural games and sport practical class. However, there are differences in the barriers to participating in Ethiopian cultural games and sport practical class. Lack of support from their family and college societies, lack of back ground knowledge and understanding in ECGS during lower and upper primary school years, lack of self confidence, socio - cultural influence and lack of current understanding, skill and involvement to play physical demanding cultural sport like; (tigil, korbo, feres gugs & gena) and board game such as (bub, shah & gebeta 12&18 holes) can be considered as a major impact on the participation of female students teaching learning in Ethiopian cultural games and sport practical class. The study findings also, religious influence, cultural influence as gap in addressing female students' issues in ECGS practical activities. Lack of adequate teaching material and facilities also big challenge in Adola college of Teachers Education. The result clearly showed that there are many factors, which hinder the female participation in Ethiopian cultural games and sport practical classes.

## 5.2. Conclusions

Having the above findings in mind the following conclusion were drawn:

- ❖ Results from this study showed that as the society view importance of Ethiopian cultural games and sport for boys and girls differently. Historically, boys are encouraged to participate in cultural games and sport while girls are reinforced for being quiet and well mannered. Lack of current understanding, skill and involvement to play physical demanding cultural sport like; (tigil, korbo, feres gugs & gena) and board game such as ( bub, shah & gebeta 12&18 holes) practiced usually by boys and young men but girls practice rarely and women do not take part. In addition, the result of this study shows that, as the families and college societies had not support the cultural games and sport of female students. A large negative value towards female students indicates that the impact affects girls more than boys.
- ❖ Moreover, the study result showed lack of support from family, college societies all significantly, influence the way a student views cultural games and sport.
- ❖ The result of the study also showed that cultural believe of the societies affect the female participation in ECGS. The religion leaders, families and other community institutions

may not allow all female students to participate in Ethiopian cultural games and sport practical activities.

- ❖ Required resources and facilities also found very low in the college that was also the reason of low participation of female students.
- ❖ Motivation and self-confidence given by the parent and college authority is not enough for female students.
- ❖ Female students during lower and upper primary school year very low participation in ECGS.

### **5.3. Recommendation**

Based on the major findings, which are discussed in the previous section, a number of recommendations have been drawn, with the view to solve major factors that hinder the participation of female students in Ethiopian cultural games and sport. To this end, the researcher provides the following recommendations that should be implemented.

- ❖ One of the most effective means of promoting cultural sport is by integrating it into schools, woredas, zonal, Regional Educational Bureau, Regional colleges, Youth and Cultural sport institutions, local communities and college societies should work interactively and support well provide facilitate the teaching learning process of ECGS and promote the participation of female students, lower and upper primary schools years have unique opportunities to provide participation in cultural games and sport for all female students through physical education programs, and after-school leisure-time cultural games and sport program and it must create suitable condition for female students' participation at large.
- ❖ Families, elders and college societies motivate and encourage female students build their self confidence and work to improve participation of ECGS.
- ❖ Different factors have a direct impact on female students' cultural games and sport practical activities. These barriers must be addressed as part of any inclusive ECGS strategy. The strategies must address these technical, physical, social, cultural and environmental barriers to greater cultural games and sport.
- ❖ Well-designed lesson that are inclusive, fair, fun and promote excellence at all mental, ethical technical skill levels help to empower female students' and build self-esteem. Thus,

college societies and PE teacher work hard on the participation of female students in Ethiopian cultural games and sport. Similarly, Programs must also be designed with the specific interests and needs of female students in mind, and involve them in decisions.

- ❖ The media can disseminate positive information about the benefits of cultural sport.
- ❖ Held annual cultural sport festival in the college participate female students and represent the college in different stage out of the college annual cultural sport festival.
- ❖ Cultural sports as major means to securing equal participation of all citizens in sport by revealing their uniqueness and the sport policy of Ethiopia has given emphasis on that regard.
- ❖ The college management and responsible body give emphasis to adequate facilities and required materials to improve the participation of female students in ECGS.

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(accessed Aug 15, 2017)

## **7. APPENDICES**

## Appendix I

### Questionnaire to be filed by Female students:

The main purpose this questionnaire is to collect data to the assessment of female students participation in Ethiopian cultural games and sport in Adola college, Guji Zone, Oromia Regional State. All the information collected were used only for academic or research purpose. Your kind cooperation and honesty make the study reliable and beneficial. In order to insure complete confidentiality, you are kindly requested not to write your name any ware on questioner. Since the success of this study depends on your response, please read on the instruction before attempting to answer the questions and give only one answer to each item unless you are requested to do other.

Thank you in advance for your participation.

### Demographic information:

#### Direction:

Write or give your answer on space provides.

1. Sex \_\_\_\_\_

2. Age \_\_\_\_\_

3. Religion \_\_\_\_\_

4. Living area \_\_\_\_\_

5. Year \_\_\_\_\_

## Appendix II

**Direction:**

**Indicate or show your agreement or disagreement and also write or indicate your answer by putting a tick (√) mark in the on space provide.**

1. Is your college give attention for female physical education trainees?

A. Agree \_\_\_\_\_ B. Disagree \_\_\_\_\_

2. Are you interested in participating Ethiopian cultural games and sport?

A. Agree \_\_\_\_\_ B. Disagree \_\_\_\_\_

3. Are families interested while you engage in cultural sport?

A. Agree \_\_\_\_\_ B. Disagree \_\_\_\_\_

4. Your families give attention to your participation cultural games and sport?

A. Agree \_\_\_\_\_ B. Disagree \_\_\_\_\_

5. Is your physical education practical class is interested?

A. Agree \_\_\_\_\_ B. Disagree \_\_\_\_\_

6. Do you enjoy in cultural games and sport with your friends?

A. Agree \_\_\_\_\_ B. Disagree \_\_\_\_\_

7. Do you have enough time to attain the cultural games and sport supplementary class?

A. Agree \_\_\_\_\_ B. Disagree \_\_\_\_\_

8. Is your religious prohibiting wearing sport shorts and jerseys?

A. Agree \_\_\_\_\_ B. Disagree \_\_\_\_\_

### Appendix III

#### Questionnaire to be filled by Adola Teachers Training College Female students.

**Direction:** The following item are some of in the factors that positively or negatively affect the participation of female students in Ethiopian cultural games and sport practical class. Place indicate the extent of their assessment of female students enrolment in your college. Indicate your answer by putting a tick (✓) mark in the box giving across each statement.

**Key: 1: SDA (Strongly disagree); 2: DA (Disagree); 3: UN (Uncertain); 4: A (Agree) and 5: SA (Strongly Agree) Semi-structural questionnaires (TALIS,2013)**

No	Item	5	4	3	2	1
1	<b>Background knowledge</b>					
1.1	Have you ever thought cultural games and sports in physical education class lower and upper primary school year					
1.2	Family encouragement during lower and upper primary school in cultural game and sport participation					
2	<b>Current understanding and involvement</b>					
2.1	Your interest to participate in Ethiopian cultural games and sport in practical class					
2.2	Participation in cultural games and sport is dangerous and risk for female students					
2.3	Trainees give more attention to cultural games and sport practical class					
2.4	I really understand the way playing physical demands of Ethiopian cultural sports.					
2.5	I really understand the way playing board games of cultural sport.					
2.6	I really understand the way playing cultural games.					
3	<b>Teachers Teaching Methodology</b>					
3.1	The physical education teachers give a chance to female students for their participation towards cultural games and sport practical class					
3.2	Is your PE teacher's teaching methodology more student centered?					
3.3	During a PE practical classes, are female students have the same participation as male student?					

4	<b>Socio Cultural Influence</b>					
4.1	The society believe a female students lose a marriage when they participant in cultural sport					
4.2	When female students wear sport dress, the culture encourage them					
4.3	The society encourage at cultural games and sport practical class					
4.4	The culture is allows female students to participate in cultural games and sport practical class					
4.5	Your religious encourage to participate female students engage in fighting types of cultural sport.					
4.6	Participation in cultural sports enhance the sense of appreciation of others					
5	<b>Self confidence</b>					
5.1	Female those who participant in cultural games and sport encourage to other females students to participant cultural games and sport					
5.2	When female students wear shorts during a physical education practical class they feel confident					
5.3	Female students have full confidence when they are participating in cultural games and sport practical class					
6	<b>Motivation</b>					
6.1	The physical education teachers motivate female student to participate on cultural games and sport practical class					
6.2	The family's motivate female students to participate in cultural games and sport at college/school/					
6.3	Peers motivation when female students participant in cultural games and sport practical class.					
7	<b>Lack of Support from their family college societies</b>					
7.1	The college management appreciate on the participation of					

	female students in cultural games and sport practical class					
7.2	The college community give a priority on the participation of female students on cultural games and sport					
7.3	The elders encourage and motivate female students' participation in cultural games and sport					
7.4	The stockholder support motivation to words female students in order to participant in cultural games and sport					
7.5	The college has enough equipment and materials to teach Ethiopian cultural games and sport					

**Source:** TALIS,2013.Teaching and learning international survey

**I adopted from TALIS,2013and make some modification based on specific question.**

**Haramaya University**  
**Postgraduate Program Directorate**  
**College of Sport Science Academy**

**Questionnaire Afan Oromo Version**

**Gaaffilee Kaadhimamtoota Shamarran Kolleejjii Barnoota Barsiisotaa Adoolaatiin Guutamu**

Kaayyoon gaaffilee kana odeeffannoo mata dure qo'annoo “ **Assessment of Female Students Participation in ECGS in Adola College, Guji Zone, Oromia Regional State**” walitti qabuuf barbaadameeti. Odeeffannoo walitti qabamu kun dhimma barnoota ykn qo'annootiif qofa kan ooluudha. Fedhii fi hirmaannaa qajeelummaa taasifan qo'annaa kana milkeessuuf iddoo ol'aanaa qaba. Odeeffannoo dhugaa fi haqa qabeessaa ta'e akka kennitan jecha waraqaa gaaffilee siif kennameerraa maqaa kee barreessuun hin qabdu. Milka'inna qo'annoo kanaaf odeeffannoo isiin kennitan murteessaa waan ta'eef deebii osoo hin laatiin dura ajaja gaaffilee sii kenname sirritti dubbisuun gaaffi tokkoof deebii jettu tokko qofa kennuun gaaffii itti aanuutti cee'uu qabda.

Hirmaannaa keetiif Galatoomi.

**Tigluu Ayyalaa**

**Odeeffannoo dura:**

**Ajajaa:**

**Deebii kee bakkaa duwwaatti guuti.**

1. Korniyaa \_\_\_\_\_
2. Umurii \_\_\_\_\_
3. Amantii \_\_\_\_\_
4. Iddoo jireenyaa \_\_\_\_\_

5. Bara \_\_\_\_\_

Ajjajaa: Gaaffilee armaan gadii irratti waligaluu fi dhabuu keetiif filannoo kennaman keessaa isa deebiidha jettuu iddoo deebii kennuuf qophaa'ee irratti mallattoo (✓) kaa'i.

1. Kolleejjii kee barattoota shamarran BGJQ barataniif ilaalcha adda ta'ee ni kennaa?

A. Eeyyeen \_\_\_\_\_ B. Lakkii \_\_\_\_\_

2. Taphoota fi ispoortii aadaa Itoophiyaa irratti hirmaachuu keetiif gammachuu argatta?

A. Eeyyeen \_\_\_\_\_ B. Lakkii \_\_\_\_\_

3. Ispoortii aadaa irratti hirmaachuu keetiif maatiin kee ni barbaadu?

A. Eeyyeen \_\_\_\_\_ B. Lakkii \_\_\_\_\_

4. Taphoota fi ispoortii aadaa irratti akka hirmaattuu maatiin kee xiyyeeffannaan ni hojjatu?

A. Eeyyeen \_\_\_\_\_ B. Lakkii \_\_\_\_\_

5. Yeroo shaakala dirree BGJQ si'oomina ni qabu?

A. Eeyyeen \_\_\_\_\_ B. Lakkii \_\_\_\_\_

6. Taphoota fi ispoortii aadaa hiriyyaa kee waliin taphachuun bashannantee beekta?

A. Eeyyeen \_\_\_\_\_ B. Lakkii \_\_\_\_\_

7. Wayitii dabalataatti taphoota fi ispoortii aadaa taphachuuf yeroo gaha ta'e argattee beekta ?

A. Eeyyeen \_\_\_\_\_ B. Lakkii \_\_\_\_\_

8. Amantiin kee uffataa ispoortii kan akka boggee fi shurraabii uffatani hirmaachuun ni dhorka ?

A. Eeyyeen \_\_\_\_\_ B. lakkii \_\_\_\_\_

**Gaaffilee Kaadhimamtoota Shamarran Kolleejjii Barnoota Barsiisotaa Adoolaatiin Guutamu**

**Ajjaa:** Gosa gaaffilee armaan gadii sababoota kara beekkamuun ykn hin beekkamneen hirmaannaa barattoota shamarrani shaakala dirree taphoota fi ispoortii aadaa guufachiisuu danda'an dha. Gaaffilee dhiyaatan sirritti dubbisuun filannoo dhiyaatan keessaa deebii sirriidha jettuu haala filannoo lakk. isaanitiin iddoo deebiif qophaa'ee irratti mallattoo (√) guuti.

**5=Daran iitti waligalaa 4= Itti waliingalaa 3=Hinbeekkamu 2= Ni morma 1=Akkimalee ni morma**

Lakk	Gosa	5	4	3	2	1
1	<b>Beekkumsa seenduube</b>					
1.1	Wayita manneen barnoota sad. 1ffaa fi 2ffaatti BGJQ baratuutti waa'ee taphoota fi ispoortii aadaa baratee jirta					
1.2	Wayita manneen barnoota sad. 1ffaa fi 2ffaatti taphoota fi ispoortii aadaa dandeetti qaama gaafatu baratee jirta					
1.3	Wayita manneen barnoota sad. 1ffaa fi 2ffaatti taphoota fi ispoortii aadaa gabatee baratee jirta					
2	<b>Hirmaannaa fi beekkumsa amma qabu</b>					
2.1	Shaakala dirree taphoota fi ispoortii aadaa irratti hirmaachuuf feedhii qabdu					
2.2	Taphoota fi ispoortii aadaa irratti hirmaachuun rakkoolee fi miidhaa barattoota shamarrani irraa qabu					
2.3	Shaakala dirree taphoota fi ispoortii aadaa irratti hirmaachuuf xiyyeeffannaa guddaa kenna					
2.4	Ispoortii aadaa Itoophiyaa kanneen dandeetti sochii qaama barbaadan taphachuuf beekkumsa fi dandeetti qaba					
2.5	Ispoortii aadaa gabatee taphachuuf dandeetti fi beekkumsa gaafatu qabaachuu					
2.6	Taphoota aadaa taphachuuf dandeetti fi beekkumsa gaafatu qabaachuu					
3	<b>Malleen si'aayina barachuu barsiisaa</b>					

3.1	Barsiisaan BGJQ wayita shaakala dirree taphoota fi ispoortii aadaa barsiisuu carraa hirmaachuu barattoota shamarraniif kenna					
3.2	Barsiisaan BGJQ malleen si'aayina barachuu barataa gidduu galeeffatee fayyadama					
3.3	Yeroo shaakala dirree BGJQ barattootni shamarran kan dhiiraa waliin hirmaannaa wal fakkaatuu taasiisuu					
4	<b>Dhiibbaa aad hawaasummaa</b>					
4.1	Hawaasni barattootni shamarrani sochii qaama irratti hirmaachuu isaaniitiin heeruma dhabuu jedhani amanu					
4.2	Barattootni shamarran uffata ispoortii uffachuu isaniitiin aadaan isaan jajjabeessaa					
4.3	Shaakala dirree taphoota fi ispoortii aadaa irratti hirmaachuuf hawaasni ni jajjabeessaa					
4.4	Shaakala dirree taphoota fi ispoortii aadaa irratti shamarran akka hirmaatan aadaan kee ni eeyyama					
4.5	Amantiin kee ispoortii aadaa sochii qaama gaafatutti shamarran akka hirmaatan ni jajjabeessaa					
4.6	Ispoortii aadaa irratti hirmaachuun miiraa dinqisfannaa qaama biro dabala					
5	<b>Ofitti amantummaa</b>					
5.1	Shamarran taphoota fi ispoortii aadaa irratti hirmaatan kanneen shamarran taphoota fi ispoortii aadaa irratti hirmaataniin ni jajjabeeffamu					
5.2	Shamarran wayita shaakala dirreetti uffata ispoortii ogguu kaawwatan ofitti amanamummaan itti dhagahaama					
5.3	Shamarran shaakala dirree taphoota fi ispoortii aadaa irratti yeroo hirmaatan ofitti amanamummaa ni qabu					
6	<b>Si'oomina</b>					
6.1	Barsiisaan BGJQ wayita shaakala dirree yeroo barsiisuu shamarran ni sisi'eessaa					

6.2	Shamarran kolleejjii keessatti shaakala qaama akka irratti hirmaata maatiin jajjabeessuu					
6.3	Shaakala dirree taphoota fi ispoortii aadaa yeroo hojjatan hiriyoonna isaanirraa jajjabeessaa argatu					
7	<b>Rakkoolee gargaarsa dhimamtoota wal qabate</b>					
7.1	Shamarran shaakala dirree taphoota fi ispoortii aadaa akka hojjatan hoggansi kolleejjii haalli mijataa ni uuma					
7.2	Hawaasi kolleejjii hirmaannaa shaakala dirree taphoota fi ispoortii aadaa irratti dursa kennuun hojjatu					
7.3	Maanguddoonni shamarran taphoota fi ispoortii aadaa irratti akka hirmaatan ni jajjabeessuu					
7.4	Dhimamtootni hundi shamarran taphoota fi ispoortii aadaa irratti akka hirmaatan duuka bu'ani ni deeggaru.					
7.5	Taphoota fi ispoortii aadaa barsiisuufi ittiin taphachuuf meeshaalee ispoortii aadaa guutuu ta'e jira					

**Appendix IV**  
**Key for Questionnaire**

Table 11: key for the questionnaire

Response	Values positive response Statement	Values negative response Statement	REMARK
Strongly Agree	5	1	
Agree	4	2	
Uncertain	3	3	
Disagree	2	4	
Strongly disagree	1	5	

## Appendix V

### Observation Guide for Teachers.

Observation check sheet for instructional strategies

Recording procedure

Year / class: observed,

Enrolment: female.....

Date: The date of the observation,

Response from the target. Commands class?

Step 1

Introductory activities

Step 2

Compensatory activities

Step 3

skill /class activity

Step 4

Group activities

Step 5

Game activity

Step 6

Final activities and General comments

## Appendix VI

### Interview Guide Questionnaire for Teachers.

Teacher's Background

We shall start with your general background information.

Gender: male /female

Could you tell me your names please?

1. For how long have you taught in this college?

2. What is your highest academic qualification?

3. What about your highest professional qualification?

4. Have you enough understanding about Ethiopian cultural games and sport?

5. What is your interest to teaching Ethiopian cultural games and sport?

6. Do women participate in cultural sport practices or competition?

7. What are the barriers of female participation in Ethiopian cultural games and sports in the college?

8. Do those cultural sports contribute for the social interactions among other societies?

9. Could cultural sports contribute for the demonstration of society's culture for others?

10. How could you relate cultural sports with the way of life?

11. Is there special attention is being given now by the college society to develop the cultural sports and games?

12. What should be done in the college for the preservation and development of Ethiopian cultural games and sport?

13. What is your judgment to female students current attitude and acceptance in Ethiopian cultural games and sport?

Finally, is there anything you may wish to share or add on top of what we have discussed?

Thanks, that brings us to the end of this interview. I wish to register my sincere appreciation for your cooperation, patience and the willingness in providing this kind of information. I do assure you that it will be used for the intended purposes and that it will be kept confidential.

THANK YOU.

Tiglu Ayele Ayissa

**Appendix VII**

Interview guide questions for Academic dean, academic training process owner, Stream head and PE teachers.

1. In your observation as a dean is there any factor that hinders female students participation in Ethiopian cultural games and sport?
2. How you can solve the participation of female students in cultural games and sport in the college.
3. Do you think that facilities and equipment are good for female students participation in cultural games and sport practical class?
4. What measures should be taken to improve participation of female students in cultural games and sport in the college.

A .Measure to be taken by deans

- i.....
- .....
- ii.....
- .....
- iii.....
- .....

B. Measure to be taken by academic training process owner

- i.....
- ii.....
- ii.....

C. Measure to be taken by stream head

- i.....
- ii.....
- iii.....

D. Measure to be taken by Teachers

- i.....
- ii.....

iii.....

5. What recommendations do you suggest to the assessment of female students participation in Ethiopian cultural games and sport in the college.

## Appendix VIII

Figure 2: Map of the study site



**Source:** <http://reliefweb.int/map/ethiopia/ethiopia-oromia-region-administrative-map-27-march-2013> (accessed Aug 15, 2017)

