

**CHALLENGES OF FEMALE STUDENTS IN PHYSICAL EDUCATION
PRACTICAL CLASSWITH SPECIFIC REFERENCE TO SOME
SECONDARY AND PREPARATORY SCHOOLS IN AMURU
WOREDA, HORO GUDURU WELEGA ZONE, OROMIYA REGIONAL
STATE**

MEd THESIS

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**Challenges of Female Students in Physical Education Practical Class with
Specific Reference to Some Secondary and Preparatory Schools in Amuru
Woreda, Horo Guduru Welega Zone, Oromiya Regional State**

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MASTER OF EDUCATION IN TEACHING PHYSICAL EDUCATION

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DEDICATION

I dedicated this work to my parents and family for their love and supports.

STATEMENT OF THE AUTHOR

First, I declare that this Thesis is the result of my own work. I have followed all ethical and 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.

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BIOGRAPHICAL SKETCH

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ACRONYMS AND ABBREVIATIONS

CSA	Central Statistical Agency
ETP	Education and Training Policy
FDRE	Federal Democratic Republic Of Ethiopia
GNP	Gross National Product
ICDR	Institute of Curriculum and Development of Research
IOC	International Olympic Committee
NCD	Non -Communicable Disease
PA	Physical Activity
PE	Physical Education
SPSS	Statistical Package for Social Science
UNICEF	United Nations International Children’s Emergency Fund
US	United States
WB	World Bank
WHO	World Health Organization

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Challenges of Female Students in Physical Education Practical Class with Specific Reference to Some Secondary and Preparatory Schools in Amuru Woreda, Horo Guduru Welega Zone, Oromiya Regional State

ABSTRACT

There are many factors which affects the involvement of female students in physical education. Having observed this gaps the current study attempted to assess challenges which affect the participation of female students in PE practical class: in the case of Werebera Secondary School and Amuru preparatory school in Amuru Woreda, Horo Gudru Welega Zone, Oromiya Regional State. To meet the stated objectives the researcher was used descriptive survey design with mixed approach, that is, both qualitative and quantitative research approaches were used. Self administered questionnaire was used to obtain the required information. 175 female students and 5 Physical Education Teachers were selected as a study subjects stratified, simple random sampling technique and proportional allocation was used. Yamane's simplified sample size formula was used to determine the adequate sample size (n=200).. The data were analyzed through SPSS version 16.0, graphs and tables were used to present the analyzed data. The current study indicated that only 26(14.9%) of study subjects were participated in physical education practical class. In the current finding lack of awareness concerning to the advantage of physical education both for students and family of students is the main negative factor for engagement of female students in physical education. In addition to this lack of sport facility, negative attitude towards physical education and culture were found to be the significant factor which affects the participation of female students in physical education. The benefit which the female students are getting was recorded low. Regarding the school, mostly students respond there were the lack of facilities and equipments in teaching Physical Education. In conclusion, the result clearly showed that there are many factors, which hinders the female students' participation in leaning physical education. These include family attitude and support, social influence, economical problem to buy sportswear and materials, Students attitude towards PE, absence of room for changing clothes, separate latrine and water service. To this end, doing with stack holders, developing the awareness of society and female students, providing the required facilities, using appropriate time to encourage female students in Physical Education practical class can help to improvement of participation of female students.

Key words: -Challenges, Stackholders, Physical Education

1. INTRODUCTION

This chapter consists of background of the study, statement of the problem, scope of the study, significance of the study and objectives of the study

1.1. Background of the Study

Physical education is effective learning area that provides students with opportunities to progressively develop knowledge, skills, attitudes and values to become healthy individuals with the ability and confidence to manage their own life style as Wiles and Hawes in 1986, defined. Physical education is the process of education, which is concerned with in the individuals' voluntary movement capabilities and directly related mental, emotional and social responses. From these definitions, it is understood that lack of female participation provides lack of learning experience, lack of activates for the purpose of favorably effecting knowledge, poor attitudes and lack of group participation. These often become problems and burdens on the society unless increasing female participation at every level of the schools. Physical education as term: not meant for and elite or for a few rather it is a knowledge that must reach the masses. Molvaer, (1989).

A.C (1972) physical education is an essential subject matter focus on learning in the psychomotor domain and the development of lifetime patterns of physical activity ICDR, (1999). Since females are occupied by household activities, they have less time to participate in physical education activities. Therefore, the participation of female students in physical education seeks more attention and can be maximized by providing them access to relevant education and training to promote their participation for the development of the society. There are different practical problems for the participation of female students in physical education. Fitsum, (2014)

Among the problems, lack of family guidance, lack of sports field material, socio-cultural problem and the existence of little research in the area as well as the failure to conduct schools competition at all levels; it was taken place; section to section, school to school, between Sub-Cities at City Administration level and at country level. The last problem i.e. absence of schools competitions has hindered, particularly the females, to show their talent, not to be recruited by clubs and so on Fitsum, (2014).The idea that quality of education is

critically determined by teacher's quality which in turn depends on the quality of teacher education. It is universally accepted that the quality of nation depends up on the quality of its citizens. The quality of its citizen depends in critical measures up on the quality of their education. The quality of education depends upon several factors, but the most significant factor is the quality of the teacher. Undoubtedly, the quality of the teachers is determined by the provision of adequate pre-service and in-service education According to Smith and Atkinson (1961) physical education experiences should provide students with instructions in activities and skills that have great value to adult life.

Hence, the research indicated that imposition of tradition upon females' students being considered as not equal to males and looked down by their families and male counter parts. According to Hailu (2012) his findings indicate that the participation in PA among female students is low and they encounter multitude of barriers to participate in the types of PA they need to maintain. King, E and Hill (1993).The most identified barriers were: lack of knowledge and information, lack of suitable equipments, religion. Then these all should be taken into consideration or deal with in order to develop intervention strategies and to minimize the barriers to participate inPE. These barriers may be caused by inadequate promotion and a lack of coordination between schools and families that result female students not knowing what is taking place. So that, adequate information should be provided and coordination and relationship between schools and families has to be made to help knowing where, how to exercise and to increase knowledge of available opportunities, and increasing effort to provide opportunities for accessible, cheap and high quality activities in their surroundings. Even though different research was done before on different parts Ethiopia it's limited in coverage so that it's important to conduct the research on chall institutions .Genet,(1991). Owing the fact that, the FDRE has given a due attention the issue of female education in the country's Education and Training Policy. Ministry of education (2003). The policy document states that "Special attention will be given to the participation of women and those students who did not get educational opportunities in the preparation, distribution and use of educational support inputs". UNICEF,(1992)

Physical education syllabus for grade 9-12 physical education is an essential subject matter focus on learning in the psychomotor domain and the female development of lifetime

patterns of physical activity ICDR, (1999). Therefore, the participation of female students in physical education seeks more attention and can be maximized by providing them access to relevant education and training to promote their participation for the development of the society. There are different practical problems for the participation of female students in physical education. To state some of the problems; school factors, instructional material, peer groups, socio-cultural, economic, physiological and psychological. However, females can show remarkable improvement in their physical features by making continuous physical exercise .Fitsum,(2014)

The participation of female students is under several problems that resulted unequal participation between them in Ethiopia in general and the study area in particular. Among other problems, lack of family guidance, lack of sports field material, socio-cultural problem and the existence of little research in the area as well as the failure to conduct schools competition at all levels. it was taken place; section to section, school to school, between Sub-Cities at City Administration level and at country level. The last problem i.e. challenges of female students in learning physical education in Amuru woreda, Horro Guduru Wollegga zone of Oromia regional state for more information.

1.2. Statement of the Problem

According to WHO (1996) Physical education is one of the essential disciplines that enable people to be healthy, both physically and mentally. As a result of unfavorable situations at different levels, majority of females are unable to realize their potential and in most cases remain inactive. Unfortunately, even when individuals with unhealthy want to increase their physical activity levels, they are often confronted with many more challenges than the general population. Research digests, (2008).Hailu (2012) findings indicates that the participation in PA among female students is low and they encounter multitude of barriers to participate in the types of PA they need to maintain. The most identified barriers were: lack of knowledge and information, lack of suitable equipments, religion. Then these all should be taken into consideration or deal with in order to develop intervention strategies and to minimize the barriers to participate in PA.

According to Andinet (2014) imposition of tradition up on females students being considered as not equal to males and looked down by their families and male students. So that this study was aimed to identify a challenges of female students in physical education practical class; in Werebera secondary schools and Amuru preparatory school, in Horro Guduru Wollegga Zone Oromia Regional State. In connection with the study, the researcher attempted to seek answer for the following research question,

1. What factors affect female student's participation in physical education practical class?
2. What is female student's awareness regarding the benefits of participating in physical education practical class?
3. What suggestions will be made to improve female student's in physical education practical class?

1.3. Scope of the Study

This study was delimited to female students in physical education practical class in Werebera secondary school and Amuru preparatory school. To make the study manageable, it was delimited to the challenges of female student's in physical education practical class.

1.4. Significance of the Study

The problem was observed in Amuru woreda that female students not participated in learning physical education but the concerned body do not take an attention to tackle the problem. Accordingly, this study will have the following significance.

- ❖ It may help female students to identify the challenges to participate in physical education practical class.
- ❖ It may create awareness about the importance of female participations in physical education practical class.
- ❖ It may also give some clues to the future interested researchers.

1.5. Objectives of the Study

1.5.1. General objective

The general objective of this study was to identify the challenges of female student in learning physical education in Amuru Woreda, Horro Guduru Wollegga Zone of Oromia Regional State.

1.5.2. Specific objectives

The specific objectives of the study were to:

- ❖ To identify the factors that affect female student's in physical education practical class.
- ❖ To assess the awareness of female students regarding the benefits of participating in physical education practical class.
- ❖ To provide suggestions to improve female student's participation in physical education practical class.

2. RELATED REVIEW LITRATURE

This chapter provides detail discussion on the theoretical perspective that would be used in this study. It deals with some important topics, which are related to challenges of female students in learning physical education. It comprises concept of education, conceptual definition of physical education, the significance and contribution of physical education for female students, physical activity and women, challenges of female students in learning physical education, physical education and physical activity, female and education, female education in Ethiopia, female's in sport activities, physical education as integral part of general education, physical education as academic discipline and gender issues in education.

2.1. Concept of Education

Education is the way in which life attempts to realize the noblest form of existence and a flourishing humanity it is a vital important aspect of life. In addition it is the process through which individuals, groups and nations endeavor to achieve their ideals and aspirations. In education, the ultimate purpose of teacher is to help student to learn, often in a school. The aim is a course of study, planning of lesson, including learning and thinking skills. Butcher,C.A, (1975)

2.2. Conceptual Definition of Physical Education

Most individuals think the concepts of physical education as only of its physical components, such as fitness and appearance. But the actual concept of physical education has several dimensions. Some dimensions of physical education are health, emotional, social and spiritual. Physical education experiences should provide a student with instructions in activities and skills that have great value to adults. Atkinson,(1961:10), cited in Hailu, (2012).

Similarly, physical education is effective leaning area that provides students with opportunities to progressively develop knowledge, skills,attitudes and values to become healthy individuals with the ability and confidence to manage their own life style. Wiles and Hawes, (1986:19)

To Duna (1958), cited in Hailu (2012). Physical education is the process of education, which is concerned with in the individuals' voluntary movement capabilities and directly related mental, emotional and social responses.

From these definitions, it is understood that lack of female participation provides lack of learning experience, lack of activates for the purpose of favorably effecting knowledge, poor attitudes and lack of group participation. These often become problems and burdens on the society unless increasing female participation at every level of the schools. This idea is supported by Molvaer (1989:1) as follows: physical education as term: not meant for and eliteor for a few rather it is a knowledge that must reach the masses. Therefore heart and science of engaging female's participation in physical activity in a process of learning for the designed behavior for the preservation of physical education is to develop the attitude of the society.

2.3. The Significance and contribution of physical education for female students

Biological and Social Perspectives Study group of physical education examined several biological explanations for deference in performance including: gender likely to be less prescriptive than in other subjects. So, guidelines and policy statements will need more attention at school level. There is little difference in physical strength or muscle and fat distribution between boys and girls at primary age. In fact there are likely to be many differences between members of the same sex as there are between the sexes. Extending opportunities Stereotype images about sports need to be examined, and sport is promoted as a worthwhile leisure activity. Many sport centers and clubs run after school and holiday activities for children. Good centers have a wide variety of such activities, which can give children a chance to extend their sport repertoire as well as helping them to keep fit. Leonard and Knapp, (1968),

Gender Issue described gender in terms of biological, social and cultural perspectives. Hence, the curriculum was affected by class as well as gender, but women were seen as intellectually inferior and incapable of sustained study. This view is really expressed so openly today. Although dated biological and psychological evidence is occasionally quoted as an explanation for individual differences. Biological determinism has been a powerful way of explaining the observed inequalities of status, wealth and power in society. When

biological determinism is related directly to suppose racial differences its absurdity is particularly sticking. In conclusion, for the purposes of educational equality, the nature debate is significant if those who believe that behavioral and intellectual differences are biological. They also believe these differences are inevitable and immutable. Andinet, (2014)

2.3.1. Physical and Physiological Significance

There are some differences in physical as well as physiological between male and females, these differences have an effect on females to participate in few sports effectively, anatomical and physiological differences are quite apparent between two sexes particularly after puberty. By improving her strength the female athlete will improve her potential in which she is engaged. Butcher, (1972:322)

Furthermore, IOC (1986) stated that for the individual physical activity provides fitness, health, determination, competitiveness and self-confidence. These virtues of sport can equally benefit both sexes and therefore, should be equally available.

According to Roy's (1983), it seems reasonable to assume that female does not necessarily have to be less strong relative to her body weight, and this risk factor should rapidly decline with improve and intensified and intensified training technique.

For the majority of young athletes, performance is not affected by the menstrual period. Therefore, female athletes should be allowed to train and complete in any sport during menstruation provided that they should know that no unpleasant symptoms will occur and that their performances will not be greatly affected Edward and Mathews, (1981:388).

2.3.1.1. Physical Health

Regular participation in such activities is associated with a longer and better quality of life, reduced risks of a variety of diseases and many psychological and emotional benefits, Sallis and Owen, (1999). There is also a large body of literature showing that inactivity is one of the most significant causes of death, disability and reduced quality of life in the developed world. Department of Health and Human Services (1996). Physical activity may influence the physical health of girls in two ways. First, it can affect the causes of disease during

childhood and youth. Evidence suggests a positive relationship between physical activity and a host of factors affecting girls' physical health, including diabetes, blood pressure and the ability to use fat for energy. Second, physical activity could reduce the risk of chronic diseases in later life. A number of 'adult' conditions, such as cancer, diabetes and coronary heart disease, have their origins in childhood, and can be aided, in part, by regular physical activity in the early years. Also, regular activity beginning in childhood helps to improve bone health, thus preventing osteoporosis, which predominantly affects females. Obesity deserves special mention. There seems to be a general trend towards increased childhood obesity in a large number of countries, and this increase seems to be particularly prevalent in girls from highly urbanized areas, some ethnic minorities and the disabled. Obesity in childhood is known to have significant impact on both physical and mental health, including hyperlipidemia, hypertension and abnormal glucose tolerance. Physical activity can be an important feature of a weight control program for girls, increasing calorific expenditure and promoting fat reduction. Indeed, recent systematic reviews on both the prevention and treatment of childhood obesity recommend strategies for increasing physical activity. Campbell, (2004), cited in Hailu, (2012).

2.3.1.2. Mental Health

In recent years, there has been evidence of disturbingly high rates of mental ill-health among adolescents and even younger children, ranging from low-self-esteem, anxiety and depression to eating disorders, substance abuse and suicide, Sallis and Owen, (1999). Adolescent girls are particularly vulnerable to anxiety and depressive disorders: by 15 years, girls are twice as likely as boys to have experienced a major depressive episode; girls are also significantly more likely than boys to have seriously considered suicide. Research suggests two ways in which physical activities can contribute to mental health in girls. Firstly, there is fairly consistent evidence that regular activity can have a positive effect upon girls' psychological well-being; indeed, some studies indicate that girls may respond more strongly than boys in terms of short-term benefits. Secondly, research has indicated that physical activity can contribute to the reduction of problematic levels of anxiety and depression. Evidence is beginning to be gathered for exercise as a treatment for clinical depression, with studies finding that physical activity is as effective a treatment as anti-depressants, and

psychotherapy. Similarly, a variety of nonclinical studies have found that higher levels of activity were related to lower rates of depression. A position statement of the International Society of Sport Psychology. Singer, (1992) drew out numerous mental health benefits of physical activity from the research literature, including reduced state anxiety, neuroticism and anxiety, mild to moderate depression, and various kinds of stress.

2.3.2. Educational and Intellectual Development

A range of evidence suggests that for many girls, sports and physical activities are positive features of their academic aspirations and achievement. The classic study of the relationship between physical activity and school performance was carried out in France in the early 1950s, in Vanves. Researchers reduced 'academic' curriculum time by 26%, replacing it with physical activities, yet academic results did not worsen, there were fewer discipline problems, greater attentiveness and less absenteeism. More recent studies have found improvements for many children in academic performance when time for physical activity is increased in their school day. A report of three longitudinal studies emphasizes that 'academic performance is maintained or even enhanced by an increase in a student's level of habitual physical activity, despite a reduction in curriculum or free time for the study of academic material'. There is considerable evidence of a positive relationship between girls' participation in sports and pro-educational values, although, at present, it is difficult to distinguish between correlation and causation. Studies from the United States. Sabo et al.(1989),report a host of encouraging findings including: girls who participate in sports are more likely to achieve academic success than those who do not play sports; female high school athletes expressed a greater interest in graduating from both high school and college; female athletes from ethnic minority groups reported better school grades and greater involvement in extra-curricular activities than non-athletes, and in some cases are considerably less likely to drop-out from school. Other studies have suggested that sports participation can help undermine traditional gender stereotyping in terms of academic aptitude, by demonstrating an association between girls' engagement in sports and improved performance in science and mathematics

2.3.3. Reproductive Health

Adolescent pregnancy and sexual ill-health are major social problems across the globe. Although there is a shortage of research in this area, early studies conducted in the US have found that adolescent girls who participate in sports tend to become sexually active later in life, have fewer partners, and, when sexually active, make greater use of contraception than non-sporting girls. Projects are currently underway in the developing world that use sports participation as a strategy for empowering girls to avoid high risk sexual behavior. Social Inclusion Combating social exclusion, or ‘the multiple and changing factors resulting in people being excluded from the normal exchanges, practices and rights of modern society’, has become a focus of attention for governments and nongovernment organizations in recent years. Some writers have argued that sports not only reflect but can also contribute to girls’ social exclusion in sports and wider society. Collins and Kay, (2003). Certainly, the dominance of sports as culturally valued physical activities, and the close identification of sports with masculinity, means that other, non-masculine groups can become pushed to the margins. However, positive sports experiences do seem to have the potential to, at least, contribute to the process of inclusion by: bringing individuals from a variety of social and economic background together in a shared interest in activities that are inherently valuable; offering a sense of belonging, to a team, a club or a program; providing opportunities for the development of valued capabilities and competencies; and increasing ‘community capital’, by developing social networks, community cohesion and civic pride.

Studies of women’s experiences of sports participation have suggested that they can contribute to a more generalized feeling of empowerment. In many settings, adolescents may be encouraged to view their bodies as sexual and reproductive resources for men, rather than sources of strength for themselves. Physical activities may help them develop a sense of ownership of their bodies and access the types of activity experiences traditionally enjoyed by boys. This may be because participation augments girls’ self-esteem, or because being an athlete carries with it a strong public identity. Brady, (1998). Some female athletes report having a stronger sense of identity and self-direction what Talbot calls ‘being herself through sport’ Talbot,(1989). Whatever the reasons, increasing the numbers of girls’ participating in sports and physical activities does seem to open up routes through which they can acquire

new community affiliations and begin to operate more openly and equally in community life. In doing so, girls' participation can challenge and change social norms about their roles and capabilities. Brady and Kahn, (2002).

2.4. Physical Activity and Women

Social inequality, poverty and in equal table access to resource, including health care, result a high burden of non communicable diseases(NCDs) among women worldwide. Although women generally tend to live longer with NCDs than men, they are often in poor health Hailu,(2012).

2.4.1. Benefits of Physical Activity for Women

Regular physical activity can improve woman's' health help prevent many of the diseases and conditions that are major causes of death and disability for women around the world. Many women suffer from disease processes that are associated with inadequate participation in physical activity. Cardiovascular diseases account for one-third of deaths among women around the world and half of all deaths in women over 50 years old in developing countries. Diabetes affects more than 70 million women in the world and its prevalence is projected to double by 2025. Osteoporosis is a disease in which bones becomes fragile and more likely to break and is most prevalent in post- menopausal women. Breast cancer is the mostly commonly diagnosed cancer in women. Physical Activity has also been associated with improved psychological health by reducing levels of stress, anxiety and depression. This is particularly important for women who demonstrate an incidence of depression that is reported to be almost double that of men in both developed and developing countries. It has also been suggested that physical activity can contribute to building self-esteem and confidence and can provide a vehicle for social integration and equality for women in society. Hailu, (2012)

2.4.2. Reasons for Physical Inactivity in Women

Despite this, physical inactivity is generally more prevalent among girls and women than their male counterparts. Many factors hinder the participation of women in physical activity and their access to health care: The income of women is often lower than that of men and

therefore the costs of access to physical activity facilities may be barrier. Agreement may be required from senior members of the household who control household resources before a woman can engage in physical activity. Women often have a workload in the home and care-giving roles for other family members which may limit the time available for them to engage in physical activity women who have limited mobility may be unable to travel to health physical activity facilities Cultural expectations may restrict the participation of women in certain forms of physical activity Hailu, (2012).

2.5. Challenges of female students in learning physical education

The curriculum of a country can be affected by politics, attitudes, cultures and religions. These factors may change the interest and skills of female student's participation in physical education, and develop the attitude to hate the subject in the female students. Ethiopia modern education was introduced in 1908. Earlier the church and Mosque were responsible, and girls were totally deprived from education at least at the early stages. Teaching takes place mainly in the context of schools and is influences by numerous factors that do not fall entirely within the teacher's control. Bradley (1998) suggests that play a major role in the teaching learning process and in attracting and keeping good teacher. The teacher's role in decision making and the level of support they receive from parents also affect how teacher function and how satisfied they are. Current researcher as well as survey explored the relationship of the following topics those are challenges of female's participation in learning PE.

- Parents' attitude and support
- Students' attitude towards PE
- The school facilities and equipments
- Lack of role models

2.5.1. Parents Attitude and Support

Parent support is widely accepted as a factor that contributes to the creating conducive teaching environment in schools. A collection of studies about parent support of schools like by Odaga and Henveld (1995) shows that, the family is critical to student achievement in

school to the extent that the family is able to: Create a home environment that encourages learning, Express high expectations for their children achievement and future careers, and Become involved in their children's education at school and in the community.

2.5.2. Female Students Attitude towards PE

Attitudes simply are expression of how much we like or dislike various things. Morgan,(1988). An attitude is a way of responding to someone or something. It is something you have to learn and it is relatively permanent students are more respectively to learning activities that they perceived to be a relevant to their likes. Psycho- social and cultural factors which exert pressure on women through the immediate family, community, religion, media, peer groups and other sources of socialization to reinforce expected behavior and teaching of gender roles. In adequate education and awareness by women about the benefits of participating in sports, PE is often not popular among the females in schools. According to Morgan (1988) the student attitude could be negative towards PE teachers because of misunderstanding that the students may not know the objectives and goals of the PE and the contribution of PE to the general education program. Students have negative attitude towards the subject means, they will never be interested in learning PE and may feel that attending PE class as spending time worthlessly.

Guidance counselors have the civic responsibility of directing students to choose subjects or careers in areas in which they are naturally talented. This enormous responsibility has been discovered to be carried out with gender bias. School counselors overtly scare girls from science by regarding them as masculine subjects and unsuitable for girls. According to Macdonald (1995), talented girls are discouraged from advance science and mathematics courses by guidance counselors, convincing them that the subjects are difficult and unnecessary for them. Such misinformation seriously militates against girl's entry into science and technology education. This behavior was similar to other Muslim women who felt they must obey their husbands and saw that household decision making was the male domain; However, for the majority of Muslim women in study, these requirements were not considered constraints limiting their leisure because they believed that a female traveling accompanied was reasonable precaution intended to ensure their safety. To sum up there are

different factors or barriers that arise from in effective organization or management with in school. They include lack of teacher's skill, inadequate methods learning resource.

2.5.3. The School Facilities and Equipments.

Result of Davis and loveless,(1981),cited in Hailu, (2012) said that school facilities include such things as site, a physical structure, space arrangement, a set of special environment, and clusters of specialized tools called furniture and equipment. The stage of school facilities can facilitate or hinder the attitude of teachers towards teaching and/or the attitude of students towards leaning. For instance, teachers are interested to teach in attractive and well equipped schools. Student is stimulated to learn in schools where school facilities are adequately available. It is obvious that students can develop interest when they are in a better learning environment. If they are suffering from the school environment or when they feel discomfort, they will begin to develop negative attitudes. This lack of interest even urges them to hate the subjects they learn and to be absent from classes frequently. Students like to attend and participate in co-curricular activities and prepare themselves for PE where the school site is conducive. Hallak, (1990:205) cited in Hailu (2012), said that the topography size and site of the school have a significant influence on the ways it conducts outdoor PE programs. The main objectives of teaching are to bring a change in the learner's knowledge, skills an attitude. Educational materials play a facilitating role for the success of teaching learning process- these strategies could include: improvements to the provision of PE in schools, in participate equally with boys. Developing the programs that cater to the different needs and abilities of girls and younger women. Encouraging and supporting women and girls to conduct their own competitions. Providing a supportive environment that encourages women and girls to take up sports or activities that they have undertaken in the past. Materials help to full teaching and learning as close as reality as possible. In order to develop the three domains: cognitive, psychomotor and affective in the individual learners, materials have to be wisely selected and organized by the teacher.

2.5.3.1. Lack of appropriate facilities

In accessibility to facilities is an obstacle that hinders participation of female students, as often building are not designed to accommodate female students, i.e. ramps, doors, changing

facilities etc. Arthur and Finch (1999) found that poor physical access at existing facilities can present a barrier to the participation of people in learning physical education, specifically in terms of the inappropriate design of buildings, lack of aids or adaptations to equipment, the need to check beforehand that extra assistance is available and restricted access times and raise the issue of a lack of locally available facilities and lay the blame for this at cuts in funding. Challenges to the participation of female students are also rooted in the values, structures and built environments of society. These and other challenges impose lifetime limitations on PE.

2.5.3.2. The Attitude of Family

Additional challenges included the attitude of family. In relation to female participation in physical education, the attitudes of family was also identified as a problem, in that it was perceived that they were often ignorant of the requirements of people. Health education Authority, (1998). Family can act as barriers to participation, as they may not understand the benefits that PE can bring to females activity. Moreover, the influence of family and friends in terms of providing learning assistance and moral support has been shown to affect the confidence and self esteem of females. Interestingly, results done by Arthur and Finch (1999) shows that even the presence of a family dog could increase confidence levels

2.5.4. Lack of Role Models

As Barbara et. al. (1998) support that role modeling is an important part of social learning, thus increasing the number of female teacher is an important strategy to boost girls' influence of culture on physical education learning. Female teacher in the school can be model in competence, self-esteem, success, and ways of thinking and doing things.

The presence and/or absence of role models influence of culture on girls in education. UNICEF (1992:7), Mentioned that an increased number of females teacher is goal retention of females in schools particularly through the teachers position as role models. Similarly, the study mode by Tsige (1991) indicated that quite a big proportion of girls not often ask or answer questions in closes and the main reasons for this are fear of audience, fear of teachers, shyness, and lack of confidence. Recruiting more female instructors providing preferential

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

2.6. Physical Education and Physical Activity

This section describes current physical education practice with in Canada, discusses the experiences of multi-ethnic adolescents in physical education, and finally identifies determinants of physical activities among adolescent populations. Education should be directed developing the child's personality, talents and mental and physical abilities to their fullest potential, at the same as fostering a respect for his or her parent, for the national values of the country from which he or she originates, and for civilizations different from his or her own Canada, (April 2004, p35), cited in Demsis, (20140), vision to promote inclusive educational practices and learning environments was published.

2.7. Female and Education

As one of the least developed nations, Ethiopia suffers from a very low representation of women in different fields at all educational levels. In spite of this fact, effort and measures have been taken to encourage female's participation at all level of education. Mosse,(1993:79)

However there are diverse factor that affect the teaching learning process of female students. According to Tsigie, (1991).According to Hyde's, (1989) view female education is being discussed as critical, not only for its contribution to literacy and learning but, also for its contribution to health, nutrition, family planning economic growth and physical activity and sports. As reported in most studies since female are occupied by house holding activities, they have less time to participate in their education where the same is true in physical education activities. Therefore, the participation of female student in physical education seeks more attention and can be maximized by providing them access to relevant education and training to promote their participation for the development of the society.

2.7.1. Female Participation in Education

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

According to Kane (1995); as cited in Lishan (2004) the sample evidence available suggests that educating women has a considerable social return. For instance, there is a positive correlation between primary education, enrolment rate of girls and GNP (Gross National Product), per capita income. Moreover, there is an overall impact of education on the economic well being of women, their families and society. In relation to literacy rate of the women, World Bank (WB), (1988) indicates that the low literacy rate is still prevailing among women. Out of 51 developing countries, the bank considers 14 of the countries as having literary rate less than 20% and even less than 10% in 5 countries, including Afghanistan, Burkina Faso, Nepal, Somalia and the Sudan. On the other hand men's literacy rate is reported to be three to four times higher. As literatures indicate that the enrollment rate in all school levels has been rising in the developing countries for both sexes, the enrolment rate of girls is much lower than boys with the widest gap exists in the poorest countries. Hilland King, (1993), cited in Tsigie, (1991). They further explained that, among the poor countries, both enrolment rates and gender disparities in enrolment differ regionally. Except for south Asia and sub-Sahara Africa all regions have achieved nearly universal primary education for boys. East Asia and Latin America, However, have enrolment rate for girls, which is approaching similar, level with that of boys in other region.

2.8. Female Education in Ethiopia

As one of the list developed nations; Ethiopia suffers from a very low representation of women in different fields at all education levels. In spite of effort and measures have been taken to encourage female's participation at all level of education. However, there are diver's factors that affect the teaching, learning process of female student. According to Tsigie (1991) among the factors contributing this gender differences are, societal and cultural beliefs, house hold responsibilities, early marriage, lack of motivation, lack of confidence lack of guidance and counseling services and so on.

Furthermore, Tsigie's findings indicate that biological, physiological, psychological and religious factors also contributed to the low participation of female students in certain areas where the study was made. Some of these suggestions to remedy this problem, so that the gender gap could be narrowed include: Establishing well organized guidance and counseling programs, giving special attention to female student, educating parents, organizing relevant programs through various means that could change the attitudes of the society in general and of females in particular. According to Tsigie,(1991) cited in this reason for such low participation of women in different levels of education may be attributed to the values and attitudes that the Ethiopian society attaches to ward education of women that in most parts of Ethiopia patriarchal thinking dominate this culture.

Astede and Kebede (1988), cited in Tsigie (1991), states that teachers as well as school administrators try to influence female students so that they join home economics, nursing or secretarial areas on the ground of their usefulness to domestic work. The view of the female student in regard to their education is not in any way different from the view of the preceding groups. In relation to such withdrawn view Mclean1967 as cited in Tsigie, (1991) indicated that "it is my cannot achieve equally with men" thus, it is with such background and skepticism that girl students participation is low in different levels of education and this may be also one of the reasons and explanation for their low participation in physical education.

Similarly with the above out looks Genet, (1991) stated that, there are many constraints that prevent female from attaining equal education level with male. These include: access and attitudes towards certain fields of training (sex segregating character of educational program) and various types of barriers like occupational, educational role and social and cultural barriers. The researcher also further explained that, in the Ethiopian context where learning materials are in short supply, library space is inadequate, and text books, even if available, are shared with two, three or four, these situations demand that a student to compete and strive hard if he/she is to succeed. Considering the general personality of girls characterized by synthesis, unassertiveness and low self-image, it is not difficult to imagine their failure in achievement unless special attentions made.London. Ministry of education, (2003),

Generally, females are regarded as intellectually inferior to male in many societies. This perceived inferiority to female is often given as justification for their being restricted from

playing important roles in the society. Such view also has an impact on the self-image of females. In relation to this point as cited in Genet, (1991) explained that, Images of females reflect to values and pressures of society but at the same time they permeate mental attitudes and underpin social conventions. They fashion habits of thought and together with the family and economic structures peculiar to each society, help to determine the status of females.

2.9. Female's in Sport Activities

Women in the 1950s and early 1960 did participate in sport much less than their descendants in the 1990s. Lack of opportunities and knowledge discouraged them, as well as the intense athletics were not considered normal for women. Siedentop, (1998). Many other women, however, did worry about sports "masculinity". They tried to minimize the dissonance between sports and their prescribed role through apologetic behavior. By the mid-1990s, the situation for women athletes were improved and significant change occurred, especially during the 1970s and in the area of opportunities. But it was not a radical change, equality had not been achieved, and many problems remained. Siedentop, (1998).

According Festle, J. (1996), the most important continuity was the fear of disapproval. It is difficult to measure what one coach called "this psychological stigma and stereotyping that most of us were aware of" cultural and psychological stigma is not easily quantifiable. In the mid-1990s as during the 1950s, there were times and places in which sports seemed permissible for women and athletes felt safe. But in the 1990s female athletes received much public support in terms of money, attention and encouragement. Significantly, there were fewer ways that sport automatically detracted for one's femininity (Ibid). Going to the gym, wearing athletic attire, and looking thin and muscular become more acceptable, and even fashionable. The women's sports movement decreased the predominance of men in sports but did not lessen the hegemony of femininity. Women's basketball discarded the differing rules and adopted men's practices, seeking legitimization through sameness. There have been grassroots efforts by other organizations to instill alternative values and methods into sports. Some of them are similar to the more inclusive, less win-at-all-costs model of early physical educators. Advocates of women's sports tried many ways of combat the effects of their restrictive definition femininity. Girls' rules, special private standards, sexualizing the game

and apologetic behavior were creative adaptations to an oppressive situation. They were understandable reactions, but it did not work. Generation after generation has tried various forms of apologetic behavior, but these have not made sports more widely accepted for women's as a group (Pate, 1994). That is not to say that women should have or should in the future adopt the male model of sports. There has been much to criticize in the dominant model. But the way that women rejected men's sports in the 1950s and 1960s by accepting feminine propriety, embracing differences, bowing to notions of fragility had serious consequence. Most importantly, it left oppressive assumptions unchallenged.

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

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

2.10. Physical Education as Integral Part of General Education

Physical education is the integral part of the total education process which enhances and integrates that physical, social, and psychological aspects of an individual's life, though directed physical activity. Arnold, (1976). Very often the natural relationship between general education and physical education is forgotten; with the result that the two exist physically together but functionally apart this has resulted in reducing the scope of the school program in two respects. Firstly the educational function of physical education has been neglected and secondly the physical functions of education are not recognized. These two are really complementary to each other and to have a function together.

Arnold (1976) also views that though a well directed physical education program students develop skills for the correct use of leisure time by undertaking activities which are conductive.

Bucher, (1972) defined physical education as: An integral part of the total education process a field of endeavor that has as its aim the development of physically, mentally, emotionally, and socially fit citizens through the medium of physical activities that have been selected with a view to realize these at outcomes. The above definition depicts that physical education is a process which utilizes activities that are inherent in each individual to develop a person organically, neuron muscularly, intellectually, and emotionally. These outcomes are realized whenever physical education activities are conducted in such places as the playground gymnasium and swimming pool.

2.10.1. Relationship between Physical Education and General Education

The relationship between physical education and general education provides opportunities for exchange of views between the physical education teacher and the subject teacher about the abilities, interests, limitation and cope of each individual student and his/her participation in the school program. In this way, good physical education teacher ascertains how well participation performs the necessary motor skills before permitting him/her to take part in physical activities. Kamlesh and Sangral, (1997). The same authors explicitly elaborated that physical education has been accepted as an essential part of general education and no

educational authority, state or organization questions the justification or need for it. But still there is a considerable confusion in interpreting the scope and the nature of a physical education program and its academic relationship with general education or the contribution of general education to physical education. The physical education teacher is a model to the students because of his/her concerns with his/her pupils' physical health as well as their intellect and emotions. The development of cognitive and recreational abilities can thus become the guiding force and the outcomes. This widens the educative scope of physical activity and helps to give a global definition to education and an educational orientation to physical education. Kamlesh and Sangral (1997) states that physical education program is nothing but an application of sound philosophical, educational, psychological, physiological, anatomical and biological principles. The physical educator should consider psychophysical needs and problems of boys and girls and program to suit the children instead of trying to adapt every boy and girls to the program. Rigid syllabus has no place in physical education except as guide lines or outlines which can be altered or even completely dropped according to various factors like climate, time, environment, type of groups, purpose of activity, and so on. Therefore, the relationship between physical education and education is natural. It is a fact that we cannot conceive of physical education without educational value as it cannot exist in an educational vacuum.

2.10.2. Integration in Physical Education

For centuries, the ideas of a separate mind and body influenced Education and the school practice which led to plan for training the mind disregarding the body. But today, the educational orientation has changed and physical Education is conducted as a real part of the entire educational process. The basic fact of integration of mind and body, ideas and actions, knowledge and application has taken place. Arnold, (1976). The prime responsibility of physical education is to conceive of its work as related to all the reactions that participants experience, to be concerned for interests, moods, manners, morals, habits, and ideas as well as strength, skill, agility speed, safety and endurance. The whole person participates; the whole person must be served (ibid). In line to this idea, Bucher, (1972) cited in Ram and et al, (1992) states Physical education and health not only effect social development but emotional development as well. Games provide release from tension after long periods of study;

furthermore, achievement in physical activities gives students a sense of provides which pays dividends in emotional satisfaction and well-being.

2.10.3. Physical Education and the Needs of Societies

According to Arnold (1976), in modern society problems like tension uncertainty low morality, lack of family cohesiveness, competition, emphasis on materialism and misuse of leisure are to be solved positively. These contribute to the society to create a totally healthy physical environment and understand the influences that are playing upon the personality of a student.

Ram et al (1992) also stated that, physical education plays an important role in the student's development of the individual as a useful member of the society and the objective of satisfying the needs of the society being a worthy aim. In our complex society made up of social imbalance, it is important for our students to become aware of the need of the society and their responsibility towards it so that they equip themselves with positive skills and tools needed to satisfy the societal obligations. In this respect physical education has a duty to create awareness among the students of societal needs.

2.10.4. Educational Value of Co-Curricular Physical Activities

Ram et al (1992) elaborates in terms of pupil interest, those co-curriculum activities should be encouraged which will give the participants an opportunity to develop habits of cooperation, fair play and good citizenship. They provided opportunities for training in leadership and the wise use of leisure time. They further discussed the important thing that such co-curricular activities should be interrelated and integrated, with regular academic activities so that constructive attitudes of responsibility, initiative and pride in accomplishment carryover from one activity to the other. Moreover, another contribution of co-curricular activities is that it becomes the basis of occupational interest and occupational selection. There are many examples of students that wish below average academic achievement but who successfully participate in sport activities and develop interest in health education as their occupation. Thus, interests and encouragement developed through co-curricular activities influence the life patterns of the students.

Like Siedentop (1998) and other experts in the field of education and physical education have come to a common agreement that physical education has to achieve the status of academic discipline since it is an integral part of the total education process. Based on the above concept, one can remark that, the educative value of any co-curricular activity depends on the type of activity itself, abilities and limitations of participants, nature of the physical education teacher who is in charge of the physical education program, the large society in which the institute is located and the objectives of the institute.

2.11. Physical Education as an Academic Discipline.

Life itself is ‘physical education’ Presently it is in the process of transformation to bring physical education in to the mainstream of education. The current mood of the physical education to contribute their resource to the maximum in helping the individual to achieve a fuller growth. These authors further speculated on the possible inter-relationships between physical activity and other domains to knowledge. Besides it has been though necessary to enhance the scope, status and purpose of physical education and make it broader based. Though there was some exploration of the influence of social, physical, cultural, and psychological conditions up on human physical activities there was not serious attempt to bring about cohesion among the various factors that stimulate human activity and Skill acquisition. Demsis, (2014)

2.12. Gender Issues in Education

Gender is asset of roles which like in theaters communicate to other people that are feminine or masculine. This set of particular behaviors which embrace appearance, dress, sexuality, family, commitments and soon together make up gender role. Gender differs from biological sex in many ways. Biological sex is given, by nature. But the way in which become masculine or feminine is a combination of the two basic biological building blocks and the interpretation of biology by the culture. The term gender is also useful because it covers social roles of both women and men. The relationship between men and women is often crucial in determining the position of both equally. The kind of relationship that can exist between women and men will be the consequence of society’s definition of appropriate gender behavior. Seyoum Tefera, (1991).

Besides, the interest of needs of the women in a family may be quite different from the interest of the men. These interests are not based on the biological roles of women and men but on their social roles and the power and differences to status vested in this social role. For this reason, such interests are sometimes referred forces gender interest. Wolpe, A., Orla, (1997).

3. MATERIALS AND METHODS

This chapter deals with description of the study area, source of data, study design, inclusion and exclusion criteria, population and sampling techniques, data collection method, data collection procedures, methods of data analysis, pilot study and ethical consideration

3.1. Description of study Area

The research was conducted in Horro Guduru Wollegga zone. Horro Guduru Welega Zone is one of the Zones of Oromia Regional State which is found in the western part of Ethiopia. Horro Guduru Wollegga zone is named after the former province of Welega, whose eastern part lay in the area Horo Guduru Welega now occupies. Horo Guduru Welega was formed of woreda which include to east Welega zone. The seat of the zonal administration cabinet is in Shambu town. Shambu is a seat for Horo woreda Shambu town woreda in addition to the zonal service.

Based on 2007 census conducted by central statistical Agency of Ethiopia (CSA), this zone has a total population of 570,040 of whom 285,515 are men and 284,525 women. 64,739 or 11.36% of the population are urban inhabitants. A total of 121,136 households were counted in this zone, which results in an average of 4.71 persons to a household and 112,403 housing unit.

The two largest ethnic groups reported in Horo Guduru Welega were the Oromo (86.12%) and the Amhara (13.34%); all other ethnic groups made up 0.54% of the population. Oromiffa was spoken as a first language by 85.95% and 13.59% spoke Amharic; the remaining 0.46% spoke all other primary languages reported. The majority of the inhabitants were Protestants, with 42.99% of the population having reported they practiced that belief, while 38.47% of the population professed Ethiopian Orthodox Christianity, 8.91% observed waaqeffataa (traditional beliefs) and 8.61% of the population were Muslim.

Horo Guduru Welega Zone is bordered to the south by West Shawa Zone to the North by Amhara region /Gojam, to the East by West Shewa and to the West by East Wollegga. Horro Guduru Wollegga Zone has 11 *Woreda*. From those Amuru is one *warda of zones*, In Amuru *woreda* there are 3 governmental high schools, 2 governmental preparatory schools

and the total of 5 schools. Out of these 5 schools, namely Werebera high schools and Amuru preparatory schools were randomly selected. : (<http://en.m.wikipedia.org/.../Horro-Gudu...>)

The map of the study cities indicated on figure in the appendix, page 68.

3.2. Sources of data

For this study the researcher was used questionnaires as a primarily source of data and conducted the study with the reference to selected schools in Horro Guduru Wollegga Zone.

3.3. Study Design

In conducting this research descriptive survey design was used with mixed approach, that is, both qualitative and quantitative research approaches were used. Questionnaire was used for data gathering instruments because it is easy to address many people and save time and money to collect data.

The researcher was employ descriptive survey study in two selected governmental high schools and preparatory schools in Amuru woreda, Horro Guduru Wollegga zone and Oromia Regional State and prefer a survey study. Because, the issue of challenge is not only the concern of this two schools, but all school systems in the woreda of zone and region. So this study was conducted at, Werebera high schools and Amuru Preparatory schools can serve as a model study for other schools and being it is survey, we can made reference or generalization for a large number of population. The target population of the study includes high school and preparatory female students and physical education teachers of the schools. Both primary and secondary sources of data was used, sincethe study is survey the researcher will use both quantitative and qualitative methods and also both open and close ended self administered questionnaires was used as methods of data collection instrument. The collected data was coded and entered to a computer program SPSS soft ware for the purpose of analysis.

3.4. Inclusion and Exclusion Criteria

3.4.1. Inclusion Criteria

Subjects for the research were female students and PE teachers in Werebera secondary school and Amuru preparatory school of grade 9, 10, 11 and 12 found in Amuru woreda.

Because this research purposefully needs female student and PE teachers of the schools only. Other school communities those found in this area were not included in the study.

3.4.2. Exclusion Criteria

Male student and other subject teachers and the school communities who do not fulfill the above criteria were excluded from the study.

3.5. Population and Sampling Techniques

The populations of the study were all school physical education teachers (5) and female students in Werebera secondary school and Amuru preparatory school. From the total population 600 of female students, the population of the study subject was 200

Regarding the sampling techniques purposive sampling, stratified, simple random sampling and proportional allocation was involved. As a specific sampling technique, the researcher were used purposive sampling for the physical education teachers because their response as a data is more reliable and valid, since they are expect in the area. While for the students, the researcher were selected for female student the researchers were used simple random based on the lottery method. The reason for the researcher use simple random sampling techniques system is that it gives all units for equal chance to be selected.

The researcher is used Yamane's (1967) simplified sample size formula to estimate the size of the sample as given below:

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

Assuming n is the sample size; N is the population size and e is the level of confidence

$$n = \frac{N}{1 + Ne^2} ; \quad \text{use confidence level 96\%, margin of error} = 0.06$$

Where n= the sample size; N= the population size; e= the margin of error

$$n = \frac{600}{1 + 600(0.06)^2}$$

$$n = \frac{6000}{3.16} \quad n = 189.87 \text{ students}$$

In order to determine the sample size and to reliable the required one the researcher used by adding 10 female students from the population of female students in the school. So the total sample sizes of female students are 200 from the total population of the selected school female students 600.

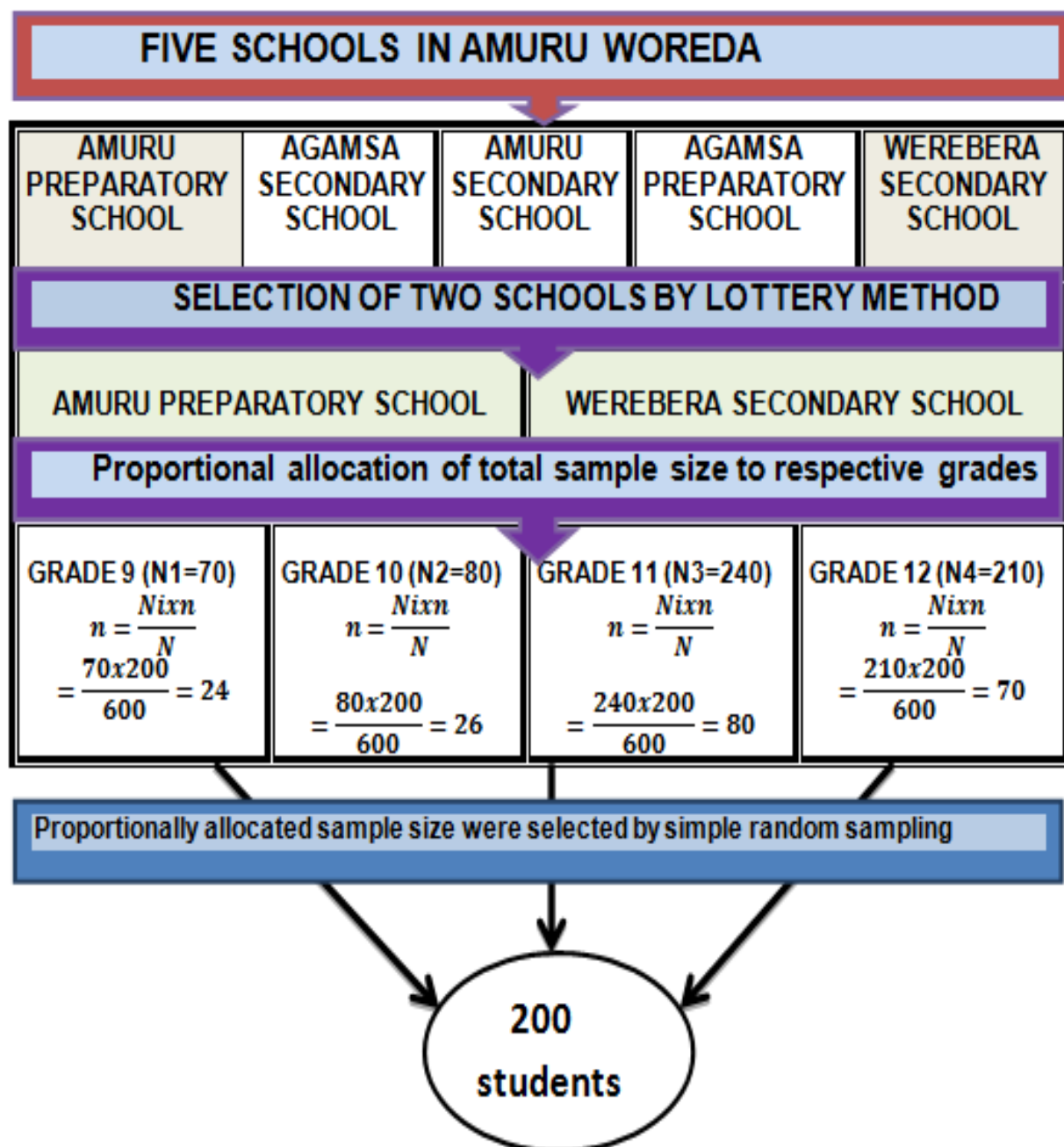
In other words to determine the sample size for each grade the researcher used proportionally

allocated sample size $n = \frac{N_i \times n}{N}$ where n =the sample size; N_i =the stratum or each grade

population; and N = total population of female students in selected schools. Then the determinations of the sample size for stratum were shown in the schematic form of figure below.

Figure 1 Schematic presentation of sampling procedure

This sample size (200) was proportionally allocated to grade ninth to grade twelfth by using proportional allocation (Figure)



3.6. Data Collection Method

Since it is a survey study, the researcher were both open and close ended questionnaires for data collection. For the problem faced on female students the researcher administered questionnaires were used.

3.6.1. Questionnaire

Qualitatively prepared, structured, both close ended and open ended questions were used. I preferred questionnaires because all the participants were literate and able to put their idea on a paper and they can fill that at the time they feel comfortable either at home or a somewhere else they like. The questionnaires were designed so as to be answered by high school level of female students and physical education teachers.

3.7. Data Collection Procedures

Before developing the instruments, related literatures were thoroughly examined and items were prepared in English. The procedure was begun with distributing the Letters seeking the permission to include female students and physical education teachers in the study. Included in the letter was the purpose and importance of the study. After approval of all authorizes the questionnaires were distributed to the respondents. Most of the questionnaires were filled in during the time when the students being free.

3.8. Methods of Data Analysis

The data collected through different tools were analyzed in line with the basic questions raised in chapter one. After the collection and gathering of data from the respondents directly, the next step was analyzing the given data. Both qualitative and quantitative methods were employed to analyze the data. The data collected through closed ended questionnaires was analyze quantitatively using descriptive statements and explanations after it was entered to statistically package for social science (SPSS) soft ware. In addition, the result of the study was reported in tabular presentation.

3.9. Pilot Study

3.9.1. Validity

The Instruments prepared by the researcher should address the research objective and answer the research questions under investigation. The face, construct and Content validity of each item in the instruments were approved by a group of experts of physical education, physical education teachers, advisors, and experts of measurement and evaluation. Content validation was established by cross-referencing the content of the instruments to those elements contained in the basic research questions to determine if there was indeed a match. That is, the items constructed were in line with the answer to the research questions. Content validity addresses to what extent the appropriate content is represented in questions. So the researcher validates the instruments that were developed as follows; before the actual data collection started; the instruments were given to colleagues so as to get valuable comments and criticisms on the strengths and weakness of the items. Based on the comments obtained, necessary modifications were made and given to the thesis advisor for further comments, criticisms and evaluation.

3.9.2. Reliability

The questionnaires were pre- tested at the secondary school physical education teachers and students that have the same characteristics as those in the main study. The participants in the pilot study were 50 (3 physical education teacher and 47 female students) who is volunteered to participate. However, all are excluded from the main study. The sample for the pilot study was taken 23% of the main study sample size. The purpose of this test is to check the appropriateness of the items and to make the necessary corrections based on the feedback obtained. After collecting the distributed instruments the results were coded and entered to SPSS soft ware version 16.0. Then internal consistency (validity and reliability) of the tests were also computed. And also the items inter correlation and Cronbach-Alpha was computed in order to evaluate the scales and their reliability.

Table 1: Reliability test

	N	Cronbach-Alpha value	No of items
Female students	47	0.95	22
PE teacher	3	0.81	18

The measure was found to be reliable with Alpha 0.95 and 0.81 for female students and physical education teachers respectively. Thus, the instruments were found reliable to collect data for the main study and then administered as scheduled.

3.10. Ethical Consideration

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. Ethical considerations play a role in all research studies and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore the researcher has communicated all selected schools legally and smoothly. The purpose of the study was made clear and understandable for all participants. Any communication with the concerned bodies was accomplished at their voluntarily agreement without harming and threatening the personal and institutional wellbeing. Also Participants' economic background, ethnicity, sex or race as means of identify was not be considered because all these have nothing to do with the idea of the research and learning physical education disregards these issue.

4. RESULTS AND DISCUSSION

4.1. Overview

This chapter deals with the presentation and analysis of the data collected from female students and physical education teachers respondents. The data were gathered from students and teachers through questionnaires. Furthermore, the main findings of the study are presented with the help of tables followed by descriptive statements for analysis to give answers to basic questions set in the study and interpreted using frequency and percentage. The total population of this study was included 205. Of these 200 were female students and 5 were physical education teachers.

All of the respondents were selected according to their usability that is randomly and purposively. The researcher distributed 200 questionnaires for female students among them 175 (87.5%) of them were filled and returned while 25(12.5%) of the questionnaires were not returned. Majority of the students are grade 11th 65(37.1%) followed by grade 12th 60 (34.3%), grade 10th 26 (14.9) and the least amount was in grade 9 students which comprised 24(13.7%). The reason for the large number of sample sizes of grade 11 and 12 are due to the presence of the two high schools nearest to preparatory school and adding the other high school students. And also the researcher distributed questionnaires for 5 physical education teachers, among them 5(100%) of them were filled and returned. Applying percentage and other statistical methods employed in the analysis of the data gathered are organized using tables and then followed by descriptions of the result.

4.1.1. Demographic Characteristics of Female Students

Female students attending grade 9-12 (2016/2017) year were selected for the research as a sample.

The demographic variables of the respondents were gathered as background information which are: school, grade and age summarized in the following table below. Simple descriptive statics frequency and percentage of each variable were manipulated as follows.

Table 2: Socio demographic characteristic of female students

No	Variable	Frequency	Percent
	Demographic characteristics of female Students		
1	School		
	Werebera	50	28.6
	Amuru Preparatory	125	71.4
	Total	175	100.0
2	Grade		
	9	24	13.7
	10	26	14.9
	11	65	37.1
	12	60	34.3
	Total	175	100.0
3	Age		
	15-17 years	50	28.6
	18-22 years	125	71.4
	Total	175	100.0

As table 2, Regarding to the participants school, the majorities 125(71.4%) of the female students were from Amuru Preparatory school whereas the remaining 50 (28.6%) of female students were from Werebera secondary school. When we see from the above table, the grade level of the respondents, most of them 65 (37.1%) were grade 11th, 60 (34.3%) were grade 12th, 26(14.9%) were grade 10th and 24 (13.7 %) were grade 9th. In addition from the above table, most of the respondents 125(71.4) were aged 18-22 and the remaining 50(28.6) were aged 15-17 years.

4.1.2. Socio Demographic Characteristics of Teacher Respondents

The intended teacher's respondents were 5 to fill the questionnaire. Three demographic variables of the respondents were gathered as background information. These are: work experience, age and sex summarized in the following table below. Simple descriptive statistics frequency and percentage of each variable were manipulated as follows.

Table 3: Socio demographic characteristic of teachers

No	Demographic characteristics of teachers	Frequency	Percent
1	Work experience		
	6_10 years	3	60.0
	11_15 years	2	40.0
	Total	5	100
2	Age		
	29years	2	40.0
	35years	2	40.0
	37years	1	20.0
	Total	5	100
3	Sex		
	Female	1	20.0
	Male	4	80.0
	Total	5	100

The above table (table 2) indicates that the back ground information of physical education teachers which selected for the sample from the schools. Concerning their work experience, the majorities 3(60%) of the respondents have 6-10 years work experience. Whereas the remaining two teachers have 11-15 years work experience. When we see the age of teacher participants, 4(80%) were aged 29-35 years, 1 (20%) was aged 37 years. Regarding the respondent of the sex, about 5 physical education teachers were included in study, out of the total only one teacher was female (20%). This shows that the participation of females in physical education field of study is low.

4.2. Students Data Analysis

Table 4: Factors affecting female students' participation in PE

No	Variable	Frequency	Percent
1	Which of the following factors do you think will impede your participation in physical education?		
	Teachers approach	0	0
	Lack of interest	0	0
	Difficulty and boring of participation	0	0
	Absence of room, latrine and water service	175	100.0
	Total	175	100.0
2	What are the factors that affect females' students not to achieve good results better than male counter parts in physical education classes?		
	Lack of ability compared to male counter parts	0	0
	Low attitude and perception of male students towards female students	175	100.0
	Lack of time	0	0
	No unique hindrance to female students	0	0
	Total	175	100.0
3	What are the major hindrances when female students practice in the physical education Classes?		
	Cultural influence	0	0
	Religious	0	0
	Family influence	0	0
	Social influence	0	0
	All	175	100.0
	Total	175	100.0
4	What are the causes that hinder females to participate in physical education?		
	No parents' permission	0	0
	Lack of time	0	0
	Lack of sport facility	175	100.0
	Economical problem	0	0
	Total	175	100.0
5	Do male students show superiority in physical education classes?		
	Yes	175	100.0
	No	0	0
	I don't know	0	0
	Total	175	100.0

6	Do parents support available physical education material, to their daughters to Participate?		
	Yes	0	0
	No	175	100.0
	Total	175	100.0
7	At the time of menstrual do you think to practice physical activities?		
	Yes	0	0
	No	175	100.0
	Total	175	100.0

From the above table (table 4) we have seen that the responses of female students on the factors that affect female student's participation in physical education in their schools.

Item 1, Female students were asked about their thought which impedes the participation of in physical activities. For this all 175 (100%) of the respondents responded as they think that absence of room, separate latrine and water service is the major factor which block their participation in physical activities.

Similarly in the table item 2 female students were asked about the factors that impaired female students not to achieve good results better than male counter parts in physical education activities, For this, all 175(100 %) of the participants identified that Low attitude and perception of male students towards female students to participate in physical education activities is one of the major factors that impaired female's students not to achieve good results better than male counter parts in physical education activities.

In addition from the above table, item 3 Female students were asked about the major hindrance again to participate in physical activity. For this all 175(100%) of the respondents responded as all of the factors shows the major hindrance which are cultural influence, religious, family influence and social influence.

As we see from the above table item 4, Female students were asked about their thought on the causes which hinder their participation in physical activities. For this all 175 (100%) of the respondents responded as they think that lack of appropriate sport facility is the major factor which block their participation in physical activities. We seen that from the

respondents as they respond lack of appropriate sport facilities were the major cause to hinder female students to participate in learning physical education.

In addition from the above table, item 5 Female students were asked about male students show superiority in physical education classes. For this all 175(100%) of the respondents responded as there was superiority in male students during physical education class. This shows it was the major cause to block the participation of female students in physical education.

In addition from the above table (table 4), Female students were asked about the parental support in available physical education material, to their daughters to Participate .For this all 175 (100%) of the respondents responded that there is no parental support in available physical education material at all. So this also the major factor which blocks the participation of female students in learning physical education. In menstrual period female students have not interest to participate in physical education practical class.

Again from the above table, Female students were asked about their participation in menstrual period. For this all 175 (100%) of the respondents responded that there is no participation in physical education practical class during menstrual period.

In general regarding the findings in the study indicate that major factors which affect female students participation in physical education is absence of room for changing clothes, separate latrine and water service 175(100%), the low attitude and perception of male students towards female students 175(100%), cultural influence, religious, family influence and social influence 175(100%), lack of appropriate sport facilities 175(100%), superiority in male students during physical education 175(100%) and no parental support in available physical education material at all 175(100%).

Table 5: Female students' awareness regarding the benefit of PE

No	Variable	Frequency	Percent
1	How important is participation in physical activity/sport/ to you?		
	Important	19	10.9
	Not important	7	4.0
	I don't know	149	85.1
	Total	175	100.0
2	Do you believe that the participation of female students in physical activities can Contribute for your health and development of the country?		
	Yes	32	18.3
	No	0	81.7
	I don't know	143	0
	Total	175	100.0
3	Do you think that female students and male students can perform equally in physical Education activities?		
	Yes	16	9.1
	No	159	90.9
	I don't know	0	0
	Total	175	100.0
4	Do you think males and woman have got equal opportunity regarding participation in Sports and physical activity in your school?		
	Yes	0	0
	No	175	100.0
	Total	175	100.0
5	Do you participate in physical activity?		
	Yes	26	14.9
	No	149	85.1
	Total	175	100.0

From the above table (table 5) again we have seen that the responses of female students on the awareness of female students have to participate in physical education in their schools.

From the above table, item 1, Female students were asked about how important is participation in physical activity/sport/ to you. For this 19(10.9%) of the respondents responded that participating in physical activity /sport is important, 7(4.0%) of the respondents

responded as not important participation in physical activity/sport and 149(85.1%) of the respondents responded that they do not know about the importance of participation in physical activity/sport. So we understood from this there is the lack of awareness in importance of participating in physical activity/sport.

From the above table item 2, female students were asked on their beliefs that the participation of female students in physical activities can contribute for their health and development of the country, For this, the majority 143(81.7%) of the participants responded that they do not know about the participation of female students in physical activities can contribute for your health and development of the country changing. We understood from this response there is the lack of awareness regarding the benefits of participation of female students in physical activities can contribute for your health and development of the country. 32(18.3%) of the participants responded as they believe that the participation of female students in physical activities can contribute for your health and development of the country.

Item 3, female students were asked as they think that female students and male students can perform equally in physical education activities, For this, the majority 159(90.9%) of the participants responded that they do not perform equally in physical activity and think as female students and male students cannot perform equally in physical activities. 16(9.1%) of the participants responded that they think as female and male students can perform equally and have awareness regarding the equal participation of male and female students in physical education. In addition from the above table we have seen that the responses of female students indicate that, there is the problems in the case of male and female perform equally in physical activity.

Item 4, female students were asked as they think that males and woman have got equal opportunity regarding participation in Sports and physical activity in their school. For this, all 175(100%) of the participants responded that they do not have got equal opportunity regarding participation in Sports and physical activity in their school. Then there is the lack of awareness in giving equal opportunity for male and female students regarding participation in Sports and physical activity in their school.

Again from the above table, there is no participation in physical activity (85.1%) and there is the participation in physical education (14.9%).

Generally we understood from the findings there is the lack of awareness regarding the equal opportunity regarding participation in Sports and physical activity in their school 175(100%), the equal participation of male and female students in physical education 159(90.9%), the importance of participating in physical activity/sport 149(85.1%), and the benefits of participation of female students in physical activities can contribute for your health and development of the country 143(81.7%).

Table 6: Suggestions to improve female student's participation

No	Variable	Frequency	Percent
1	Which of the following solutions to be performed in order female students to Participate in physical education activities?		
	Giving gender education	140	80.0
	Changing the attitude of parents towards their daughters	23	13.1
	Changing the attitude of teachers towards female students	7	4.0
	make sensitive to directors, teachers, male peers family and the society at large about the importance of female education in general with specific in physical education	5	5.1
	Total	175	100.0
2	What do you think if female teachers are assigned in physical education?		
	Increase female participation	122	69.7
	Free from male domination	0	0
	Free to explain ideas and problems	53	30.3
	No effect	0	0
	Total	175	100.0

From the above table (table 6), again we have seen that the responses of female students on providing the possible Suggestions on female students participation in learning physical education in their schools.

Item 1 of table 4, above female students were asked about the possible solutions to be performed in order to female students Participation in learning physical education. For this, the majority 140(80.0%) of the participants responded that giving gender education is the possible solutions to be performed in order to female students Participation in physical education activities. 23(13.1%) of the participants responded that changing the attitude of parents towards their daughters is the possible solutions to be performed in order to female students Participation in physical education activities 7(4.0%) responded that changing the attitude of teachers towards female students is the possible solutions to be performed in order to female students to Participate in physical education activities and the remaining 5(5.1%) of the respondents responded that make sensitive to directors, teachers and societies about the importance of female participation in physical education is the possible solutions to be performed in order to female students Participation in learning physical education.

Item2, female students were asked about what they think if female teachers are assigned in physical education, For this, the majority 122(69.7%) of the participants responded that if female teachers are assigned in physical education, they will be increase female students participation in physical activity. 53(30.3%) of the participants responded that if female teachers are assigned in physical education, the female students in physical activity will free to explain ideas and problems.

Generally regarding the findings indicate that on the providing suggestions /possible solutions to improve female students participation in learning physical education is assigning female teachers in teaching physical education increases female students participation in learning physical education 122(69.7%) and helps to be free to explain ideas and problems during the physical education classes, giving gender education 140(80.0%) and changing the attitude of parents towards their daughters 23(13.1%).

4.3. Physical Education Teachers Data Analysis

Table 7: Teachers response on the factors hinders female students' participation

	Information obtained from the teachers	Frequency	Percent
1	To what extent is the participation of female students compared with their male counter- parts in physical education classes?		
	High	0	0
	Medium	1	20.0
	Low	4	80.0
	Total	5	100.0
2	What is the choice of girl students when they practice physical education activities in groups?		
	practicing with female students	4	80.0
	practicing alone	1	20.0
	Total	5	100.0
3	How did girl students perceive the discussion question and answering held in the classroom?		
	High	0	0
	medium	2	40.0
	Low	3	60.0
	Total	5	100.0
4	Do your schools have enough teaching materials?		
	no	5	100.0
	Total	5	100.0
5	Are female students given care when they participate in physical education learning?		
	yes	2	40.0
	no	3	60.0
	Total	175	100.0
6	Rate the following hindrance at the time of practicing physical education activities		
	Biological or physiological	2	40.0
	Culture	3	60.0
	Total	5	100.0
7	Do you think that the society`s culture affects physical education learning and practicing sport activities, especially in the field?		
	yes	4	80.0
	No	1	20.0
	Total	5	100.0

8	Are girl students face cultural problem on their participation in physical education lesson?		
	Yes	5	100.0
	No	0	0
	Total	5	100.0
9	Are there any challenges that affect you to teach physical education especially practical Parts in the field?		
	Yes	5	100.0
	No	0	0
	Total	5	100.0
10	Do parents support available physical education material, to their daughters to participate in sport activities?		
	Yes	0	0
	No	5	100.0
	Total	5	100.0

From the above table (table 7), we have seen that the responses of physical education teachers on the factors hinder the participation of female students in learning physical education class in their schools.

Item 1 physical education teachers were asked about the extent at which the participation of female students compared with their male counter-parts in physical education activities. For this majority of the physical education teachers 4(80.0%) respond that the participation of female students compared with their male counter-parts in physical education activities is low.1 (20.0%) of the physical education teachers respond that the participation of female students compared with their male counter-parts in physical education activities is medium.

In item 2, teachers were asked about the choice of female's a student when they practice physical education activities in groups. The majorities 4(80.0%) of the respondents respond that the choice of female students is practicing with practicing with female students. Whereas one teacher (20.0%), respondent responds that the choice of female students is practicing alone.

In item3, physical education teachers were asked about how female students perceive the discussion question and answering held in the classroom. For this the majorities 4(80.0%) of the teachers respond that female students perceive the discussion question and answering

held in the classroom is low, while the remaining 1 (20.0%) responds that female students perceive the discussion question and answering held in the classroom is medium.

On the same physical education teachers were asked about the presence of adequate materials for female students to participate in different sports such as gymnastic materials (apparatus). For this all of the respondents respond that there are no adequate materials for female students to participate in different sports such as gymnastic materials (apparatus). And also responds in open ended questions.

On the above table item 5, physical education teachers were asked about the care given for female students when they participate in physical education activities. For this 3(60.0%) of the participants were responded that no care are given for female students when they participate in physical education activities. The remaining 2(40.0%) of the teachers respond that care are given for female students when they participate in physical education activities.

Again On the above table item 6, physical education teachers were asked about the hindrance at the time of practicing physical education activities. For this 2(40.0%) of the participants were responded that biological or physiological factor, the remaining 3(60.0%) of the teachers respond that culture were the hindrance of female students at the time of practicing physical education activities.

On the same table item 7, physical education teachers were asked about the society`s culture affects physical education learning and practicing sport activities, especially in the field. For this 4(80.0%) of the respondents responded that yes, and 1(20.0%) of them responded that no.

On the above table item 8, physical education teachers were asked about are girl students face cultural problem on their participation in physical education lesson? For this 5(100.0%) of the respondents responded that yes.

In item 9, physical education teachers were asked about are there any challenges that affect you to teach physical education especially practical Parts in the field?? For this 5(100.0%) of the respondents responded that yes.

On the above table item 10, physical education teachers were asked about do parents support available physical education material, to their daughters to participate in sport activities. For this 5(100.0%) of the respondents responded that no.

Generally the findings indicate that the factors which hinders the participation of female students in learning physical education are the choice of female students is practicing with female students 4(80.0%),the participation of female students compared with their male counter-parts in physical education activities is low 4(80.0%),female students perceive the discussion question and answering held in the classroom is low 4(80.0%)negative attitude of the community culture highly affects participation of female students in physical education activities 4(80.0%) and no care are given for female students when they participate in physical education activities 3(60.0%),biological or physiological 2(40.0%),culture 3(60.0%) and no parental supports in available physical education materials.

Table 8: Teachers response on the awareness of female students in PE

	Information obtained from the teachers	Frequency	Percent
1	Do you permit at the time female students when faced with menstrual period to be excused from physical education activities?		
	yes	1	20.0
	no	4	80.0
	Total	5	100.0
2	Do you believe physical education has equal perception from the other subjects by school administrators and school society		
	Yes	0	0
	no	5	100.0
	Total	5	100.0
3	Rate the problems (factors) that hinder female students not to participate in physical education activities?		
	lack of understanding	3	60.0
	negative attitude of community	2	40.0
	Total	5	100.0

As we can be understood form the above table (table 8), item 1 physical education teachers were asked about whether they give permission for female students when faced with menstrual period to be excluded from physical education activities or not. For this majority of the physical education teachers 4(80.0%) respond that they do not permit at the time female students when faced with menstrual period to be excused from physical education activities. The remaining one physical education teachers (20.0%) respond that they permit at the time female students when faced with menstrual period to be excused from physical education activities.

From the above table 8, physical education teachers asked about their believe on physical education has / has not equal perception from the other subjects by school administrator and school society. For this the total physical education teachers respond that (100 %) physical education has no equal perception from the other subjects by school administrators and school society.

In addition on the above table (table 8), physical education teachers were asked about the problems (factors) that hinder female students not to participate in physical education activities. For this 3(60.0%) of physical education teachers respond that lack of understanding that hinder female students not to participate in physical education activities, the remaining 2(40.0%) of physical education teachers respond that the negative attitude of the community hinder female students not to participate in physical education activities.

Generally the findings indicate that the there is the lack of awareness which hinders the participation of female students in learning physical education are physical education has no equal perception from the other subjects by school administrators and school society (100.0%) ,physical education teachers do not permit at the time female students when faced with menstrual period to be excused from physical education activities 4(80.0%) and lack of understanding that hinder female students not to participate in physical education activities 4(80.0%)

Table 9: Teachers response regarding the suggestions on participation of female students

	Information obtained from the teachers	Frequency	Percent
1	Did the school give gender education using programmed?		
	Yes	0	0
	No	5	100.0
	Total	5	100.0
2	Do you expect physical education and designed and organized in the curriculum properly?		
	yes	5	100.0
	No	0	0
	Total	5	100.0
3	What do you recommend (advise) in order to enhance the participation of female students globally and with in the country?		
	change of attitude at school level	1	20.0
	Encouraging female students	4	80.0
	Total	5	100.0

From the above table 9, in item 1 physical education teachers were asked about the school gives gender education using programs or not. For this all of the teachers (100.0%) respond that the school does not give gender education using programs.

On the same table item 2, physical education teachers were asked about their expectations on the physical education designed and organized in the curriculum properly. For this all of the participants were responded as they expect physical education designed and organized in the curriculum properly.

In item 3, physical education teachers were asked about their recommendation (advices) in order to enhance the participation of female students globally and with in the country. For this the majorities 4(80.0%) of the participants were responded that encouraging female students to participate in sport is their recommendation (advices) in order to enhance the participation of female students globally and with in the country and the remaining 1(20.0%)

of the teachers respond that change of attitude at school level is their recommendation (advices) in order to enhance the participation of female students globally and with in the country. Lack of encouragement and understanding of directors and administration employees affects female students' to enhance the participation of them in physical activities.

Generally the findings explore that, regarding the possible suggestion/solutions to improve the participation of female students in learning physical education are the school gives gender education (100.0%), expectations on the physical education designed and organized in the curriculum properly (100.0%) and encouraging female students to participate in sport is their recommendation (advices) in order to enhance the participation of female students globally and with in the country (80.0%),

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of summary, conclusions and recommendations of the research results. The study was intended to investigate the challenges of Female Students in Learning Physical Education with Specific Reference to Some Secondary Schools in Amuru Woreda, Horo Guduru Welega Zone, Oromia Regional State. Accordingly, the female students selected through availability sampling techniques, while PE teachers all them were selected. Therefore, to reach at the purpose of the study, questionnaire was used. The data which was gathered through the above mentioned gathering tools was tabulated analyzed and discussed in chapter four. Based on the analysis and discussion, the following summary, conclusions and recommendations were made.

5.1. Summary

Under the descriptive survey design, the method employed for the study is a mixed approach, which is both quantitative and qualitative research approaches were used. 175 female students and 5 physical education teacher respondents were participated in the study was non-probability sampling, convince (availability) for physical education teachers and simple random sampling by lottery method for female students.

To collect the required information questionnaires were employed for both female students and physical education teachers. The collected data were analyzed using SPSS version 16.0 and results of the study were explained with the help descriptive statistics, frequency table and percentages. Based on the results of the data analysis, the major findings of the study summarized as follows.

The current finding indicated that, there is low proportion 26(14.9%) of females who are participated in physical education practical class. This finding conclude that, lack of awareness highly affect the participation of females in the physical activity. Lack of family support also positively or negatively affect the enrolment of females in learning PA. Family can motivate their daughters to be engaged in PA just by buying different sport facility.

Wrong attitude towards female participation is another principal factor which affects enrolment. Lack of interest is also additional negative factor for female students' enrolment in physical exercise.

Concerning the factors that affect female student's participation in physical activity: All 175(100%) of the respondents identified that as they think the absence of room for changing clothes, separate latrine and water service is one of the major factors that impaired female's students which block their participation in physical activities. 175(100 %) of the participants identified that Low attitude and perception of male students towards female students to participate in physical education activities is one of the major factors that impaired female's students not to achieve good results better than male counter parts in physical education activities. All 175(100%) of the respondents responded as cultural, religious, family and social influences all are the major hindrances when female students practice in the Physical education classes.

All 175(100%) of the respondents responded as lack of appropriate sport facilities for females is the major causes that hinder females to participate in physical education. All 175 (100%) of the respondents responded that superiority in male students is the major causes that hinder females to participate during physical education class. Generally the study also found that, the major factors that affect the participation females students are found under home and school environment including parental support and communities attitude which may contribute for their lower participation in physical education activities

Concerning the awareness of female students regarding the benefits of participating in physical education: the majority 19(10.9%) of the respondents responded that participating in physical activity /sport is important, 7(4.0%) of the respondents responded as not important participation in physical activity/sport and 149(85.1%) of the respondents responded that they do not know about the importance of participation in physical activity/sport. So we understood from this there is the lack of awareness in importance of participating in physical activity/sport. The majority 143(81.7%) of the participants responded that they do not know about the importance of participation in physical education can contribute for their health and development of the country changing. We understood from this response there is the lack of awareness regarding the benefits of participation of female students in physical activities can contribute for their health and development of the country. 32(18.3%) of the participants responded as they believe that the participation of female students in physical activities can contribute for your health and development of the country. the majority 159(90.9%) of the

participants responded that they do not perform equally in physical activity and think as female students and male students cannot perform equally in physical activities. 16(9.1%) of the participants responded that they think as female and male students can perform equally and have awareness regarding the equal participation of male and female students in physical education. The study shows that there is the lack of awareness for female students and communities.

Regarding to the possible suggestions that teachers and female students made to improve female student's participation in sport physical activity: The majority 140(80.0%) of the participants responded that giving gender education is the possible solutions to be performed in order to female students Participation in physical education activities. 23(13.1%) of the participants responded that changing the attitude of parents towards their daughters is the possible solutions to be performed in order to female students Participation in physical education activities 7(4.0%) responded that changing the attitude of teachers towards female students is the possible solutions to be performed in order female students to Participate in physical education activities and the remaining 5(5.1%) of the respondents responded that make sensitive to directors, teachers and societies about the importance of female participation in physical education is the possible solutions to be performed in order to female students Participation in learning physical education. The majority 122(69.7%) of the participants responded that if female teachers are assigned in physical education, they will be increase female students participation in physical activity. 53(30.3%) of the participants responded that if female teachers are assigned in physical education, the female students in physical activity will free to explain ideas and problems. Generally regarding the findings indicate that on the providing suggestions /possible solutions to improve female students participation in learning physical education is assigning female teachers in teaching physical education increases female students participation in learning physical education 122(69.7%) and helps to be free to explain ideas and problems during the physical education classes, giving gender education 140(80.0%) and changing the attitude of parents towards their daughters 23(13.1%).

5.2. Conclusions

The conclusions that the researcher reached in the light of the results of this study are presented as follows.

- ❖ The absence of room for changing clothes, latrine and water service for females in PE practical classes.
- ❖ The school supports for full fill ofsport facility which hinder the participation of female students instead of provide opportunity to participating in learning PE.
- ❖ The major challenges are not only related with family support, lack of awareness and having negative attitude towards the participation of female students but also there were constraints in resources to fulfill the needs of facilities
- ❖ Absence of equal gender opportunities in the participation which make the low participation of female students in PE.
- ❖ The low rate of participation of other bodies to provide opportunity to participate female students in learning PE.
- ❖ If female teachers are assigned in physical education, the participation of female students in physical activity will increase.
- ❖ Female students are to be aware about Participation of physical activity which contributes for health in a great role, to build confidence and self steam, to avoid the low participation of them in teaching physical education.
- ❖ The study also found that, the major factors that affect the participation of females students are generally lie under home and school environment including parental support, society attitude and male students attitude specially in practical class which may contribute for their lower participation in physical education activities.

5.3. Recommendations

Based on the result of the current findings, the following recommendations were made.

- ❖ To increase female students' participation in classroom, teachers have to encourage and motivate them to develop the participation of discussion in asking and answering questions in physical education classes.
- ❖ Teachers to give awareness about the importance, objectives and goals of physical education for female students conceptually and increasing the opportunity in training to avoid the low participation of them in learning physical education.
- ❖ Convincing the family of female students about the importance of physical exercise another crucial action to increase the enrolment of female students in physical activity highly recommendation.
- ❖ The administrative school also recommended to facilitate female students participation by preparing a room for changing clothes, latrine and water service.
- ❖ As much as possible assigning female teachers for female students are highly advantageous. This has many advantages; these are to avoid fear, free discussion with female teachers and having observed the female as the health and physical education teacher by itself will motivate the female students to participate.
- ❖ Teachers aware male students to change their attitude in case of female students' participation in learning physical education.
- ❖ Even concerning to the issue of low enrolment of female students discussion with the family of students are highly recommended.
- ❖ As much as possible recommended the Oromia education bureau to add period per week for Health and physical education.

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7. APPENDICES

Appendix A: The questionnaires filled by female students

A questionnaire designed on “the challenges of female students in learning physical education” in Werebera high school and Amuru preparatory schools.

This questionnaire will be filled by female students. The purpose of these questionnaires is to collect information on the challenges of female students in learning physical education. It also based on identifying the major problems on the challenges of female students in learning physical education. Therefore, you will be requested to fill-in this questionnaire ideas that in corporate different issues related to the paper your realistic response will achieve the success of the research. Please complete the questionnaire by circling the number, which corresponds to you answer and by stating your answers fully when there is a need.

Thank you in advance for your response.

Part 1. Write your own Background Information on the Space Provided

1. Name of the school _____

2. Grade _____

3. Age _____

4. Sex _____

5. Woreda _____ Town _____ Zone _____

Part 2. Put a“✓” mark in the boxes when the correct answer is found.

1. Do you participate in physical activity?

A. Yes B. No C. Some times

2. If you answer for the above question is “No” would you like to begin participation in Physical activity?

A. Yes B. No

3. At the time of menstrual do you think to practice physical activities?

A. Yes B. No C. I do not know

4. Do you think males and woman have got equal opportunity regarding participation in sports and physical activity in your school?

A. Yes B. No

5. Do you have a family member who participates in any physical activity/sport competition?

A. Yes B. No

6. Do you have a friend of female student who participates in physical activity/
Sport competition?

A. Yes B. No

7. Do your parents support you physical education material?

A. Yes B. No C. Some times

8. Are there any bodies which provide support and encourage you to participate in any of Physical activity and sports? A. Yes B. No C. I do not know

9. Can you ask teachers when they explain and demonstrate through theory and practice to repeat the practical activities?

A. Yes B. No C. I do not know

10. Do you contact with student council to discuss problems related to how to participate in sport activities?

A. Yes B. No C. Some times

11. Do male students show superiority in physical education classes?

A. Yes B. No C. I don't know

12. To what extent is your participation in physical education activities especially in practical session?

A. Very high B. Medium C. Low D. Every low

13. If your answer for question number one is "yes"; how frequent?

A. Once a week B. Twice a week C. Three times a week D. always

14. How important is participation in physical activity/sport/ to you?

A. Very important B. Important C. is not important

15. What are the factors that affect females students not to achieve good results like their male counter parts in physical education classes?

A. Lack of ability compared to male counter parts

B. Low attitude and perception of male students towards female students

C. Lack of time because of household work to participate in physical education activities

D. No unique hindrance to female students

16. Do you believe that the participation of physical activities can

Contribute for your health and development of the country?

A. Yes B. No C. I don't now

17. Do you think that female students and male students can perform equally in physical education activities?

A. Yes B. No C. I don't know

18. What is the societies or communities attitude towards learning physical education?

A. Higher B. Medium C. Low

Part 3. Rate the Following Question

19. Which of the following solutions should be performed in order to increase female students to participate in physical education activities?

- A. Giving gender education
- B. Changing the attitude of parents towards their daughters
- C. Changing the attitude of teachers towards female students

20. Which of the following factors do you think will impede your participation in physical activities?

- A. Teachers approach
- B. Lack of interest on the subject
- C. Participating in physical activities is difficult and boring
- D. Absence of room for changing clothes separate latrine and water service

21. What are the causes that hinder you to participate in sport activities?

- A. parent's permission
- B. Lack of time
- C. Lack of appropriate sport facilities
- D. Economical problem to buy sport swears and materials

22. What are the major hindrances when you practice in the physical education classes?

- A. Cultural influence
- B. Religious influence
- C. Family influence

D. Social influence

E. All

23. What do you think if female teachers are assigned for physical education classes?

A. Increase the participation of female students in physical activity

B. Females can be free from male domination

C. Free to explain ideas and problems

D. The presence or absence of female physical education teachers doesn't bring any change in our physical performance

Source: Andinet (2014)

Appendix B: Questionnaires Filled By Physical Education Teachers

A questionnaire set on “the challenges of female students in learning physical education” in Werebera high school and Amuru preparatory schools.

This questionnaire is to be filled by teacher. The purpose of this questionnaire is to gather the available data on challenges of female students in learning physical education of Werebera high school and Amuru preparatory schools. It also aimed at detecting the major problems in the challenges of female students in learning physical education. Hence, you will be requested to fill-in this questionnaire that accommodates different ideas related to the research. The success of this research depends on your genuine response to the questions.

Thanks you in advance for your cooperation

For better information:

Email: desatufeyisa@gmail.com

Phone Number: 0910289912

Part 1. Please write your own background information on the space provided.

1. Name of the school _____

2. Sex _____

3. Age _____.

4. Qualification _____

A. Diploma B. Certificates C. other

5. Grade level _____

6. Work of experience _____

A. 5 Years and below, B.6-10 Years, C. 11-15 Years, D. 16- 20 Years, E. 20 Years and above.

Pat 2. Please put “✓” mark in the space provided it is possible to answer more than one if it is necessary

1. To what extent is the participation of female students compared with their male counter- parts in physical education classes?
 - A. Very high
 - B. High
 - C. Medium
 - D. Equal participation
 - E. Low
2. What is the choice of girl students when they practice physical education activities in groups?
 - A. Practicing with male counter-parts
 - B. Practicing with female students
 - C. Practicing alone
 - D. Practicing according to the program of the teacher
3. How did girl students perceive the discussion question and answering held in the classroom?
 - A. Very high
 - B. High
 - C. Medium
 - D. Low
4. Are female students given care when they participate in physical education learning?
 - A. Yes
 - B. No
 - C. I don't know
5. Do you exclude female students at their menstrual period from physical activities?
 - A. Yes
 - B. No
6. Do you think that the society`s culture affects physical education learning and practicing sport activities, especially in the field?
 - A. Yes
 - B. No
7. Do parents support available physical education material, to their daughters to participate in sport activities?

A. Yes B. No

8. Are girl students face cultural problem on their participation in physical education lesson? A. Yes B. No

9. Did the school give sex education?

A. Yes B. No C. I don't know

10. Do your school have enough teaching materials?

A. Yes B. No

11. Are there any challenges that affect you to teach physical education especially practical parts in the field?

A. Yes B. No

12. If your answer for question 9 above is <Yes> list them.

13. Rate the following hindrance at the time of practicing physical education activities?

A. Biological/physiological B. Psychological

C. Physical D. Culture

14. Do you expect physical education designed and organized in the curriculum properly?

A. Yes B. No C. I don't know

15. If your answer to question "14" is No, which one of the following you think in the reason?

A. Not giving due attention to the subject area

B. Instructional materials

C. Skilled manpower

D. Lack of syllabus relevancy with the existing conditions

E. If you have other opinion _____

16. Do you believe physical education has equal perception like the other subjects by school administrators and school society?

A. Yes

B. No

C. I don't know

17. What do you recommend (advise) in order to enhance the participation of female students in physical activity?

A. Change of attitude at school level

B. Encouraging female students to participation sport

C. Inviting role model known sport men/women in sharing their

Experience through mass media

D. Arranging sport competitions at school level

18. Rate the problems (factors) that hinder female students to participate in physical activities?

A. Lack of educational background knowledge and understanding about females

Participation in physical education activities

B. Lack of female students understanding and attitude to words Physical education activities

C. Negative attitude of the community, the religion and the culture towards participation of female students in physical education activities and sport competitions

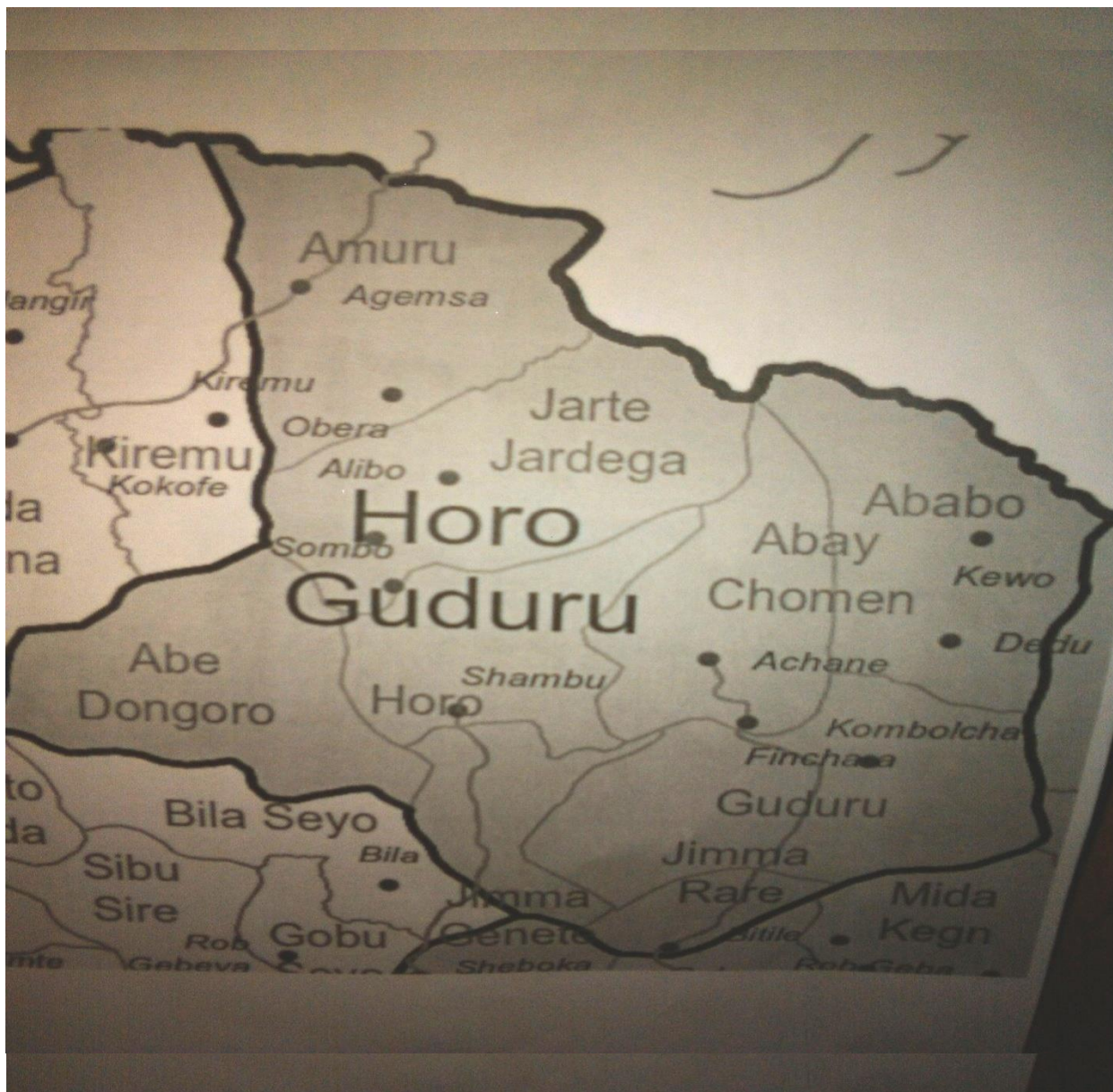
D. Low attitude of teachers and male students towards the participation of female students in physical educations activities and sport competitions

E. Lack of encouragement and understanding of directors and administration employees towards female students participation in physical education activities.

Source: Demsis, (2014) and Hailu, (2012).

LIST OF FIGURES IN THE APPENDIX

Figure 1: Map of the Study Site



Source: [relief web.int/map/Ethiopia/Ethiopia-romi...](http://reliefweb.int/map/Ethiopia/Ethiopia-romi...) (Map)