

**FACTORS AFFECTING FEMALE STUDENTS PARTICIPATION IN
LEARNING FOOTBALL PRACTICAL CLASS: THE CASE OF JARSO
WOREDA SECONDARY SCHOOL, WEST WOLLEGA
ZONE, OROMIA REGIONAL STATE**

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Factors Affecting Female Students Participation in Learning Football
Practical Class: The Case of Jarso Woreda Secondary School, West Wollega
Zone, Oromia Regional State

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As Thesis research advisors, we hereby, certify that we have read and evaluated the thesis prepared by **Dabeli Oljira Negeri**, titled “**Factors Affecting Female Students Participation in Learning Football Practical Class: The Case of Jarso Woreda Secondary School, West Wollega Zone, Oromia Regional State**” and we recommend that it can be submitted as fulfilling the thesis requirement.

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DIDICATION

This research work is dedicated to my families and friends who helped me in my research work.

STATEMENT OF THE AUTHOR

By the signature below, the researcher declares and affirms that this thesis is researcher's work. The researcher has followed all Ethical, Technical Principles of Scholarship in the preparation, data collection, data Analysis and compilation of this thesis. Any scholarly matter that is included in the thesis has been given recognition through citation.

This thesis has been submitted in partial fulfillment of the requirement for the Master of Education in "Teaching Physical Education" at Haramaya University. I solemnly declare that this thesis is not submitted to any other institution anywhere for the award of my academic degree.

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ABBREVIATIONS AND ACRONOMYS

CAF	Continental Football Associations
CECAFA	Council for East and Central Africa Football Association
EFF	Ethiopian football federation
FA	Football Association
FIFA	Federation International De Football Association
HBSS	Haro Biru Secondary School
JGDSS	Jarso Geba Defino Secondary School
PE	Physical Education
PGDT	Post Graduate Diploma Program
UK	United Kingdom
WFC	Women Football Confederation

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**Factors Affecting Female Students Participation in Learning Football
Practical Class: The Case of Jarso Woreda Secondary School, West Wollega
Zone, Oromia Regional State**

ABSTRACT

The purpose of the study was to assess the major factors affecting female students' participation in learning football practical class at Jarso Woreda secondary schools West Wollega Zone in Oromia Regional State. Using mixed type of research design, it is attempted to seek out the major factors affecting female students' participation in learning football practical class. Semi structured questionnaire for PE teachers and as well as students and structured questionnaire for PE teachers and School principals. The data were distributed and collected from 200 students, 3 PE teachers and 4 School principals. In the selection of the Sample population purposive and simple random sampling techniques were used. The study was carried out with descriptive survey method and both qualitative and quantitative approaches were used. The main instrument of data collection was questionnaires, interviews and observation checklist. The data obtained through these were analyzed both quantitatively and qualitatively. Quantitatively the analysis is made using tables of descriptive percentage and then worded through qualitative. Based on analysis made major factors were drawn, as the finding of the study shows that, the major factors associated insufficient materials and facilities affect the females' need of participation. Physical education teachers' interactions with their students were not in admiring level and shortage of media coverage had also affect the participation of female students in learning football practical class. From the major finding, the researcher provided possible solution for teacher, students and all concerns bodies. Therefore, based on the findings of the study, it is recommended to allow female students to participate in football activity with the help of physical education teachers. It is also recommended that the school facilities and materials should be fulfilled to enhance females' participation in football practical class.

Keywords: Participation, Football, Factors, Learning

1. INTRODUCTION

This chapter deals with Background of the study, Statement of the problem, Scope of the study, significance of the study, Objectives of the study.

1.1 Background of the Study

Education is a process and practice geared towards shaping an all rounded personality through a harmonious and integrated development of mental, physical, social, moral and spiritual power of human being. It is the total process of human experiences imparted by which knowledge is acquired, skill is developed, attitudes and values formed. Therefore, education is an instrument in tapping individuals' talent, potential and personality development so that individual can improve their lives and the community at large. Education helps a country to create strong and competitive economy which can effectively cope up with the challenges of development and can adapt to the changing market and technological condition in the global economy Sidentop, (1998).

The overall cultural, social and economic development of a country depends up on the degree to which it ensures access and opportunity of education to all social groups without any disparity. However, different levels to learning acquisition are still major problems of our country among women and men. However Compared to males, females have less access to enter schools, are not provided with equal opportunities at all levels of education and hence do not enjoy the benefits of education that males do Tsige Haile,(1991). Female education in the third world suffers from low participation, poor performance and gender biases, which are the outcome of the society's discriminators practices on females.

As indicated by ICDR (2001) Physical education syllabus for grade 9 – 12, physical education is an essential subject matter which focuses on learning in the psychomotor domain and the development of life time patterns of physical activity Male and female students involved in physical activity develop coordination and abilities useful in work and play, develop ethical, behaviors and the responsibility of citizenship, self-discipline and activities in team sports.

A according to Leonard II and Knapp (1968) the fundamental purpose of physical education is to promote through since females are occupied by household activities; they have less time to

participate in different physical activities especially in football. Therefore, the participation of female students in football seeks more attention and can be maximized by providing them access to relevant training program to promote their participation for the development of the society Fekede Eshete, (1997).

Football is a game of ball control both individually and in combination with other members of the team. To be able to control a ball a player must master the fundamentals. To master the fundamentals, a player must know the mechanics of each and then practice them as often and as diligently as he/she can. To be able to play with the ball, a player must get the feel of it and he/she should practice the techniques until he /she can control the ball. All available equipment should be used in mastering fundamentals, such as a kickboard to develop kicking and passing, barrels to develop accuracy, and cones to help improve dribbling, (John Wesson, 1998). There are many factors that affect the participation of female students in learning football practical class. Such as shortage of equipments and facilities, biological factor, shortage of media coverage, shortage of PE teachers cultural, social, family background, physical and physiological, and school factors. However, females can show remarkable improvement in their physical features by making continuous physical exercise.

According to Stivachitis, K (1999) Restriction or prevention of women or girls from sport and recreational activities is an act of discrimination which violates the enjoyment of their human rights. As stated above all those factors may be rooted from different direction. Even though the major factors that affect female students' participation in learning football practical class are sensitive issues, Therefore, this study attempt to assess factors that affecting the participation of female students in learning football practical class in case of Jarso Gaba Defino and Haro Biru secondary schools in West Wollega zone, Oromia Regional State.

1.2. Statement of the problem.

In this interesting and most popular football game, there is an increase public expectation from the sector forces to create changes in the sport to see females' in football games as men also to get popularity. By avoiding the old fashioned Philosophy and accommodating the new scientific method of working system to answer the need of the citizens and to be the part of this fast changing world. However, the increasing demands of achieving success by the entire

stakeholder is larger as compared to successes resulted from other discipline. To this end, the call for assessing the problem focusing on factors that affecting of females in football to move towards the strong point and limitation as well as to identify the area which require progress is compulsory. In the case of several reasons in the schools PE teachers teaching learning football practical class towards teaching learning methods rather than content, that is how to teach rather than what to teach. Outside resources available learning to play the ball game, those teaching the ball game and those learning to teach the game are limited. The researcher determines the hinder to teaching learning to football practical class effectively and find out little in the way of conclusive evidence. Why the researcher was interested for assess this major factors affecting female students' participation in learning football practical class have more affects in Jarso secondary schools. To determine this gap the researcher will go to find the major factors affecting to teaching learning football practical class effectively and efficiently in teaching learning the school. Therefore, the researcher attempted to seek answers to the following research questions.

1. What are the major factors encountered the participation of female students in football practical class?
2. Does instructional material and facilities influence the participation of female students in learning football practical session?
3. How environment influence female students participation in learning football practical class?

1.3. Scope of the study

The study was focused on the major factors affect female student's participation in learning football practical class the case of Jarso Woreda secondary school in western Wollega zone, Oromia regional state. Teachers, Students and school principal of this school Woreda were considered. The only 3 physical education teachers sampled schools were participate in the study thus limited physical education teachers participated due to their unavailability of PE teachers.

1.4. Significance of the Study

To this end the findings of this research may have the following significances:

- ❖ It may help teachers, facility designers, curriculum experts and concerned bodies to design a strategy that promotes participation of students in football and understand the value and importance of participation in this interesting sport the school which has positive effect on individual personality.
- ❖ It will provide instructional insight for physical education teachers to enhance teaching methodology and improve stake holders' perception towards participation of students.
- ❖ This study helps the teacher and female students to overcome the problem.
- ❖ It may help as a spring board for discussions and serve as preliminary information to carry out in- depth study in the area.

1.5. Objectives of the Study

1.5.1. General objective of the study

The general objective of this study was to assess the major factors affecting the participation of female students in learning football practical class in Jarso Woreda Secondary Schools in west Wollega Zone Oromia Regional State.

1.5.2. Specific objectives

This study also tried to achieve the following specific objectives

1. To identify the major factors encountered the in learning football practical class and forward possible recommendations to curb the problem.
2. To identify how instructional material and facilities influence the participation of female students in learning football practical session.
3. To assess how environment can influence female student's participation in learning football practical class.

2. REVIEW OF RELATED LITERATURE

This chapter deals with History of football in Ethiopia and Africa, African Cup of Nation, Women association football, Women's in Olympics, FAWC Cup, Female participation in football ,Factors affecting the participation of female students in football, Biological factor ,physiological factor, Family, School, Culture, Media, Administrators and Factors related to instructional facilities and materials.

2.1. History of Football in Africa and Ethiopia

Football is the most popular sport in Ethiopia. Although not one of the leading football nations in Africa, Ethiopia has produced some outstanding teams at both club and international level as well as some talented individual players. Football in Ethiopia came under the control of the Ethiopian Football Federation (EFF) when that organization was founded in 1943. The EFF affiliated to FIFA in 1953 and to the Confederation of African Football in 1957. League football was in existence before the formation of the EFF with regional leagues contested during the 1938/39 and 1939/40 seasons in the provinces of Eritrea, Harar, Amhara, Scioa and Sidamo as part of the Italian occupation. The first recognized version of the Ethiopian Premier League was contested in 1944 when five teams representing the various communities of Addis Ababa competed for a title won by the British Military Mission-BMME. The Ethiopian Cup was added the following year and has been contested regularly since (albeit with some gaps, notably in the 1960s).

The Ethiopian national football teams made its first appearance in 1947 and since then has enjoyed both highs and lows. As one of the few independent African states in the immediate aftermath of the Second World War Ethiopia were important teams in the development of the international football in the continent. Armstrong .N, (1999).

2.1.1. Women's association football

Women's association football, more commonly known as women's football or women's soccer, is the most prominent team sport played by women around the globe. It is played at the professional level in numerous countries throughout the world and 176 national teams

participate internationally. The history of women's football has seen major competitions being launched at both the national and international levels. Women's football has faced many struggles throughout its history. Although its first golden age occurred in the United Kingdom in the early 1920s, when one match achieved over 50,000 spectators, The Football Association initiated a ban in 1921 that disallowed women's football games from the grounds used by its member clubs. The ban stayed in effect until July 1971. Women may have been playing "football" for as long as the game has existed. Evidence shows that an ancient version of the game (Tsu Chu) was played by women during the Han Dynasty (25–220 CE). Two female figures are depicted in Han Dynasty (25–220 CE) frescoes, playing Tsu Chu.

There are, however, a number of opinions about the accuracy of dates, the earliest estimates at 5000 BCE. Reports of an annual match being played in Scotland are reported as early as the 1790s. The first match recorded by the Scottish Football Association took place in 1892 in Glasgow. In England, the first recorded game of football between women took place in 1895. Association football, the modern game, also has documented early involvement of women. In Europe, it is possible that 12th-century French women played football as part of that era's folk games. An annual competition in Mid-Lothian, Scotland during the 1790s is reported, too. In 1863, football governing bodies introduced standardized rules to prohibit violence on the pitch, making it more socially acceptable for women to play.

The well-documented early European team was founded by activist Nettie Honey ball in England in 1894. It was named the British Ladies' Football Club. Nettie Honey ball is quoted, "I founded the association late last year [1894], with the fixed resolve of proving to the world that women are not the 'ornamental and useless' creatures men have pictured. I must confess, my convictions on all matters where the sexes are so widely divided are all on the side of emancipation, and I look forward to the time when ladies may sit in Parliament and have a voice in the direction of affairs, especially those which concern them most." Honey ball and those like her paved the way for women's football. However the women's game was frowned upon by the British football associations, and continued without their support. It has been suggested that this was motivated by a perceived threat to the 'masculinity' of the game. A Welsh women's football team pose for a photograph in 1959. Women's football became popular on a large scale at the time of the First World War, when employment in heavy

industry spurred the growth of the game, much as it had done for men fifty years earlier. The most successful team of the era was Dick, Kerr's Ladies of Preston, England. The team played in the first women's international matches in 1920, against a team from Paris, France, in April, and also made up most of the England team against a Scottish Ladies XI in 1920, and winning 22-0. Despite being more popular than some men's football events (one match saw a 53,000 strong crowd), women's football in England suffered a blow in 1921 when The Football Association outlawed the playing of the game on Association members' pitches, on the grounds that the game (as played by women) was distasteful. Some speculated that this may have also been to envy of the large crowds that women's matches attracted. This led to the formation of the English Ladies Football Association and play moved to rugby grounds. Gail J Newwsham (1997)

In August 1917, a tournament was launched for female munitions workers' teams in northeast England. Officially titled the Tyne Wear & Tees Alfred Wood Munitions Girls Cup, it was popularly known as The Munitionettes' Cup. The first winners of the trophy were Blyth Spartans, who defeated Bolckow Vaughan 5–0 in a replayed final tie at Middleborough on 18 May 1918. The tournament ran for a second year in season 1918–19, the winners being the ladies of Palmer's shipyard in Jarrow, who defeated Christopher Brown's of Hartlepool 1–0 at St James' Park in Newcastle on 22 March 1919. Following the FA ban on women's teams on 5 December 1921, the English Ladies' Football Association was formed (www.fifa.com).

A silver cup was donated by the first president of the association, Len Bridgett. A total of 24 teams entered the first competition in the spring of 1922. The winners were Stoke Ladies who beat Doncaster and Bentley Ladies 3-1 on 24 June 1922. In 1937 and 1938, the Dick, Kerr's Ladies F.C. played Edinburgh City Girls in the "Championship of Great Britain and the World". Dick Kerr won the 1937 and 38 competitions with 5-1 score lines. The 1939 competition however was a more organized affair and the Edinburgh City Girls beat Dick Kerr in Edinburgh 5-2. The City Girls followed this up with a 7-1 demolition of Glasgow Ladies in Falkirk to take the title. Gail J Newwsham (1997).

2.1.2. Women's in Olympics

Since 1996, a Women's Football Tournament has been staged at the Olympic Games. Unlike in the men's Olympic Football tournament (based on teams of mostly under-23 players), the

Olympic women's teams do not have restrictions due to professionalism or age. England and other British Home Nations are not eligible to compete as separate entities because the International Olympic Committee does not recognize their FIFA status as separate teams in competitions Bailey, Steven (1995)

The participation of UK men's and women's sides at the 2012 Olympic tournament was a bone of contention between the four national associations in the UK from 2005, when the Games were awarded to London, to 2009. England was strongly in favor of unified UK teams, while Scotland, Wales, and Northern Ireland were opposed, fearing adverse consequences for the independent status of the Home Nations within FIFA. At one stage it was reported that England alone would field teams under the UK banner (officially "Great Britain") for the 2012 Games. However, both the men's and women's Great Britain teams eventually fielded some players from the other home nations Reilly, Thomas; Gilbourne, D. (2003).

2.1.3. Football Association Women's Challenge Cup (FA Women's Cup)

After the lifting of the F.A. ban, the now defunct Women's Football Association held its first national knockout cup in 1970–71. It was called the Mitre Trophy which became the FA Women's Cup in 1993. Southampton WFC was the inaugural winner. From 1983 to 1994 Don Caster Belles reached ten out of 11 finals, winning six of them. Chelsea are the current holders and the most successful club with a record 13 wins. Despite tournament sponsorship by major companies, entering the cup actually costs clubs more than they get in prize money. In 2015 it was reported that even if Notts County had won the tournament outright the paltry £8,600 winnings would leave them out of pocket. The winners of the men's FA Cup in the same year received £1.8 million, with teams not even reaching the first round proper getting more than the women's winners (www.fifa.com).

2.1.4. Female participation in football during physical education class.

According to Jones et al (1997) Female participation during education is a tool to enable citizen to make all a rounded participation in development process. The participation of female in socio-economic programs especially depends on their educational background educating girls and women are critical to achieve the benefits as well as the improvement in the areas of health. The female participation gap in physical activity is wide in developing

countries. In developing countries with low female participation is one the cause for female to be under privileged underrepresented in development programs. These raise the issue that the role of educational and female participation should be analyzed and studied. Living in an overly obese society, we must do our best as physical educators to promote lifelong physical activity to our students.

We must do everything in our power to improve female student's perspectives on and experience in physical education and to life style. Different studies were conducted on the participation of female students in physical activity for example, in Saskatche when, Avery Girolami and Humbert, (1998) stated that in the school selected for their study, over 80% of the young women who participated in physical activity when it was compulsory did not enroll in optional physical activities. Another study focusing on participation in physical activity King and Closes, (1992) determined that young female participation in physical activities and us likely to be physically active at age 20. If girls are turned off by physical education in higher preparatory and secondary school. They are much us likely to remain active as adults.

2.2. Factors affecting the participation of female students in football

According to Sidden top (1998), High school physical education was endangered species. A subject matter that might gradually became extinct in secondary curriculum. He argued that in increasing lack of expectations for significant out come in high school physical education and own more learning. Concern that students have stopped care about physical education would bring in physical educators have duty to alter the expectations of high school students have due to alter will be in effective if negative attitude towards the course lead students to ignore its value. Attitude is the agent that can change perceptions and the catalyst that can make physical education a positive education experience. Like biological factors menstrual, physiological and psychological factors like personality, self-concept etc and cultural factors like family, school, culture and media and also economic factors. (Ibid)

2.2.1. Biological Factors (Factors related to menstruation)

According to Hargreaves (1997), strenuous exercises did not negatively affect the menstrual cycle, nor did menstruations significantly affect physical performance. For many years strenuous exercises has been believed that delayed onset of the menstrual cycle caused many

girls to continue playing sports based on the observation that menarche occurred later in athletes than non-athletes. Girls experience less physical distress associated with their menstrual cycle when they play sport. Many reports highlight the positive influence of moderate and regular physical activity on the menstrual cycle. There is no doubt that the benefits of playing sport far outweigh the disadvantages in respect of young developing female bodies. There is some correlation between strenuous physical activity and delayed menstrual cycle. For long period of time there has been such believe that physical exercise has negative(-ve) on menstruation and given for the least many years medical perspectives indicated that physical activity during menstruation is not have come to stage to disprove the belief.(Ibid) As shaver (1981) further reported a study had been made in Hungary on women athletes and it was found that there were disturbance on the set of during the menstrual period doubt women athletes is much greater than the amount of general female population.

2.2.2. Physical and Physiological influence

Shaver (1981) argued that the physical fitness of women in sport has always been questioned because of a variety of physiological concerns including the menstrual cycle, reproduction, damage to breasts and genitals. There are some difference in physical and physiological aspects between male and female. These differences have no effect on female to participate in different sports. Anatomical and physiological differences are quite apparent between the two sexes particularly after puberty period. Early studies argued that females should not be involved in sport, due to the deleterious effects of physical exertion on the frequency of menstruation and the fact that the reproductive organs of female can be affected. These beliefs prevailed for years and later evidence began to prove these early beliefs wrong Leunes & Nation, (1991) Pre-adolescence is (9-11 years) a stage that involves a slow but consistent form of growth. It is a calm period just before rapid onslaught of adolescence. The body is undergoing developmental changes in the skeletal system, muscular system and motor development. Accepting one's physical appearance and being able to deal with the physical changes involved with maturity and growth is one of the most crucial developmental tasks common to most adolescents Brettschneider & Hein, (1997). Frydenburg & Lewis (1993) suggested that Adolescence has been referred to as a period of „storm and stress“ and it is

also a period when the teenager is confronted with a series of hormonal hurdles and developmental challenges. Adolescents have to deal with a number of issues simultaneously, including the development of an identity, achieving independence away from the family, and at the same time acceptance by the peer group. Most important is the transition from childhood into adulthood, which comes with many psychological and physiological adaptations.

➤ **Pregnancy**

Anecdotal evidence shows that pregnancy does not hamper performance of women who choose to participate in sport throughout their lives. Leunes and Nation (1991) stated that Irwin, who was a female athlete, won an Olympic medal in diving when she was four months pregnant. Another example is that of Hays who successfully completed the world championship rodeo as a bareback rider when she was eight months pregnant. It also appears that athletes return to top form rather quickly after having had children. Geber et al (1974), concluded by saying that females could look forward to having an active and exciting sports life uncomplicated by irregular menses, pregnancy and childbirth.

➤ **Body Form**

According to Coakley (1986), discussed myths that excluded females from sports, in the process of playing sport; it is believed that females might damage their breasts. There is no evidence that shows that the breasts or reproductive organs are at risk at any point when females take part in sport. Breasts are the least vulnerable organ of the female body. Eitzen & Sage (1993) stated that the uterus is said to be the most shock resistant organ. In fact, males are more susceptible to injury and trauma because their sexual organ is external. Kane (1998) explored that the bone structure of females is definitely smaller and more fragile. Female's gain strength as they mature and several studies have indicated that short-term training programs can increase muscle strength in all children. At the age of 14 years the growing rate for girls slows down and if they continue being physically active then they increase their strength. Females have the ability to enhance their physical strength that would eventually enable themselves to perform at high competitive level.

2.2.3. Psychological Factors (Youth Identity)

Youth identity has in the past been an area of interest and the concept has been used differently in various approaches thus leading to controversy. According to, Freedenberg and Bredschneider (1997) youth to identity by identifying close correlations between identity developments in adolescence and developmental task. Such tasks include acceptance of one's physical appearance as physical changes occur and understanding that these changes would lead to growth, maturation, and building good value systems as a guide for personal actualization.

Bredtschneider (1997) suggested that identity has two definable components, namely personal identity and social identity. Personal identity develops on the basis of continuity of self-experience in the course of life. Social identity evolves from the image that others help to create for the self. The development of an identity during adolescence is a process through which an individual maintains a balance between personal and social identity, which means it is important for the youth to know themselves. Self-knowledge empowers them in the realm of decision-making.

❖ Personality

Morris & Summers (1995) stated that people have different views as to who can and cannot play sport. It is a common belief that certain personality types are more suited to the sporting arena. Individuals across the spectrum of personality types initially have a tendency to participate in sport and should individuals feel uncomfortable they will withdraw, leaving behind a group that is more homogeneous in their common interest. The decision to play sport might be an individual choice driven, instilled and inspired by external factors that usually have little to do with personality types. External factors include encouragement and motivation from parents, teachers, peers or even role models in the community. A conducive sporting environment could also be a motivating factor and the media can be a powerful tool to instill an interest and affinity to sport Harris, (1994).

Prakasa and Over man (1984) asserted that sport, traditionally has been thought of as a process of physically building men and the „male“ athletic personality; this is viewed as

tantamount to the „male personality“. This view suggests that an athlete is supposed to be competitive, rugged, aggressive, tough, independent, dominant, assertive, achievement-oriented and self-controlling. A real“ woman is supposed to possess different psychological and physical characteristics thus implying femininity and possible fragility.

❖ Self-concept

Brettschneider & Hein (1997) cautioned that self-concept is established when people gather information that changes whenever an individual encounters new experiences, it also represents complete knowledge of a person about self, which enables the individual to know her/his own competencies. „Each person develops perceptions and ideas of his/her abilities, characteristics and personal ways of acting, eventually providing a sense of meaning on a self-rating of quality. In this sense, the self-concept is the result of a naïve theory or an internal model of a person, which directs behavior and which is either confirmed or modified on the basis of behavior and experience“.

The different encounters and interactions that one has with other people will enable the individual to know more about him-self or her-self. As an individual associates with other people these encounters will either enable them to improve or change their behavior and sometimes even agree with their present behavior. Female teenagers are greatly influenced by the evaluation of significant others, they appreciate reinforcement and encouragement based on their own actions.

Brettschneider and Hein (1997) argued that self-concept allows females to assess themselves by acknowledging their weaknesses and strengths. Often females compare their performance to that of other participants and with time, if their performance improves, then their self-concept also improves and the female sport participant feels competent in what they are involved in. Being competent in a particular sporting code enables the girls to be self-motivated and builds self-confidence. A positive self-concept in teenage girls who participate in sports elevates the level of self-esteem. Digest (1997), asserted that sport helps to build confidence and a positive body image, which can be linked to lower levels of depression according to women’s sports foundation.

2.2.4. Factors related to Family

Varpatoli (1986) suggested that sport has been trivialized, regarded as separate from life and as unrelated to the broader social context and processes. The family prevails as the primary socializing agent and to a high extent it also defines appropriate gender behavior, which sometimes could include sport. Numerous studies have indicated that other people who are usually seen as role models have influenced many individuals who become involved in sport.

According to Harris, (1994) the family is said to be generally responsible for early sports socialization, including modeling, reinforcement and the shaping of the observed behavior. Buffer et al (1996), also argues that the socializing process at home for both sexes is different. Boys usually get more support and encouragement to get involved in activities, which offer sporting opportunities. They are furthermore provided with role models who encourage and support participation in physical activities. Snyder and Spreitzer (1976) stated that girls receive greater encouragement for certain sporting codes which are seen to be more feminine. Girls are encouraged to participate in gymnastics rather than baseball.

Learners who receive parental support will be motivated to perform better than those learners who are not motivated by their parents. Interest in sport by children is usually preceded by the parents' interest Harris, (1994). The, Nicholls' theory (1984) Theory of Achievement Orientation states that through achievement the child will display great interest opportunities in the future. Nicholls' theory relates to differences in understanding the meaning of competence or ability. Some people think that competence implies performing better than other people and this is termed an ego-involved orientation. In contrast, other people see competence from a personal point of view, which can lead to personal improvement, which can lead to personal improvement and this, is referred to as task-orientation.

According to Nicholls' theory the motive is to demonstrate some level of competence mediated by underlying differences in the personal interpretation of achievement. This theory has attracted a lot of attention but unfortunately has not been empirically tested within the youth sport realm Higginson, (1985). A major difference between the two theories is that Nicholls (1984) argues that the demonstration of competence is the most gratifying feeling in

the sport fraternity, as opposed to Harter, who emphasizes that the attainment of competence is what, is most rewarding in any world of sport.

The demonstration of competence, particularly for learners who have worked extremely hard to reach that level, could be very rewarding. According to Higginson (1985) found that parents were the main socializing agents in the early years of both girls and boys. As the individual older significance of family support seemed to decrease and peers, coaches and teachers become the main supportive agents.

2.2.5 Environmental factors.

❖ Birthplace

Cote et al, (2006) suggest that Retrospective studies of high performing athletes in the US and Canada athletes from small communities (30,000-100,000 people) have a greater chance of succeeding in sport. This birth place effect might indicate the importance of the early years on a child's engagement with PE and sport. Rees et al., (2013) suggests in small to medium communities young people may have better access to sport facilities, a more fertile ground for play, participation and competitive experience and have an increased likelihood of competition with or against adults. Rees's hypothesis is that skill rather than early maturation is the key factor in this less crowded sporting pathway, suggesting the less crowded pathway is more favorable for creating adult champions.

Smaller cities have been shown to have more emphasis on the quality and quantity of play where there is greater access to facilities and open spaces, as well as an emphasis on engagement with families, schools and communities. This can lead to increased developmental support for the athlete Cote et al, (2006); MacDonald et al, (2009). Communities that are too small suffer from not having the facilities, support networks or coaching available to the athletes to lead the developmental process of talent to elite level. In support, large urbanized environments are thought to limit the opportunities available to young people; this is shown by lack of facilities available for outside play due to a close proximity to street traffic, resulting in smaller social networks for children and diminished opportunities to grow social and motor skills Mac Donald et al, (2009).

Studies on male and female athletes have shown that they receive different treatment in sport socialization; however research into the birth place effect for both genders have shown to be favorable to smaller cities and towns MacDonald et al, (2009); Baker et al, (2007).

In summary, the research is showing that certain sizes of communities have positive effect on the early years of a developing athlete, but at this stage only speculative answers are being provided as to why.

❖ Support

Quality of support from parents, family, siblings, coaches and teachers is all important in the development of a young athlete as they journey towards elite performance Connaughton et al, (2010). The support of the coach has continually been stated as essential for the transition and support to elite performance Durand-Bush, (2002); Gould et al, (2010). Coaches who installed confidence and trust have been shown to produce successful teams and athletes. Teachers and friends have been shown to be the two main influences for young athletes.

Gould et al (2010) in his review of UK Olympic champions highlighted the importance of breadth of support around successful athletes. Suggesting that the range of support an elite athlete requires needs be individualized and broad. While researchers agree that support is critical success, Rees et al. (2013) indicated that poorly delivered support may be worse than no support at all.

There are a number of key transition phases for young athletes at school; perhaps the two most common ones are between primary secondary schooling and at the end of secondary schooling. While many PE teachers and school coaches try hard to prepare their young athletes for the latter and few young athletes realize the consequences of a widening selection pool post 18 years will have on their ambition to continue to succeed in sport.

2.2.6 .Factors related to the School

Frydenberg & Lewis, (1993) suggested that school is a place to fulfill certain social roles with peers and the opposite sex. Most of the decisions that teenagers make are important for their development and self-actualization and this might have a big impact on their lives at a later stage. If the pressure to participate in sport is not generated at home, then it should come from

the coaches, peers and particularly the teachers who are the main driving forces within the education sector. Schools are thus important as it mold's the lives of our developing teenagers. On the other hand, Engei (1994) also indicated that schooling is of fundamental importance in perpetuating the notion that some sports are more „masculine“ or „feminine“ than others. For some schools there is still a discrepancy as to which gender should participate in the different sporting codes.

A lot of our schools do not have girls“ soccer, basketball and volleyball teams as these are labeled as boys sporting codes. Schools are institutions in which physical activity is mainly organized within an educational context and thus determines whether learners will participate. The link between sport and education plays a crucial role in the holistic development of the learner Khumalo, (1999).

Poor quality of learning environment, poor school facilitates irrelevant curriculum, distance to school, lack of role models and teachers negative attitude to girls education are impediments that hinder girls participation in education FAWA, (1996:10) Learning materials are one factor, which put female students at a disadvantage. Most of the physical activities materials are not suitable and inviting girls to participate in activities according to their ability and age wise and they do not approve a balanced treatment of the sexes but exhibit male bias.

2.2.7. Factors related to 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.

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 sprite. 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 believing 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. According to Kiouvula (1995), the participation of women in sport has always been seen as the presence of women in a man's world. Hargreves (1997) suggested that women were excluded from convenient venues.

Davies (1996) suggested that during infancy and childhood, children develop attitudes, which are formed through their interaction with their world. Parents and family members play a pertinent role in this regard. As the child develops, school influence becomes more important. When learners are outside the home they are exposed to different behaviors and attitudes. From primary school to senior secondary school, learners make choices, which can build or destroy them as individuals. Entrenching such behavioral patterns will depend on whether such behavior is approved of in the family dynamics. If these, patterns are accepted by the family then they would be reinforced.

The adoption of attitudes and behaviors in relation to sport is often associated with the need to be accepted by their parents, community and the society they interact with on a daily basis Davies, (1996). Harris (1994) stated that the family is said to be generally responsible for early sports socialization and interest in sport is often preceded by the parents' interest. Socialization is "the process whereby individuals learn skills, traits, values, attitudes, norms and knowledge associated with performance of present or anticipated social roles. The sport socialization process contains three components the socialization into sports refers to the social and psychological influences that shape an individual's initial attraction to sports. These influences include the prevalent attitudes and values within the family or the peer group.

Brustard (1992) explored that socialization via sport refers to the acquisition of attitudes, values, and knowledge as a consequence of sport involvement. Socialization out of sport involves those influences that contribute to an individual discontinuing his or her sport

participation””. The following socializing agents directly or indirectly influence the choice that would be made by teenagers on a daily basis.

2.2.8. Factors related the Media

Kane (1998) suggested that the media’s portrayal of female athletes plays a fundamental role in the preservation of stereotypes that are formulated by people in relation to female involvement in sport. The media’s portrayal of female sport participants is limited. There is an increasing awareness of young adult sport fiction books; although very few of them have a female sport protagonist as opposed to those with male protagonists which are still found six times more.

Fiction portraying female protagonists would be more appealing and such books can encourage girls and make them realize that there are other options in their lives. This will enable teenage girls to counteract the limitations of gender stereotypes and to realize that they can follow their dreams, even in sport. Reading about strong, competent sports women could also encourage more black female adolescents to participate in sports.

2.2.9. Economic status factor

A family’s economic status is considered to be an influential factor in the general participation of children in sport Kirk et al, (2005). It is unknown if this is related to the financial cost associated in taking part in sport or if it is related to the cultural ‘value’ placed on sport. Rees et al., (2013) states that there is minimal evidence to link socioeconomic status and success in performance sport. Past literature such as Houlihan et al (2000) has shown a tendency to suggest that independent schools have better coaching and support than the state sector.

Houlihan et al. (2000) states there are a strong link between the advantages of the independent sector, social class, educational attainment and sports participation. Tozer (2013) in his analysis of the school backgrounds of the members of the British Olympic team between 2000-2012 claimed that the members who went to independent schools out performed non independent school members of TeamGB. Tozer did not put this success down to outstanding sports facilities and specialist coaches at the private schools.

He was also unable to find a link with sport scholarships, but explained that most scholarships

are awarded at 11-13 years as parental pressure prevents schools from offering them at 16 years when it is much easier to recognize talent. While Tozer states that members of TeamGB attending independent schools reflects the national average for the school population post 16, he states that those attending independent schools who were placed in the top eight finishers within Team GB, is higher than the national average. Some further consideration is needed to normalize for the bias of Team GB's success in sports, like rowing, equestrian and sailing, on the data. If Team GB's success came predominantly from sports like football, table tennis, boxing, basketball and taekwondo, the findings are highly likely to be reversed.

In summary, it is hard to establish from the evidence if the socioeconomic status has a direct link on achievement in high performance sport. Is it clear from the research that socioeconomic status does impact general participation in sport and by association it would be possible to say that by default it does affect participation in competitive school sport. When participation is linked to access to practice it is possible to suggest that socioeconomic status does effect achievement, but to do so with confidence would be misguided. This is an area that needs further research.

Higginson, (1985) suggested the notion is that social background and availability of opportunities influence the decision to be involved in sport or not. This implies that the economic background of an athlete facilitates the choice to participate in sport because opportunities are readily available. Sport participants can thus afford to travel to where the facilities are situated and they can also afford to buy the necessary sporting equipment. There are however, many factors that make it impossible for certain females to take part in sport. According to Higginson (1985), argued that even if facilities are available a child might not participate in sport if the parents are unconcerned regarding this facet of the child's development.

2.3. Factors related to Instructional Facilities and Materials

Motzel further discussed that, when there is no lack of equipment and materials that appear geographically to understanding of the pupil teaching cannot be challenged indeed. In light of this statement, Tirusew (1998) also describes that for effective teaching and learning to take place, classroom must be adequately organized and conducive enough. The crux of

educational quality among others heavily relies upon the environmental conditions and facilities of the classroom. Whenever theoretical issues presented in classroom for students, it is practically proved that students get the most out of them when they supported by teaching materials Hallak, (1990). The writer further maintained that classroom should have furniture that is comfortable and easy to move from one point to another and to arrange for different purpose.

The most writers argued that classroom should encompasses teaching materials like, textbook, guide, map, charts etc. therefore teaching material and other classroom situation are often per amount importance in the process of teaching and learning where lack of appropriate material results in hampering effective transmission of knowledge. In learning football the essential issue which are necessary available includes, the ball, the facilities and equipments and the like. It was discovered that the available facilities and equipment at every school visited were not significantly used by the teacher for effective teaching.

This research result was in with the opinion of Awosika (2009), that it might be impossible to achieve satisfactory results from athletes whose facilities and equipments are in adequate or of sub- standard.

3. MATERIALS AND METHODS

This chapter deals with Research design, Source of data, Sampling Size and Technique, Data Collection instrument, Procedure of data Collection, Method of data Analysis and Ethical issues.

3.1 Description of the Study Area

The study was conducted at Jarso Woreda secondary school, West Wollega zone of Oromia Regional state. Jarso is one of the woredas in the Oromia Region of Ethiopia. It is part of the western Wollega Zone. It was separated from former Nedjo woreda in September 1986. It is bounded by Mana Sibru in the north, Babo Ganbel in west and Nedjo in the east and in the south Gulliso. (https://en.wikipedia.org/wiki/West_Wollega_Zone)

Jarso woreda is located 528 KM from central city of Addis Ababa , at an altitude of about 1200-1400 meters above sea level in sub-humid agro economical zone. It is amid-altitude area with an annual rainfall of 1200-1600mm having a unimodal pattern and increasing from April to October with the peak rain season in July and August Jarso Woreda agricultural and rural development office. The average minimum, mean and maximum temperature of the area is 15°C, 20°C and 29°C respective. The map of the study site is indicated on page 65.

3.2 Research Design

The study was aimed to assess the major factors affecting participation of female students in learning football practical class in Jarso Woreda Secondary Schools West Wollega Zone Oromia Regional State. For this study, methods employed in order to achieve the objectives stated in the earlier parts of the study were a survey based on combined quantitatively and qualitatively designed i.e. mixed type. The design include triangular of data collection by questionnaires, interviews and observation check list. Information collected through questionnaire is interpreted quantitatively using tables, percentages and frequencies and the information collected from respondents through interview and observations are interpreted qualitatively.

3.3. Sample Size and Sampling Techniques

The participants of the study are 3 PE teachers, 4 the School principals, 200 female students, those are all female students' selected from two secondary schools of grade 10 (ten) 400 total students and so the sample size of the student was 200 participants.

Generally, the total sample size of Physical education teacher, School principals and Students were 207 participants.

Regarding the sampling techniques purposive sampling and simple random sampling were involved. As a specific sampling technique the researcher used purposive sampling for the School principals and Physical education teachers because their response as a data is more reliable and valid, since they are expert in the area.

The researcher used simple random sampling techniques based on the lottery method. The reason for the researcher used simple random sampling techniques because it gives all units for equal chance to be selected.

The researcher used to the sample size of students from total population by using Slovin's formula ($n = \frac{N}{1 + N(e^2)}$)

Where $n =$ is the sample size,
 $N =$ is the population size and
 $e =$ is the margin of error.

Therefore, based on the above formula the sample size was calculated as:-

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{400}{1 + 400(0.05)^2} = \frac{400}{1 + 400(0.0025)} = 200$$

Table 1 Population of the study

Name of Schools	Number of students															PE Teacher			Principals			Total		
	Grade 10 th															T	M	F	T	M	F		T	
JGDSS	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	150	1	1	2	2	-	2	154	
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10									

Table 1; indicated that from Jarso Geba Defino Secondary Schools 150 (10 from each class) female students, 2 principals (Principals and Vice Principals) and 2 physical education teachers was included in this study.

Table 2. Population of the study

Name of Schools	Number of students					PE Teacher			Principals			Total	
	Grade 10 th					Total	M	F	T	M	F		T
HBSS	A	B	C	D	E	50	1	-	1	2	-	2	53
	10	10	10	10	10								

Table 2; indicated that from Haro Biru Secondary School 50 (10 from each class) female students, 2 Principals (Principals and Vice Principals) and 1 physical education teacher were included in this study.

3.4 Sources of Data

Primary Data was used for this study; the primary data was collected from simple randomly and purposively selected key respondents through questionnaires, interview and observation checklist.

3.5 Methods and procedures of data collection

3.5.1 Data Collection Instruments

The instruments employed to gather the necessary data for this study were questionnaire, observation checklist and interview. According to Cohen and Manion, (1994), use of combination of methods is suggested as having advantages of correct some of the deficiency of any one source of data. Therefore the above mentioned data gathering instruments were employing in this study.

3.5.2 Questionnaire

Questionnaire would be chosen as a data collection instruments. A questionnaire is a printed self report form designed to elicit information that can be obtained through the written responses of the subjects. Questionnaire facilitates the collection of data by asking all, or a sample of people, to respond to the same questions. It is less expensive, often gather anonymity of respondents and appropriate for collecting factual information Kumar (1999).According to Best and Khan, (2005) questionnaire would be prepared to get information from students on their perception of the subject and the behavioral changes the claims as a result the instruction of physical education. They were made to give their responses up on each item using yes or no high, medium, low, always, sometimes, Excellent, good, very good, poor and so on.

3.5.3 Interviews

Interviews were appropriated to collect in depth information and allow opportunity for explanation of questions and can be applied to any type of population Best and Kahn, (2004). For this study semi-structured question were developed for Physical education teachers and school principals. One of the main advantages of interview is that provides uniform information, which assures the comparability of data Kumar, (1999).

Interviews helped to obtain useful information because they presented an opportunity to ask probing questions and capture nuances. The interviews were chosen by purposive sampling.

All the physical education teachers and school principals were selected purposively for the face-to-face interview.

3.5.4 Observation

The observations item were appropriated with reference to the nature and objectives of the study. Items would be grouped into appropriate categories. The units of observation would be simple and carefully worded so as to facilitate precise and uniform recording. Moreover, observation check lists can deal with PE teacher's activity, student's' activity, adequacy of sport facilities and equipments and method of teaching employed while the lesson of Football is on progress, how they feel these would help in making them and better the students.

Pilot Test

Pilot study was used for the appropriateness of the item, (the instruments used for data collection). To get full information the researcher arranged the time with the shift and try to make the questionnaire items clear and brief idea for the respondents to avoid confusion of the questionnaire items and to maintain the validity and reliability of the language coherence. After that the questionnaire distributed to the students, physical education teachers and school administration of both secondary schools of Jarso Woreda those were selected for the study.

A pilot study was used as a “small scale version or trial run in preparation for a major study” (Polit, Beck, and Hungler, (2001, P.467).

Baker (1994) noted that “a pilot study is often used to pre-test or try out. One of the advantages of conducting a pilot study is that it can give advance warning regarding weakness in a proposed study. These include: where research protocols might not be followed, or whether proposed methods or instruments are in appropriate or too complicated.

3.6. Method of Data Analysis

In this study the researcher was used both quantitative and qualitative analysis. By using quantitative analysis, the open ended questionnaires were analyzed with tabulated, frequency

and percentage. With the help of qualitative analysis all the data collected from questionnaires, interview and observations check list were analyzed using words.

3.7. Ethical issues

Before data collection, consent is asked from concern body. In this case a formal letter from Haramaya University Particularly from the school of Natural and computational science is given to the researcher can show the letter to concern body.

4. RESULTS AND DISCUSSIONS

4.1. Over view

This chapter deals with data interpretation and analysis of the study. The data were collected through questionnaires, interviews and observation checklist from female students, teachers and the school principals. Here the data is presented in tables and analyzed using frequency and percentage in order to give full information about the study.

Table 3. Characteristics of female students' respondent by Age, Sex and Grade

Schools	No of respondent	Sex		Age			
		M	F	<17	18-20	21-25	> 25
JGDS	150	-	150	-	82	78	-
HBS	50	-	50	-	29	11	-
Total	200	-	200	-	111	89	-

Regarding to the grade levels of the participant; all participants of female students from both secondary schools are grade 10th. Regarding to the age of the respondents from both secondary schools, 111 (55.5%) of students are between age group of 18 –20 and 89 (44.5 %) of the female students in age group between 21 – 25 years of age. The majority of female students from both secondary schools are between age group of 18 –20.

Table 4. The Characteristics of teachers' respondent by sex, age, Service years and Qualification.

Name of School s	N o. of Res. .	Sex		Age			Service year				Qualification		
		M	F	<25	25-30	31-40	< 5	6-10	11-15	<16	Dip lom a	Fist deg ree	Secon de gree
JGDS	2	1	1		2	-	1	1	-	-	-	2	-
HBS	1	1	-	-	1	-	-	1	-	-	-	1	-
Total	3	2	1	-	3	-	1	2	-	-	-	3	-

As the above table shows that, the numbers of male PE teachers are 2 where as the number of female PE teacher is 1. All of the teachers are degree holders. Regarding with the age from both secondary schools 3 (100%) of teachers are in age group between 25–30 years. Concerning with work experience from both secondary schools, 1 (33.3%) of the teacher have work experience below 5 years, 2 (66.7%) of the teachers have work experience between 6-10 years.

4.2. Responses of female students on closed ended questionnaires.

Table 5: The Performance of the Teacher

Responses	Respondents	
	Frequency	Percentage
High	30	15
Good	32	16
Medium	35	17.5
Poor	103	51
Total	200	100

According to the above table most of the students which 103 (51%) responded that, teachers have a poor performance, 32 (16%) of them respond as good, 35 (17.5%) of them respond medium and the rest 37 (15%) of students response that their teacher performance is high so here we can say that most of the students concluded that there teacher performance were poor. That may cause less participation in the lesson football for female students.

Table.6: Teachers' Absents in football Lesson

Responses	Respondents	
	Frequency	Percentage
Always	-	-
Sometimes	52	26
Never	148	74
Total	200	100

According to the above table 52 (26%) responded that teachers are missed their class sometimes but 148 (74%) of respondents replied that their teachers used classes effectively. Many of the respondent concluded that during football lesson were not totally miss by their teachers but sometimes it may be missed by physical education teachers.

Table.7: Relationship between PE Teachers and Female Students

Respondents	Responses	
	Frequency	Percentage
Yes	37	18.5
No	163	81.5
Total	200	100

This table shows that 163 (81.5%) of the students responded as there are no good relationship between physical education teachers and females but 37 (18.5%) of them replied that there is a good relationship. Therefore, according to the respondents there had been some problems regarding to the interaction of females with their teachers.

Table.8. PE teacher provide equal chance for you and male student football class

Responses	Respondents	
	Frequency	Percentage
Yes	33	16.5
No	167	83.5
Total	200	100

The above table shows that 33 (16.5%) of female students from both secondary schools replied that teachers provide equal chance for both male and female students. Whereas, 167 (83.65%) of female students from both secondary schools said that teachers did not give equal chance for female students during football practical class.

Table 9: Different Teaching Learning Approach Used by the Teacher in playing Football

Respondents	Responses	
	Frequency	Percentage
Yes	57	28.5
No	143	71.5
Total	200	100

According to the above table most of the students replied that, who are 143 (71.5%) of them, the teacher not used different mechanisms of learning teaching approach but 28.5% of the students respond that some teachers can use different kinds of learning teaching approach in training football. From the above discussion, we concluded that majority of physical education teacher does not used different teaching learning approach

Table 10: Absents of Female Students in Football Practice

Responses	Respondents	
	Frequency	Percentage
Always	12	6
Sometimes	76	38
Never	112	56
Total	200	100

As shown in the above table the total population of the sample respondents replied that, which are 112 (56%) of them, said never 76 (38%) responded sometimes and the rest 12 (6%) of them responded always, so this table indicated that less number of students are agreed always but most of them are expelled from practical session.

The' reason why females students never attend the football practical class:

- It requires physical challenge
- Because of the teacher
- The boys laugh at me
- I hate the game

As indicated above the majority of the respondents, replied that, it requires physical challenge, some of them said that because of the teacher, and the other respondents, replied that because of the boys laugh at me and the rests of them respond that I hate the game. So it implies that due to certain reasons females are totally absent from football practical class.

Table 11: The Ability of the Teacher to Demonstrate Well

Responses	Respondent	
	Frequency	Percentage
Yes	54	27
No	146	73
Total	200	100

The above table shows that most of the respondents are 146 (73%) of the total sample population responded, teachers during practical session cannot demonstrate well and others 54 (27%) of them respond, teachers demonstrate nicely. So this implies that the demonstration ability of teachers during practical session were somewhat poor, according to the majority respondents.

According to Durand-Bush, (2002; Gould et al, (2010), the support of the coach has continually been stated as essential for the transition and support to elite performance Coaches who installed confidence and trust have been shown to produce successful teams and athletes.

Table 12: Availability of Material in the School to Learn Football

Respondents	Responses	
	Frequency	Percentage
Adequate	21	10.5
No sufficient	130	65
None	49	24.5
Total	200	100

As the above table shows 130 (65%) of the respondents are said there are no sufficient materials in the school and 49 (24.5%) of the students responded that there are no materials at all which can be useful to teach football and the rest 21 (10.5%) of them judge the school has enough material for football lesson. According to the above table we conclude that most of the respondents put the school compound have a shortage of materials and equipment to learn Football practical class.

Hallak, (1990) cited, whenever theoretical issues presented in classroom and outside of classroom for students, it is practically proved that students get the most out of them when they supported by teaching materials .The writer further maintained that classroom and outside of classroom should have furniture that is comfortable and easy to move from one point to another and to arrange for different purpose.

The most writers argued that classroom and outside of classroom should encompasses teaching materials like, balls, field of play, map, charts etc. therefore teaching material and other classroom and outside of classroom situation are often per amount importance in the process of teaching and learning where lack of appropriate material results in hampering effective transmission of knowledge.

Table13. To change lack of interest in Females' Participation with football, the Teachers should

Responses	Respondents	
	Frequency	Percentage
Educate about football subject	47	23.5
Create awareness to students participate	153	76.5
Total	200	100

As shown in the above table 47 (23.5%) of the respondent replied that, to change the lack of interest in females participation with football, teachers should educate the students about football subject but most of the respondent responded, which are 153 (76.7%) of the sample

population, teachers should create awareness for female students to participate in football in order to change the lack of female students for the lesson.

Table 14: To Improve Female Students' Participation PE Teachers Should Give the Training

Responses	Respondents	
	Frequency	Percentage
Regularly	172	89
Sometimes	28	11
Total	200	100

As indicated in the above table 172 (89%) sample respondents replied that to improve the female player participation, physical education teachers should give the training regularly but the rest 28 (11%) of them responded that it is enough to do training sometimes. So this showed that doing the training regularly could make a difference to the low participation of football for female students in Jarso Woreda secondary schools.

Table 15: To Improve the Experience of Female Student Participation they should play with

Responses	Respondents	
	Frequency	Percentage
Boys	23	11.5
Alone	65	32.5
In group	112	56
Total	200	100

As shown in the above table 23 (11.5%) of the students responded that to improve the experienced they should play with boys, 65 (32.5%) responded that to play alone and 112 (56%) of them agreed that, to improve the experience of female students participation they should play with in groups. So it implies that in order to improve the participation level, females students need to do the training with in groups.

Table 16: The Adequacy of ball Distribution in the Football Practical Session

Responses	Respondents	
	Frequency	Percentage
Yes	9	4.5
No	191	95.5
Total	200	100

The above table shows that 191 (95.5%) of respondents agreed that there is no enough ball distribution, but 9 (4.5%) of them only responded that the distribution of ball for handball practical lesson is enough. So it implies that the ball distribution for practical session during football lesson is almost none.

According to Tirusew (1998) In light of this statement describes that for effective teaching learning to take place, classroom and outside must be adequately organized and conducive enough. The crux of educational quality among others heavily relies upon the environmental conditions and facilities of the classroom and outside of the class room.

Whenever theoretical and practical issues presented in classroom and outside of the class room for students, it is practically proved that students get the most out of them when they supported by teaching materials (Hallak, 1990).

The writer further maintained that classroom and outside of the class room should have furniture that is comfortable and easy to move from one point to another and to arrange for different purpose. The most writers argued that classroom and outside of the class room should encompasses teaching materials like, balls, fields of play, map, charts etc.

Therefore teaching material and other classroom and outside of classroom situation are often per amount importance in the process of teaching and learning where lack of appropriate material results in hampering effective transmission of knowledge and skills.

Table 17: Feelings of Female Students Concerning Injuries during football Training

Responses	Respondents	
	Frequency	Percentage
Yes	156	78
No	44	21.8
Total	200	100

As indicated in the above table 156 (78 %) of the sample responded as football playing can cause injuries and 44 (22%) of them feel that football playing cannot be harmful. This showed that since football game was an intense and dynamic activity, females were so frightened the game that was because of injuries.

According to “Shaver (1981)” he argued that the physical fitness of women in sport has always been questioned because of a variety of physiological concerns including the menstrual cycle, reproduction, damage to breasts and genitals. There are some difference in physical and physiological aspects between male and female. These differences have no effect on female to participate in different sports. Anatomical and physiological differences are quite apparent between the two sexes particularly after puberty period.

Early studies argued that females should not be involved in sport, due to the deleterious effects of physical exertion on the frequency of menstruation and the fact that the reproductive organs of female can be affected. These beliefs prevailed for years and later evidence began to prove these early beliefs wrong Leunes & Nation, (1991) Pre-adolescence is (9-11 years) a stage that involves a slow but consistent form of growth. It is a calm period just before rapid onslaught of adolescence.

The body is undergoing developmental changes in the skeletal system, muscular system and motor development. Accepting one’s physical appearance and being able to deal with the physical changes involved with maturity and growth is one of the most crucial developmental tasks common to most adolescents Brettschneider & Hein, (1997).

Table 18: The School has Enough Places to Learning Football

Responses	Respondents	
	Frequency	Percentage
Yes	46	23
No	154	67
Total	200	100

As the above table shows, majority of the respondents are 154 (67%) of the sample population replied that, there is no enough place to learning football but the rest 46 (23%) of them responded that there is enough place to learning football. This indicated that because of the school had no enough place to learning football, female students were far from participating with football in any time they want.

As “Frydenberg & Lewis, (1993)” suggested that school is a place to fulfill certain social roles with peers and the opposite sex. Most of the decisions that teenagers make are important for their development and self-actualization and this might have a big impact on their lives at a later stage. If the pressure to participate in sport is not generated at home, then it should come from the coaches, peers and particularly the teachers who are the main driving forces within the education sector. Schools are thus important as it mold’s the lives of our developing teenagers.

On the other hand, “Engei (1994)” also indicated that schooling is of fundamental importance in perpetuating the notion that some sports are more „masculine“ or „feminine“ than others. For some schools there is still a discrepancy as to which gender should participate in the different sporting codes.

A lot of our schools do not have girls“ soccer, basketball and volleyball teams as these are labeled as boys sporting codes. Schools are institutions in which physical activity is mainly organized within an educational context and thus determines whether learners will participate. The link between sport and education plays a crucial role in the holistic development of the learner Khumalo, (1999).

Table 19. The degrees of lack of media coverage affect female participation

Responses	Respondents	
	Frequency	Percentile
High	132	66
Medium	50	25
Low	18	9
Total	200	100

Based on the above data 132 (66%) of female students from both secondary school, said that the degree of lack of media coverage affect the participation of female students in football are “High”. 50 (25%) of respondent from both secondary Schools replied that the degree of lack of media coverage affect the participation of female students in football are “Medium. Whereas 18 (9%) of respondent from both secondary school said that the degree lack of media coverage affect the participation of female students in football are “Low”. So, based on the above data lack of media coverage are the major factors that affect the participation of female students in football.

According Kane (1998) suggested that the media’s portrayal of female athletes plays a fundamental role in the preservation of stereotypes that are formulated by people in relation to female involvement in sport. The media’s portrayal of female sport participants is limited. There is an increasing awareness of young adult sport fiction books; although very few of them have a female sport protagonist as opposed to those with male protagonists which are still found six times more.

Fiction portraying female protagonists would be more appealing and such books can encourage girls and make them realize that there are other options in their lives. This will enable teenage girls to counteract the limitations of gender stereotypes and to realize that they can follow their dreams, even in sport. Reading about strong, competent sports women could also encourage more black female adolescents to participate in sports.

Table 20 Extent male students support you during practical class

Responses	Respondents	
	Frequency	Percentage
High	34	17
Medium	45	22.5
Low	121	60.5
Total	200	100

According to the above table, 34 (17%) of respondents from both secondary schools said that the degrees of male students to support female students during football class are “High”. And 45 (22.5%) of respondents from both secondary schools relied that the degree of male students to support female students during football class are “Medium”. Whereas 121 (60.5%) of respondents from both secondary schools said that the degree of male students to support female students during football class are “Low”. Therefore, based on the above data male students did not support female students during football practical class.

Table 21: How Far the Teacher allowed you participating in football practical class

Responses	Respondents	
	Frequency	Percentage
More	16	8
Less	123	61.5
Not at all	61	30.5
Total	200	100

The above table shows that, 123 (61.5%) of students replied that the teacher allowed less participation for females, 61 (30.5%) of the respondents respond that teacher is totally give no chance to females participation in football and 16 (8%) of students respond the teacher give more time for females to participate. According to this table most of the teachers are not allowed to give more time for female students to participate in football but some teachers may

give a chance to participate which is good way for initiating females to participate widely during the lesson.

Table 22. Degree of physical and physiological factors affects female participation during football practical class.

Responses	Respondents	
	Frequency	Percentile
High	134	67
Medium	48	24
Low	18	9
Total	200	100

Based on the above data 134 (67 %) of female students from both secondary school, said that the degree of physical and physiological factors to reduce the participation of female students during football class are “High”. And 48 (24%) of respondent from both secondary School replied that the degree of physical and physiological factors to reduce the participation of female students during football class are “Medium.

Whereas 18 (9%) of respondent from both secondary school said that the degree of physical and physiological factors to reduce the participation of female students during football class are “Low”. So, based on the above data physical and physiological factors are the major factors that affect the participation of female students during football class.

According to shaver (1981) Anatomical and physiological differences are quite apparent between the two sexes particularly after puberty period shaver (1981). Early studies argued that females should not be involved in sport, due to the deleterious effects of physical exertion on the frequency of menstruation and the fact that the reproductive organs of female can be affected.

Table 23: The Main Problem That Female Students Faced to have a Low Participation in football

Responses	Respondents	
	Frequency	Percentage
Biological	60	30
Environment	44	22
Culture	36	18
Family	60	30
Total	200	100

As shown in the above table 60 (30%) of the students respond biological and also the same number of the sample population which is 60 (30%) replied family, 36 (18%) of students respond culture and 44 (22%) of the respondents respond that environment is a problem which can be a reason for female students to have a low participation for football lesson. So that according to this family, biological, environment and culture related problems could be a factor for the hindrance of female student participation in learning football in Jarso Woreda secondary schools.

According to Haris, (1994), the family is said to be generally responsible for early sports socialization, including modeling, reinforcement and the shaping of the observed behavior. Buffer et al (1996), also argues that the socializing process at home for both sexes is different. Boys usually get more support and encouragement to get involved in activities, which offer sporting opportunities.

They are furthermore provided with role models who encourage and support participation in physical activities. Snyder and Spreitzer (1976) stated that girls receive greater encouragement for certain sporting codes which are seen to be more feminine. Girls are encouraged to participate in gymnastics rather than baseball.

4.3 Response of PE teachers to Closed End Questionnaire

Table 24. Providing equal chance for female and male students in football.

responses	Respondents	
	Frequency	Percentage
Yes	2	75
No	1	25
Total	3	100

According to the above data, 2 (66.6%) of respondents from both secondary schools replied that, they provide equal chance for both male and female students during football class and 1 (33.3%) of the respondent replied that not provide equal chance for both male and female students during football practical class.

Table 25 School principals or administrators fulfill sport materials for physical education department.

responses	Respondents	
	Frequency	Percentage
Yes	-	-
No	3	100
Total	3	100

The above table shows that, All 3 (100%) of the respondents from both secondary schools replied that principals or administrations did not fulfill sport materials for physical education department.

The reason why school principals did not fulfill sport materials for physical education department

Majority of physical education teachers replied that, because of financial constraint, school principals did not fulfill sport materials for physical education department.

What do you advise for female students those who do not participate in football class?

All PE teachers said that, when you participate actively in football class, you can develop the following terms; - Physical, Mental, Social interaction, Motor and skill

Table 26: The Attitude of Teachers towards Female Student Participation in Football Lesson

Responses	Respondents	
	Frequency	Percentage
Excellent	2	66.7
Very good	-	-
Good	1	33.3
Poor	-	-
Total	3	100

As the above table shows 1(33.3%) of teachers show good attitude for female students participation in football practical class, 2 (66.7%) of teachers reflect excellent attitude towards female students' participation in football practical class.

Table 27: The Measurement of Teachers to Change the Attitude of Female Students towards Football

Responses	Respondents	
	Frequency	Percentage
Yes	1	33.3
No	2	66.7
Total	3	100

The above table indicated that 66.7% of the teachers responded, they could not take any measurement to change the attitude but 33.3% of them try to take measurement to change the attitude of female students towards football. This implies that even if few or one teacher took measurement to change students it remains, to do by many teachers to implement that may affect the female participation towards football.

- The reason for teachers to take measurement to change the attitude of female students

- ✓ To increase the overall football participation
- ✓ To make girls more competent like boys

As indicated on the above reason most of the teachers responded that to make girls more competent like boys and some of them responded to increase the overall football participation. This implies that majority of the teachers are taking measurements to change the attitude of female students towards Football to increase the overall football participation and to make girls more Competitive.

- Reason for teachers do not taken measurements to change female students' participation in football lesson
 - ✓ Because of material
 - ✓ It takes more time
 - ✓ There is no place to take any measurement

As indicated on the above reason, most of the teachers responded that there is no enough place to take any measurement in order to change female students attitude towards football participation, some of the teachers responded that because of material and rests respond that it takes more time to take any measurement in order to change female students attitude towards football participation.

Table 28: Problems Faced by the Teachers during the Practical Session in Football

Respondents	Responses	
	Frequency	Percentage
Yes	2	66.7
No	1	33.3
Total	3	100

The above table shown that 2 (66.3%) of the teachers responded yes during practical session there are problems but 1 (33.3 %) of them respond no. This implies that most of the Physical Education teachers faced such problems during the practical session foot ball.

Table 29: Female Students' Interest and participation in football can be affected by Families, Environments, communities and Teachers.

Responses	Respondents	
	Frequency	Percentage
Yes	2	66.7
No	1	33.3
Total	3	100

As shown in the above table 2 (66.7%) of the teachers responded yes and 1 (33.3%) of them said No. so it indicated that majority of the teachers agreed with that of interest and participation of female student in football can be affected by their families, teachers, environments, and communities.

According to Haris, (1994), the family is said to be generally responsible for early sports socialization, including modeling, reinforcement and the shaping of the observed behavior. Buffer et al (1996), also argues that the socializing process at home for both sexes is different. Boys usually get more support and encouragement to get involved in activities, which offer sporting opportunities. They are furthermore provided with role models who encourage and support participation in physical activities. Snyder and Spreitzer (1976) stated that girls receive greater encouragement for certain sporting codes which are seen to be more feminine. Girls are encouraged to participate in gymnastics rather than baseball.

According to Higginson (1985) found that parents were the main socializing agents in the early years of both girls and boys. As the individual older significance of family support seemed to decrease and peers, coaches and teachers become the main supportive agents.

Rees et al., (2013) suggests in small to medium communities young people may have better access to sport facilities, a more fertile ground for play, participation and competitive experience and have an increased likelihood of competition with or against adults.

Rees's hypothesis is that skill rather than early maturation is the key factor in this less crowded sporting pathway, suggesting smaller cities have been shown to have more emphasis on the quality and quantity of play where there is greater access to facilities and open spaces,

as well as an emphasis on engagement with families, schools and communities. The less crowded pathway is more favorable for creating adult champions.

In summary, the research is showing that certain sizes of communities have positive effect on the early years of a developing athlete, but at this stage only speculative answers are being provided as to why.

Table 30: The Ability of the Teachers

Responses	Respondents	
	Frequency	Percentage
Excellent	1	33.3
Very good	1	33.3
Good	1	33.3
Poor	-	-
Total	3	100

The above table shows that 1 (33.3%) of the teachers respond excellent, 1 (33.3 %) Very good, 1 (33.3%) good and none of them poor responded. According to this response, they are varieties of teachers who scores different level of competence with their ability but the majority were on an excellent level.

Table 31 Extent physical and physiological factors that affect the participation of female students during football class

Responses	Respondents	
	Frequency	Percentage
High	2	66.7
Medium	1	33.3
Low	-	-
Total	3	100

According to the above table, 2 (66.7%) of respondents from both secondary schools replied that, the degree of physical and physiological factors that affect the participation of female students in football class are “High” and 1 (33.3%) of respondents from both secondary schools replied that, the degree of physical and physiological factors that affect the participation of female students in football class are” medium”.

Generally, based on the above result both physical and physiological factors are major factors that affect the participation of female students in football class.

According to Shaver (1981) Anatomical and physiological differences are quite apparent between the two sexes particularly after puberty period. Early studies argued that females should not be involved in sport, due to the deleterious effects of physical exertion on the frequency of menstruation and the fact that the reproductive organs of female can be affected.

Table.32. Extent of equipment and material affects the participation of female students in football practical session

Responses	Respondents	
	Frequency	Percentage
High	3	100
Medium	-	-
Low	-	-
Total	3	100

According to the above table, all (100%) of respondents from both secondary schools replied that, the Extent of equipment and material affects the participation of female students in football practical session class are “High”. Generally, based on the above result equipment and materials are the major factors that affect the participation of female students in football class.

Table.33. How of environmental factors affects the participation of female students in football?

Responses	Respondents	
	Frequency	Percentage
High	2	66.7
Medium	1	33.3
Low	-	-
Total	3	100

According to the above table, 66.7% of respondents from both secondary schools replied that, the degree of environmental factors affects the participation of female students in football practical class are “High” and 33.3% of respondents from both secondary schools replied that, the degree of environmental factors affect the participation of female students in football practical class are” medium”. Generally, based on the above result family backgrounds are the major factors that affect the participation of female students in football class.

4.4 Responses of Interviews from PE teacher and School Principals

The purpose of the study was to investigate the major factors that affect the participation of female students in learning football practical class in Jarso Woreda secondary schools West Wollega Zone Oromia Regional State. The researcher used semi-structured interviews with PE teachers and the school principals to get additional information on the study problem. Therefore, 3 PE teachers and 4 of the two school principals were participated in these interviews: - On the following questions

- What are the major factors that affecting the participation of female students in football,
- The equal participation of female students with male students during football practical class,
- The PE teachers and School principals attitude towards female students participation in football class and
- How to increase the participation of female students in football practical class.

To this effect the researcher had been presented their ideas as follows; during the interviews of the school principals and PE teachers with in the study area lots of issues were a raised.

Majorities of the interviewers replied that female students have fewer interests to participate in football practical class as compared with male students. The interviewers said that the reason to reduce or decrease the interests of female students during football practical class were past experience, shortage of materials and equipments, family background, biological factor, lack of motivation, environmental factors, lack of media coverage, teaching learning methodology, physical and physiological factors were affect their participation. In addition to this discontinuous playing football were the major factors, so it is difficult to improve their performance or skill practically. The attitude of female students in learning football is very low because of the above factors. Not only these reasons physical education departments do not get any support from external bodies except the financial support receive from their respective schools budget, schools have no sufficient physical education teachers to teach football, to organize and administer female students participation. And also schools have no adequate facilities and equipment as well as no adequate place for learning teaching football practical class.

Majorities of the interviewers replied that in order to increase the participation of female students in football, PE teachers or other concerned bodies should create awareness for female students about the benefits of participating in football practical session, PE teachers should apply student centered teaching learning approach method during practical session, school principals or administrators and other concerned bodies should fulfill sport facilities and equipments for physical education department.

Also almost of interviewers replied that, their families and communities should encourage female students in training football. In addition to this, ministry of education should increase the number of periods per week to physical education for more learning football practical class.

4.5 Teachers and Female Students with Observation Checklist

First Round Observation Checklist

NO	Items	Yes	No
1	Does the teacher motivate female students?		✓
2	Do female students are interested to participate in football lesson?		✓
3	Does the playing field for football is well constructed?		✓
4	Does the teacher use different material and teaching aid?		✓
5	Does the teacher give correction at the right time?		✓
6	Does the teacher give feedback for female students while they work?		✓
7	Does the teacher wear appropriate close?		✓
8	Does the teacher give more time for female students		✓
9	Does the teacher give equal opportunity for boys and girls during football practical session?		✓
10	Does the teacher show the practical work well?		✓

Second Round Observation Checklist

NO	Items	Yes	No
1	Does the teacher motivate female students?		✓
2	Do female students are interested to participate in football lesson?		✓
3	Does the playing field for football is well constructed?		✓
4	Does the teacher use different material and teaching aid?		✓
5	Does the teacher give correction at the right time?	✓	
6	Does the teacher give feedback for female students while they work?		✓
7	Does the teacher wear appropriate close?		✓
8	Does the teacher give more time for female students	✓	✓
9	Does the teacher give equal opportunity for boys and girls during football practical session?		✓
10	Does the teacher show the practical work well?	✓	

The Observation takes place at Jarso Woreda Secondary Schools of West Wollega Zone Oromia Regional State. The researcher used two times field observations.

- ✓ As the researcher observed, some teachers try to motivate during football practical session for female students but the rest were not interested to motivate the students to participate.
- ✓ It is not easily observable to understand female interest but sometimes females when they are coming to the field of play they delayed and also ask permission to not participate in the exercise.
- ✓ The school compound had a good volleyball field of play but not foot ball field.
- ✓ During the observation time most of the teachers were not used additional materials as long as the subject teacher meet his students always he used nothing except whistle and some balls.
- ✓ As the investigator observed sometimes teachers give feedback at the end of the practical class but majority of students who get such feedback were boys.
- ✓ Definitely yes in second round observation but sometimes the teachers were given such correction with hot feeling and also by insulting the students that may affect their participation.
- ✓ Not all teachers wear appropriate clothes that are why some students also get into field with trouser carelessly.
- ✓ During the practical session physical education teachers are expected to give more time for female students but except one teacher no one given such opportunity during the observation.
- ✓ When the subject teacher gives the lesson he was mostly appreciate and admire boys rather than girls. This was observed by the researcher during the practical session.
- ✓ Physical education teachers need to be as a role model but sometimes with the practical part it seems to be less in first round observation. So this was the main problem for females that if they didn't get good demonstration they will be expelled through the class. So the research observed there were no good demonstration was taken by PE teachers.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The main objectives of this study was to assess the major factors affect female students' participation in learning football practical class the case of Jarso Woreda secondary schools of west Wollega zone Oromia regional state. This study tried to identify factors affect the participation of female students in learning football practical class. In order to achieve the purpose of the study the following basic research questions were raised:

1. What are the major factors encountered the participation of female students in football practical class?
2. Does instructional material and facilities influence the participation of female students in learning football practical session?
3. How environment influence female students participation in learning football practical class?

To this effect, the study was employed for both quantitative and qualitative research approach and it was conducted in Jarso Geba Defino and Haro Biru secondary schools of grade 10th female students. 200 female students were selected using random sampling method, 3 subject teachers and 4 the school principals as a source of the study were selected purposively. The data collected was analyzed using tabulation, frequency, percentage and worded. And then based on the data analysis the following major findings were obtained. Majority 191(95.5%) of female students replied that, there is no enough ball distribution for them during practical class.

The majority 103 (55.5%) of female students showed the performance of the teachers' ability were low. 126 (73%) of female student said that, the demonstration capacity PE was also implied to them very weak during practical class.

The majority 130 (65%) female students replied that, the school materials and equipments for learning football practical class has been also reflected by the students as problems for the low participation record in football practical class. 123 (61.5%) of female student were agreed to the idea that may physical education teachers were not allowed students specially females to

participate in football practical session. Physical education teacher, and female students relationship with the view of students were also on somewhat have a gap. The feeling of students concerning football playing can be shown with most of them as it causes injuries.

To change the lack of interest and to improve female student participation, they show their interest with creating awareness and doing regularly in football training. Majority 2(66.7%) of the teachers put themselves as poor measurement takers to change the students' attitude and motivate for enhancing females students participate in football. Majority 3 (100%) of PE teachers" replied that the school principals did not fulfill the sport materials and facilities because of financial constraint.

5.2 Conclusions

Based on the findings the following conclusions were forwarded:

- The result of the findings shows that, majorities of respondent the school were does not purchase the facility and equipments for teaching materials in teaching learning football practical class. That could be affects their participation in football practical class and also environmental factors, school factors, lack of financial support, past experience, physical and physiological factors affect their participation in football practical class.
- The ability of physical education teachers to give the lesson during practical class, to demonstrate and to communicate with girls was clearly poor.
- The school compound had no adequate materials and facilities to give football practical session properly, that was the major problem for female students to participate in football practical class wisely.
- Physical education teachers did not used different teaching learning approach methods and mechanisms to motivate and improve females experience in learning football practical class.
- Majority of female students replied that, playing football is a full of body contact that may cause certain injuries to them. Due to these, female students fear to participate in football practical session.

- The attitude of female students, schools and families for participation of these interesting sports were less.
- Female students also highly affected by schools, environments, physical and physiological factors which hindered to participate freely in football game.

5.3 Recommendations

Based on the findings the following recommendations were forwarded:

- ❖ The administration, regional and woreda educational office should be allocating enough budget for purchase the facility and equipments for teaching learning materials.
- ❖ To increase female students' participation in learning football practical class, the school should to prepare and have adequate material and facilities for female students.
- ❖ Physical education teachers should be a role model for their students and motivate females to participate in football by giving more time.
- ❖ Female students should to be aware of the importance of football practical class and their safety procedures.
- ❖ Schools should create a good relationship with Wereda sport office and give them awareness about female student academic performance, participation in school clubs, the importance of playing football and their feature life style.

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7. APPENDICES

APPENDIX I

Questionnaire for Students

Part. 1. Background information.

Direction 1. The following are the respondent background. Hence fill all the information that expresses you.

1. Name of the school_____ 2. Sex_____
3. Age _____ 4. Your grade level_____

Questionnaire provided for female students of Jarso Woreda Secondary School.

The objectives of the questionnaires are to gather information on female participation in football practical class. Please **circle** what you choose from the given alternative

1. What is the performance of your teacher? A. High B. Good C. Medium D. Poor
2. How your teacher absent from practical class? A, always B, Sometimes C, Never
3. Does your PE teacher and female students have a good relationship? A. Yes B. No
4. Does physical education teacher provide equal chance for you and male students during football class? A) Yes B) No
5. Does your teacher use different kinds of teaching learning approach in training football?
A. Yes B, No
6. How often you participate in football practical class without being absent? A. Always B. Sometimes. C. Never
A, High B, Medium C, Low
7. Does your teacher demonstrate well during practical session? A. Yes B. No,
8. How the school have enough materials for teaching learning football practical class?
A. Adequate B. No sufficient C. Not at all
9. To change the lack of interest in females' participation to football, the teacher should
A. Educate the students about the importance of football.
B. Create awareness to students to participate in football.
10. To improve the female student participation, PE teacher should give the practice.
A. Regularly B. Sometimes

11. To improve the experience of female student participation they should play with.
A. Boys B. Alone C. In group
12. Do you have enough balls in your practical session with football lesson?
A. Yes b. No
13. Do you feel that football playing can cause injuries? A. Yes B. No
14. Does the school have enough places for teaching learning football lesson? A. Yes B. No
15. What are the main problems that female students faced to have low participation in football? A. Biological B. Environmental C. Culture D. Family
16. How lack of media coverage affect your participation in learning football practical class ?
A. very high B, High C, medium D, Low
17. To what extent male students support you during football practical class?
A. High B, Medium C. Low
18. How far the teacher allowed you to participate in football? A, more B, less not atoll
19. How Physical and Physiological factors affect your participation in football practical class? A. very high B. high C. medium D. low

APPENDIX II

Questionnaire for Teachers

This questionnaire is to be filled by teachers of Jarso Geba Defino and Haro Biru Secondary Schools. The purpose of this questionnaire is to collect information on the factors that affect female students' participation in football class. Therefore, you are kindly requested to fill in this questionnaire ideas that incorporate different issues related to the paper. Your realistic response will achieve the success of this research.

Thank you in advance for your response!

Part1. Background information

- 1.1. School name _____ 1.2. Your job _____
- 1.3. Sex male _____ female _____ 1.4. Age _____
- 1.5. Qualification: - A, Diploma ____ B, first degree C, Second degree ____
- 1.6. Experience _____ years
- 1.7. Area of your specialization A. Physical education B. Language C. Natural Science
D. Social Science E. Others _____

Part: 2

Direction: Please circle what you choose from the given alternative.

1. Do you providing equal chance for female and male students during football class?

A) Yes B) No

2. Does a school principal fulfill sport materials for PE department? A) Yes B) No

If your answer for question No.2 is „No“, write the reason, Why school principals do not fulfill sport material for PE department?

3. What is your attitude towards female students' participation in football practical session?

A. Excellent B. Very good C. Good D. Poor

4. Did you take any measurement to change attitude of female students towards football?

A. Yes B. No

➤ If your answer for question No. 4 is yes, why?

➤ If your answer for question No. 4 is no, why?

5. Does the teacher face problems during the practical session in football lesson? A. Yes B. No
6. Did you agree that females' interest and motivation can be affected by their families, communities, teachers and environments? A. Yes B. No
8. How Physical and Physiological factors affect female students' participation in football practical class? A. very high B. high C. medium D. low
7. What do you think will be the ability of PE teachers' during practical session?
A. Excellent B. Very good C. Good D. Poor
9. To what extent equipments and material affects the participation of female students in football practical session? A, Very high B, High D, Medium D, Low
10. How environmental factors affect the participation of female students in football?
A, High B, Medium C, Low

APPENDIX III

Interviews for PE Teachers and School principals

The main purposes of these interviews are to collect information regarding to the factors affect the participation of female students in football practical class in Jarso Geba Defino and Haro Biru Secondary schools in Jarso Wereda. Thus, your direct participation has been found essential and you have been selected for the interview. So, you are kindly requested to provide information needed objectively and honesty. It is assured that the collected information will be kept confidential and used for research purpose only.

Thank you!

I. Interview Questions

1. What are the major factors that influence the participation of female students in football?
2. Do you believe that female students have equal participation with male students during football practical class?
3. What is your attitude towards female students' participation in football class?
4. How to increase the participation of female students in football practical class?

APPENDIX IV

Observation Check List

The objective of this observation check list is to get additional information on the studying area.

No	Items		
		Yes	No
1	Does the teacher give equal opportunity for boys and girls during football practical class?		
2	Does the teacher demonstrate the practical work well?		
3	Does the teacher uses different material and teaching aid?		
4	Does the teacher give feedback for female students while they work?		
5	Does the teacher give correction at the right time?		
6	Does the teacher wear appropriate clothe?		
7	Does the teacher motivate female students?		
8	Do female students are interested to participate in football practical session?		
9	Does the playing field for foot ball are well constructed?		
10	Does the teacher give more time for female students?		

Name of school _____

Region _____ Zone _____ Woreda _____

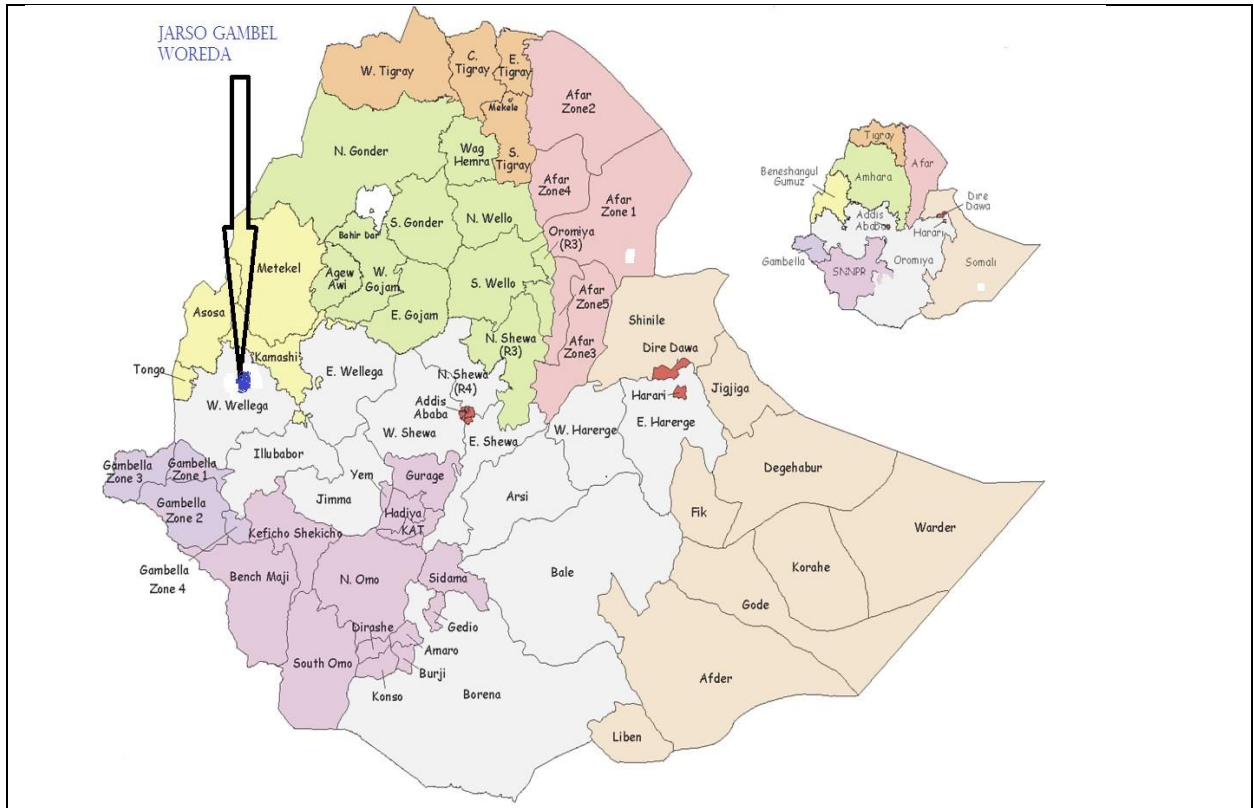
City _____

Subject _____ Grade _____ No of class observed _____

Source: Self prepared

FIGURES IN THE APPENDIX

Figure 11. Map of the Study Site



Source: https://en.wikipedia.org/wiki/West_Welega_Zone