

**Female Students Participation in Physical Education Class Activities: The
Case of Kombosha Preparatory School, Guduru Woreda, Horo Guduru
WollegaZone, Oromia Regional State, Ethiopia**

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**In Partial Fulfillment of the Requirements for the Degree of
MASTER OF EDUCATION IN TEACHING PHYSICAL EDUCATION**

By

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DEDICATION

I would like to dedicate this thesis manuscript to Mr. Hunduma Tesfaye technical assistant of the Computer Science in Haramaya University, who sacrificed his time and shared experiences to me in all of my study.

STATEMENT OF THE AUTHOR

First, I declare and affirm that this Thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and completion of this Thesis.

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ACRONYMS AND ABBREVIATIONS

FDRGE	Federal democratic Republic government of Ethiopia
IOC	International Olympic Committee
GWLEPO	Guduru Woreda Land and environmental Protection Office
HGW	Horo Guduru Wollega
KPS	Kombosha Preparatory School
Med	Master of Education
MoE	Ministry of Education
PE	Physical Education
SPSS	Statistical Package for Social Science
UNICEF	United Nation International Children's and Education Fund
WB	World Bank

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FEMALE STUDENTS PARTICIPATION IN PHYSICALEDUCATION CLASS ACTIVITIES: THE CASE OF KOMBOSHAPREPARATORY SCHOOL, GUDURU WORED, HORO GUDURU WOLLEGAZONE, OROMIA REGIONAL STATE,ETHIOPIA

ABSTRACT

Physical education is one of the main areas that needs due attention of equal participation of both male and female students. The participation of female students is under several problems that resulted in unequal participation in Ethiopia in general and the study area in particular. The purpose of this study was to investigate female student participation in physicaleducation class activities: the case of komboshapreparatory school, Guduru Woreda, Horo Guduru Wollega Zone, Oromia regional state. To this end, descriptive survey method was employed. To gather data from 3 school directors, 2 physical education teachers and 135 female students. The information obtained from the questionnaire was analyzed in terms of the major findings which included parents' house hold demand of their daughters labor and early marriage. There was a significant difference in achievement between male and female students. Female students need better skills development earlier at primary school and to have more female teachers and other sporting role models. Hence, it is recommended that depending on the results of findings, concerned bodies such as parents, teachers, participants, government, non-government and Woreda educational bureau, to give equal opportunity and access in education with their male counterparts, to exert maximum effort to work closely with the community to provide different services for female students, increasing the number of female physical education teachers to encourage and participate female students, to involve teachers and curriculum expert in curriculum development, to overcome the problems that affect female students from participating in physical education activities through awareness, to give regular counseling for female students on the bases of their performances.

Key-Words-Female Students, Physical Education, Activities, parents demand.

1. INTRODUCTION

1.1 Background of the Study

Education is one of the fundamental elements for social, cultural and economic development of a country. In addition, it is the main instrument to change in values and attitudes conducive to changes. Schools are educational institution where students would acquire knowledge, develop creative thinking and better understanding of the world. It is in the school that young generation of a country is shaped and develops the physical and mental changes in accordance to the educational goals of the county.

Now a day, the existence of a mutually influencing relationship between ‘gender relation’ and ‘development ‘ has become a primary agenda at national and international levels, including different forums and UN’s declaration. As a result governments have understood that gender blind assumptions lead to policy failures and incorporate gender issue into their development plans and have made policy changes to the UN convention of 1979, state parties shall take all appropriate equal rights with men in the field of education and in particular to ensure, on the basis of equality between men and women, the same opportunities to participate actively in sport and physical education Stivachitis, (1999). It is necessary; however, the UN initiatives and conferences primarily focus on sport for all.

Furthermore, she elaborates that the convention clearly recognizes that a restriction or prevention of women or girls from sport and recreational activities is an act of discrimination which violates that enjoyment of their human rights. The convention further recommended that the promotion of sport and physical education for girls as an important tool to eliminate socially constructed gender stereotypes. The fundamental purpose of physical education is to promote through selected physical activity, the establishment and maintenance of competence, attitudes, ideas, drives and conditions which enables each individual to establish a pattern of living that provides satisfactory self-expression and adjustment through individual accomplishment and that will contribute to group welfare through home, community, state, national and world citizenship experience appropriate for each individual Leonard II and Knapp, (1968).

The overall cultural, social and economic development of a country depends upon on a degree of ensuring access and opportunity of education to all social groups without any disparity. However, different levels to learning acquisition are still major problems of our country among women and men. Compared to males; females have less access to join schools, unequal opportunities at all levels of education and hence do not enjoy the benefits of education that males do Tsige. (1991)

Female education in the third world suffers from low participation, poor performance and gender biases, which are the outcome of the society's discriminatory practices on female. Gender role socialization has its root at home and is reinforced in schools and other social institutions Genet.(1991)

A woman with less access to education is an injustice to them as individual and it has serious consequences for the country at large. There are different views about addressing the woman's participation in sport; some view it in terms of the context of the movement of sport itself and its network of organizations which extends from regional, national and international level.

The new education and training policy (1994) states that physical education shall be given due attention and the Institute of Curriculum and Development of Research (ICDR)has developed syllabus of physical education on the basis of the policy to increase equal participation of students both male and female. Physical education syllabus for grade 9-12 physical education is an essential subject matter focus on learning in the psychomotor domain and the development of lifetime patterns of physical activity ICDR (2001). Male and female students who have involved in physical activity develop coordination and abilities useful in work and develop ethical behaviors as well as the responsibility of citizenship, self-discipline, and quality of leadership to lead activities in team sports and get opportunities to play with their peers and this contributes to higher academic and social achievement.

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 Fekede Eshete(1997)

There are major factors that hinder the participation of female students during physical education class such as biological factor, cultural, social, physical and physiological, economical and school factors. However, females can show remarkable improvement in their physical features by making continuous physical exercise. To this end physical education plays a decisive role.

Even though the above studies have been conducted on their area of interest, they did not assess female student's participation in the physical education both in classroom /theoretical/ and practical class activities. Therefore, this study tried to fill the gap on the above stated issues.

1.2Statement of the Problem

Schools are used as a source of future generation for a given country. Moreover, the issue of gender, in the education sector has become a major concern. Physical education is one of the main areas that needs due attention of equal participation of both male and female students. 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. absence of schools competitions has hindered, particularly the females, to show their talent, not to be recruited by clubs and so on.

Kombosha preparatory school was sources of female elite players for the city administration in particular and for the country in general. The schools competition at all level was used as a stage for these schools and the surrounding females. The above problems beg the researcher to conduct a research on the study area. Hence it is very important to get clear understanding of the consequences of the problems, to find out the trend of female students participation and to improve female's participation in parallel with males. The existing studies undertaken at Guduru Woreda were limited in their area of interest.

Even though the above studies have been conducted on their area of interest; they did not assess female students' participation in the physical education both at classroom /theoretical/ and practical class activities. Therefore, this study tried to fill the gap on the above stated issues and strives to assess the females' student participation in the physical education both at theoretical and practical session in comprehensive manner by taking Kombosha Preparatory School, Guduru Woreda.

Based on the following questions were answered;

1. What is the performance of female students in practical class activities?
2. What is the participation of female students in physical education class?
3. What are the challenges and prospects of girl's participation in physical education class?

1.3 Scope of the Study

This study was conducted in Kombosha preparatory school in Guduru Woreda, Horo Guduru Wollega Zone, Oromia Regional State. The study did not /show an exhaustive account of female's participation in PE realities of other high schools and preparatory schools in Guduru Woreda Administration.

1.4 Significance of the study

This study was used as a reference for further researches in the area of female participation in PE class. The finding of the study was also inform the stakeholders about female participation in preparatory school. The findings of the study was further enlightens the strengths and weaknesses of female participation, which have enormous significance for the stake holders to take a peculiar interventions in the area and take into account in devising and implementation case specific intervention plan.

1.5 Objectives the Study

1.5.1. General Objective

- ❖ .To investigate, the trend of female students participation in physical education activities.

1.5.2. Specific Objectives

- To assess the performance of female students in physical education practical class.
- To explore the participation of female students in physical education class activities.
- To assess the challenges and prospects of female students participation in physical education class.

2. REVIEW OF RELATED LITERATURE

2.1. Female and Education

A number of girls that has got education differ from country to country According to young to young, 1990 cited in Mosse(1993) indicates that, the enrolment rate at both primary and secondary levels in sub-Saharan African elementary School 93 percent of boys are enrolled compared with 77 percent of girls. At secondary school levels only 22 percent of girls receive a secondary education in sub-Saharan Africa, in comparison with 36 percent of boys. Contrary to this young also indicated that the same case in Latin American and the Caribbean where sslightly different where more girls (53 percent) receive secondary education than boys. Figures for much of the Asian sub continent reflect a similar pattern to that of Sub-Saharan Africa. With the expectation of Latin America and the Caribbean, the girls of the world are less likely to receive an education than their brothers, not surprisingly; therefore, two-thirds of the world's non- literate people are women (Young) 1990: in Mosse,(1993)

Young, (1990);as cited in Mosse(1993), further stated that much education offered to girls is a double-edged sword, in that it reinforces and heightens school their sense of inadequacy on girls. Available literature suggests that while there is much that is inadequate or inappropriate about curricular in general, the effects of this on girls may be more damaging than on boys. Young also explains that is because of the stereotyping of women's and men's activities found in school literature.The expectations and models that are built in to the curricula seem to be more prejudicial to girls than they are to boys. Additionally, girls are often offered a restricted curriculum, emphasizing domestic science and other feminine' skill, rather than science and technical subjects. 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.

2.1.1. Female Participation in Education: A global Trend

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 (Synder and Mary1995).

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. 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.

2.1.2 Female Education Africa Trend

Even though, female education is one of the recognized critical pathways to promote social and economic development. Evidence from sub-Saharan Africa indicates that there have been improvements in females' participation, female's access to education remains limited in several countries across the region Odaga, (1995). It is evident that, once enrolled, females are more likely to dropout than boys, that their academic achievement is poorer than that of boys.

In recent years, African governmental, non-governmental organizations and donors have been working together to develop programs that address the problems of improving girls educational participation. A recent literature provides a summary of the state of Knowledge of the factors constraining girls schooling in sub-Saharan Africa. It presents an outline of how this accumulated knowledge can be used in practical ways to facilitate the design of programs to accelerate female participation in region +(Heneveld and Odaga 1995).

In relation to this, World Bank (1988) depicts that one of the pressing educational concerns poor student participation, high dropout and repetition levels, low academic achievement, and low teacher moral and attendance. Perhaps the most daunting challenge is that of promoting female education.

This must be a central concern in efforts to improve learning achievements, school effectiveness, teacher motivation, education management and issues to resource mobilization

and recollection of expenditure. Such initiatives provide an important opportunity for creating an enabling environment where girls and other disadvantaged groups can participate fully.

The cross-cultural study of female education outcomes has increased tremendously since 1970s. Analyses have indicated particularly that there is a wide gender gap in enrolments in South Africa, the Middle East and North Africa, and sub-Saharan Africa WB, (1988). The report also clearly identified the central problems of female education as access to school attainment in years of schooling academic achievement and accomplishments after school. All these problems are interrelated and influenced by in and out-of-school factors. Increase in enrollments but continuing poor educational outcomes for females have been documented, and the multiple supply and demand reasons for persistent gender differences in educational outcomes have been well elucidated.

As Henveld and Odaga (1995) the evidence of significance returns to female education includes reduced fertility, reduced infant mortality, enhanced family health and welfare, improved children's Education, and increased agricultural productivity earnings and overall economic productivity for women and the large economy. Therefore, the identified 'best practices' aim to improve both the supply of education for girls and the demand for girls education, On the supply-side, these practices include, building more schools, improving the school environment, training more female teacher, and removing gender bias in text books, and, on the demand-side, launching campaigns to promote the benefits of female education and providing stipends and scholarships as incentives to parents.

Physical education and female participation

This particular strategy aimed to ensure that the assumed skillfulness and competitiveness of male students was somewhat controlled, at the same time, this strategy reinforces the notion that females are 'naturally' inferior to males on the sporting field and does little to challenge gender stereotypes Wright, (1999). However, Emma, the youngest teacher in the sample, with the least amount of experience, showed some resistance to this dominant practice:

2.1.3 Female Education in Ethiopian

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 taken to encourage females' participation at all level of education. However, there are diverse factors that affect the teaching learning process of female students.

According to Tsigie (1991), among the factors contributing this gender differences are, societal and cultural beliefs, household responsibilities, early marriage, lack of motivation, lack of confidence, lack of guidance and counseling services and so on. Furthermore, her findings indicate that biological, physiological, psychological, and religious factors also contributed to the low participation of female's students in certain areas where the study was made. Some of the suggestion forwarded by Tsigie (1991) to remedy the problem so that the gender gap could be narrowed include: Establishing well organized guidance and counseling programs, giving special attention to female students, educating parents, organizing relevant programs through various means that could change the attitudes of the society in general and of females in particular. Similarly with the above outlooks Genet (1991) stated that, there are many constraints that prevent women from attaining equal educational level with men. These include: access and attitudes towards certain fields of training (sex segregating character of educational program) and various 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.

Generally, women are regarded as intellectually inferior to men in many societies. This perceived inferiority to women is often given as a justification for their being restricted from playing important roles in the society. Such view also has an impact on the self-image of girls. In relation to this point Genet,(1991) explained that, images of women 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 women, to this end, 200 indicates that “biased sex-role stereotyping has the effect of lowering women’s self-esteem”.

2.2. Female’s in Sport Activities

Lack of opportunities and knowledge discouraged them, as well as the intense athletics were not considered normal for women. 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 to Festle, J. (1996), the most important continuity was the fear of disapproval. It is difficult to measure heat 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 1950a, 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. 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 though 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 the restrictive definition femininity. Girls’ special private standards, sexualizing the 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 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 they 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. 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 sport. Perhaps after women have achieved greater power and credibility, women's and otheralternatives will not be so easily ignored Festle, (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 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, and comradeship, pride in their bodies, excitement, mastery, strength, and leadership. Sport can be a place where disadvantaged groups build community and pride.

2.3. The Benefits of Physical Education for Female Students

The benefits of regular physical activity are well established. Regular participation in PE activities is associated with a longer and better quality of life, reduced risks of a variety of diseases and psychological, intellectual, social, spiritual, physical and emotional benefits. Physical activity may influence the physical health of girls in two ways. First, it can affect the

causes of disease during childhood and youth. Evidence suggests a positive relationship between physical activity and a host of factors affecting girls' physical health, including diabetes, blood pressure, and the ability to use fat for energy. Second, physical activity could reduce the risk of chronic diseases in later life.

Fairelough, (2005) in recent years, there has been evidence of disturbingly high rates of mental ill health among adolescents and even younger children, ranging from low self-esteem, anxiety, and depression to eating disorders, substance abuse, and suicide. Adolescent girls are particularly vulnerable to anxiety and depressive disorders: by 15 years, girls are twice as likely as boys to have experienced a major depressive episode are. Girls are also significantly more likely than boys to have seriously considered suicide are. Research suggests two ways in which physical activities can contribute to mental health in girls. Firstly, there is consistent evidence that regular activity can have a positive effect upon girls' psychological well-being. Secondly, research has indicated that physical activity can contribute to the reduction of problematic levels of anxiety and depression. Naderp, (2003) a range of evidence suggests that for many girls, sports and physical activities are positive features of their academic aspirations and achievement.

This may be because participation augments girls' self-esteem, or because being an athlete carries with it a strong public identity. In general, whatever the reasons, increasing the numbers of girls' participating in sports and physical activities does seem to open up routes through which they can acquire new community affiliations and begin to operate more openly and equally in community life. In doing so, girls' participation can challenge and change social norms about their roles and capabilities.

2.3.1. Motivation

In physical education, there are times when skills are important to success. PE classes are often developed to improve certain skills while getting better at the particular sport being practiced and/or played. In order to get better at something, one needs to practice and devote time and effort to improve.

If there is a significant lack of motivation to improve a skill that is needed for physical education classes, few benefits may be found within this level of effort. For the most part, it has been observed that some females are more motivated to prioritize academic excellence and focus predominantly in courses that will grant them a better chance at post-secondary institution acceptance than athletics, sport, and fitness.

Biddle and Whitehead (2008) have documented that changing priorities throughout adolescence means that physical activity is reprioritized, with many girls stating that they cannot be bothered to take part. Some researchers have found that self-determined motivation is related to Physical Activity effort, choice, and frequency.

These variables may be the key solutions, as a current International study concluded, regardless of self-determined motivation level; adolescents had higher step counts in the free choice condition compared to the structured condition. Experience suggests that within our traditional physical education courses, females are more likely to participate in the activity when there is a leader assisting the follow-through. They appear to lack the motivation and knowledge to prepare an exercise for them has decreased this initiative.

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

2.4. Physical Education as Integral Education

Physical education is the integral part of the total educational process which enhances and integrates that physical, social, and psychological aspects of an individual's life, through directed physical activity Arnold, (1976).

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.

2.4.1 Relationship with 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).

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 fit the 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 guidelines or outlines which can be altered or even completely dropped according to various factors like climate, time, 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 in an educational vacuum.

2.4.2 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, manners, morals, safety and endurance. The whole person participates; the whole person must be served. In line to this idea, Bucher,(1972) cited in Ram and *et al* (1996) 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.

2.4.3 Physical Education and the Needs of society

According to Arnoled (1976), in modern society problems like tension, uncertainty low morality, and lack 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.

Society Determines the Place of Physical Education

Whether an item of physical education or sport is popular in colleges and schools largely it depends up on public interest, spectator approval and media popularity. Similarly, young people are exposed to a certain type of sport environment only because society has accepted it rather than because of it real contribution to their individual growth Leonard II and Marcellus, (1984). They further explained that, the following needs and wants with regard to the development of the students: first, social poise and understanding of self; second, social

consciousness with an accompanying sense of values; third, leadership and fellowship; fourth, good citizenship; fourth, good citizenship; fifth, good sportsmanship; sixth, cooperation and competitive spirit; seventh, acceptance of all irrespective of language, caste, or religion, and eighth, positive social acquaintances. It is true that some of the observed needs are parallel to the needs and wants of the individual particularly and harmony with societal needs in general.

Ram et al (1996) 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.

2.4.4 Educational value of Co-Curricular in Physical Activities

Ram et al (1996) 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 achievements but who successfully participate in sport activities and develop interests 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.

2.4.5 The Importance of physical Education and Sport Activities

A. Biological Significance

Various biologists emphasized that there is a difference in biological constitution between male and female. For instance, on the average, boys are stronger than girls. The difference is highly judged by the norms and culture of the community Roy, (1983). He also Explain the close relationship of culture and biology as: “human biology requires human culture.” However, the existence of biological differences between the sexes, does not necessarily mean women are socially and behaviorally weak.

B. Gender Issue

Creed on (1994) described gender in terms of biological, social and cultural perspectives. According, to him, in the last century the biological differences between men and women were considered all important, and the curriculum was designed to give the individual a particular place in the social hierarchy. 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. The nature-nurture debate has founded discussions on educational equality whether it relates to race, gender or class difference

C. Biological, Social and Cultural 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 will need more attention at school level Creedon,(1994). These include: Widening experiences, extending opportunities, multicultural sports, and team games.

D. Physical and physiological Significance

There are some differences in physical as well as physiological between male and females, these differences have an effect of 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)

Furthermore, IOC (1981) 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 (1981), 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). According to them, it must be remembered that the cellular mechanism controlling most physiological and biochemical responses to exercise are the same for both sexes. However, there are some differences but they should be recognized mainly as differences in magnitude rather than as mechanisms. On the other description, boys and girls achieve almost equivalent in the elementary level, however, when they are transferred to the junior, secondary, and tertiary levels performance variations between girls and boys come to light Kielly, (1978); as cited in Ethiopia journal of Education (EJE) 1997.

E. Social Significance

Physical Education has undeniable effect to strengthen the social interaction to people in general and females in particular. Butcher (1972) underlines that, Physical education can have strong positive impact on social characteristics of female students such as, traits of leadership and moral character. Fortunately, female attendance in physical exercise contest is increasing

to a considerable extent in some parts of the world. In general social significance of physical education could be summarized as, “physical education is as much as social program as a biological one because, its outcomes are measurable in terms of groups individual behaviors as well as no organize environment”.

2.5. Factors Affecting Female Students Participation in Physical Education Class

A. The Influence of culture on female students

In most cultures girls are often regarded as weak creatures as compared to Boys. They are usually seen as inherently sick and fragile to perform an activity that could be handled by men. Leonard II (1993), Stated that females have to be confined and prevented from doing anything that might damage her delicate reproductive system; and that meant that she had to be prevented from doing virtually any physical activity. Concerning cultural influence on females’ education, Odaga and Heneled (1995) reported that, cultural influence is so strong that it brings dilemma in females on their educational participation and ignoring their contributions in any field including education.

Pat et.al (1991) Stated that it is important to recognize that stereotyping all bots and all girls as representing particular behavioral and intellectual traits is dangerous. All boys are not hooligans just as all girls are passive bystanders.

Teachers need strategies at their fingertips which they can draw up on to enable their pupils, however, young, to change traditional and inappropriate sex-role stereotyping.

They also viewed that; we should aim to extend the horizons of men and boys as well as women and girls. Males too have much to gain form a wider interpretation of their role. Equal opportunities are improving the lives of all. Generally, successful strategies for classroom management may therefore need to pay close attention to gender issues, in order to ensure that particular groups of children are receiving unequal treatment.

B. Cultural practices

Siedentop (1998) stated that, there are practices in all cultures which cannot be condoned, and think teachers have the right not to feel quality because they do not embrace all aspect of any particular culture. Because, teachers have embraced all aspect of any particular culture and the right to question the cultural practices our own upbringing and those of others.

C. Social and cultural factors

There are considerable evidences that social and cultural factors have more bearing than physical differences upon gender based variations in performance and attitude at primary school age. Several researcher have shown that parental attitude to children's play tend to be gender differentiated. Boys are often allowed more freedom to explore the environment, to display aggressive behavior and to engage in vigorous activities Kamalesh and Sangral, (1997). They also expounded that, as children grow older; they tend to play with children of the same sex. This in turn may result in greater gender differentiation of play skills, since opposite sex children may be excluded or discouraged from single-sex groups.

D. Sports personalities

Arnold (1976), reports that role models are important. There are many good examples to cite at national and international level male and female, black and white. Many Local sports' personalities are keen to encourage youngsters to take part in their sport and can provide a positive example right there in the classroom. This also provides a chance for children to widen their knowledge of locally available sports activities.

E. The play ground

Playground issues affect everyone. The playground is also one of the most public places in a school, where boys and girls, teachers and other adults can be seen together. Children playing in the playground are visible to a wide variety of people, both those within the school itself and those passing by outside, problems and questions which arise from the ways in which children behave in the playground affect many different groups of people.

- ✓ parents working in school
- ✓ the head teacher and other teachers
- ✓ pupil at other schools, including formers pupils
- ✓ Other members of the community who pass or enter the school pat, (1991)

3. MATERIALS AND METHODS

3.1. Description of the Study Area

Horo Guduru Wollega is one of the Seventeen Zones of Oromia Regional State. It is one of the western Zones of the region with as its administrative center, Shambu. Hence, Guduru Woreda is one of the Woreda of the Zone. It has area coverage of 140869.069 hector or 1406.89km^2 (GWLEPO, 2013)

Guduru Woreda is absolutely located between $9^{\circ}20'$ north to $9^{\circ}30'$ North and $37^{\circ}20'$ east to $37^{\circ}30'$ east. On the North of the study area Abbay Coman and Hababo Guduru are found, to South of it Jima Rare Woreda is located, to the West of the study area Jima Genet Woreda is found and to the East of it Ginde beret Woreda, Wester Showa zone is located. This Woreda also found 67 kilometer from Zonal administrative town (Shambu) and 372 kilometer to the west from regional administrative town, Addis Ababa.

Different Zones of Oromia region are found in the south western highlands of Ethiopia of this one is Horo Guduru Wollega in which Guduru is found. Therefore, the study area, Guduru Woreda is found on an altitude between 1450-2300 meter above sea level (GWLEPO, 2013). Moreover, the study area is specifically characterized by different topographic features. These include mountain which account about 3 percent, plateau and plain which account about 57 percent and 40 percent respectively (GWLEPO, 2013).

3.2 Source of Data

Primary and Secondary source of data was used for this study. Primary source of data was gathered from the students, teachers, parents, physical education experts, and health experts in the study area. The secondary data were also used from different books, journals, and periodical and from internet sources to get relevant and sufficient information regarding the study

3.3 Research Design

This study employed descriptive survey that examines female student's participation in physical education class activities, the case study of kombosha preparatory school Horo Guduru Wollega Zone, Guduru Woreda School. The study focus mainly on describing, analyzing and interpreting the conditions, that exists in the relation to the participation of female students.

The setting of the study was one preparatory school, Horo Guduru Wollega Zone, Guduru Woreda. This is Kombosha preparatory school.

3.4. Sample Size and Sampling Techniques

The method employed to select the study area was purposive sampling method and to select the research participants simple random sampling. In this study one school were selected randomly from Guduru Woreda sub-city Administration. The selected school was Kombosha preparatory school. Among the total population of female students of 814, (12%) and physical education teachers of the respondents were selected.

This sampled school was believed to be adequate in representing the population, in order to choose representative sample of students which are the target for the study were selected by using simple random sampling and fill the questionnaire. From physical education teachers who teaches grade 11-12 were taken as respondents for interview. For the actual a classroom and field observation in grade 11 and 12 only physical education subject was to be observed and the observation was done while the lessons were given. The observations were conducted two times in each practical and theoretical class. In addition to the above respondents, the study involved the necessary information regarding the trends of female student's participation in physical education activities, teaching materials, the curricular and how to overcome the problems in the area.

The sample size of the respondents will be calculated by using Kothari (2004) formula:

$$n = \frac{z^2 * p * q * N}{e^2(N-1) + z^2 * p * q} \text{ where,}$$

n = representative sample respondent

z = degree of confidence level (1.96)

P = proportion of population included in the sample (0.12) I took p-value from Getinet Fincha

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q = proportion of population excluded in the sample (0.88)

e = Standard error (0.05)

N = Total size of population (Total Number of students) (814)

$$\text{Then, } n = \frac{z^2 * p * q * N}{e^2(N-1) + z^2 * p * q}$$

N = 814

$$n = \frac{(1.96)^2 \times 0.12 \times 0.88 \times 814}{(0.05)^2(814-1) + (1.96)^2 \times (0.12) \times (0.88)}$$

$$n = \frac{3.8416 \times 85.9584}{2.0325 + 0.40567296}$$

$$n = \frac{330.217789}{2.43817296}$$

$$n = 135.436573$$

So, the actual representative sample respondent will be = 135

3.5. Data Collection Instruments

Three main instruments of data collection namely:

1. questionnaire
2. classroom and practice observation and
3. Interviews are used in the study.

3.5.1. Questionnaire

A questionnaire was chosen as data collection instrument. A questionnaire is a printed self-report form designed to elicit information that can be obtained through the written responses of the subjects. Questionnaire facilitates the collection of data by asking students, respond to the same questions. It is less expensive, often gather anonymity of respondents and appropriate for collecting factual information (Kumar, 1999). Separate self prepared questionnaires were used for students. The questionnaires were filled by the respondents and the questions are open-ended question.

Before distributing the questionnaire to the respondents of the study, necessary correction, modification and questionnaire for female students were prepared in Afan Oromo language.

However the questionnaires to be filled by the teachers were prepared in English language. The questionnaire is aimed at gathering information on the trends of female students participation in physical education activities about concept of physical education the curricula and availability of teaching materials in the field and on how female students should develop self-confidence to overcome factors that deter their participation in future sport development.

The questionnaire that was prepared for students was aimed at obtaining information on the perception, attitude, opinion, intervention and interest of female students regarding the teaching learning process and the importance of sport development.

3.5.2 Interview

One of the main advantages of interview is that it provides uniform information, which assures the comparability of data (Kumar, 1999). structured interview guides prepared and conducted with two (2) Physical Education teacher and three (3) School directors to assess the female student's participation in physical education class activities. In general, the researcher interviewed five (5) participants to identify the level of their awareness regarding the factors that affect the female participation in PE.

3.5.3 Observation

The purpose of classroom and field observation in physical education class activities was to obtain and acquire information on how do teachers of physical education implement and transmit knowledge and practical skills to their student in general and to support female students in particular. Getting information whether teachers understand female student self-confidence or not in participating and performing the skills of physical education activities is also vital. The data collected from the observation consist of detailed descriptions on students' activities, actions and the full range of interpersonal interactions that are part of the observation. Male and female students were observed to get the full information during the teaching and learning process in the class and sport field. Narrative method of writing was used for classroom and field observation.

3.6. Procedures of Data Analysis

After carrying out the collection of data through questionnaires, structured interview and observation, based on the available data, the process of tabulation was carried out. The items then were first classified in to different tables according to the nature of issues raised in questionnaires and interview and the data were analyzed.

In analyzing the data both the quantitative and qualitative methods were used. Accordingly, all the close ended questions of the questionnaires were analyzed quantitatively using frequency count and percentage.

3.7. Methods of Data Analysis

The data gathered through questionnaire, interview and observation of relevant documents was prepared; i.e. all collected data was coded and arranged for analysis. Both qualitative and quantitative approach was used to find-out and led to generalize past and current status of the trend of female students' participation in physical education class activities.

For the statistical processing data was analyzed by SPSS version 14.0 program. To test the statistical significant of the treatment the Frequency and Percentage were used. The level of significance was at $p \leq 0.05\%$. Moreover, data taken from open-ended questionnaires, interview and observation data are analysis in the form of narration.

3.8. Pilot Study

Pilot Study is used to ensure the appropriateness of the items, (The instruments used for data collection) a pilot study was carried out in Kombosha preparatoryschool for 50 female students. The researcher were used the pilot study in order to get the relevant information by measuring the validity and reliability of this study.

3.8.1. Validity

According to Yore et al, (2007) States that validity looks at whether the instrument measures what it is intended to measure.

The instruments prepared by 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 proved by a group of experts of physical education, physical education teachers, advisors, and expert 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. The researcher validates the instruments that were developed as follows; before 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 make and give to the thesis advisor for further comments ,criticisms and evaluation.

3.8.2. Reliability

The questionnaires were pre-tested the participants in the pilot study were the fifty(50) students who is volunteered to participate. 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 analyzed frequency and percentage. Then internal consistency and reliability of the test computed .The items in order to evaluate theresult of pilot study is 44 (88%) and their reliability .the measure was found to be reliable with 44(88%)of students. The piloting also helped improving the investigators interview techniques more confidence. Thus, the instruments were found reliable to collect data for the main study and administered as scheduled.

3.9. Ethical Issues and Consideration

The researcher were tried to clearly inform to the respondents about the purpose of the study which is purely academic; as he introduced its purpose in the introduction parts of questionnaire, observation and interview guide. The respondent; confirmed that subject's confidentiality was protected. In addition to this, they were informed that their participation in the study was based on their consent.

The researcher also did not personalize any of the response of the respondents during data presentation, analysis and interpretation. Furthermore, all the materials used for this study research have been duly acknowledged.

4. RESULTS AND DISCUSSIONS

4.1. Characteristics of the Respondents

Identifying, analyzing and interpreting the respondent's characteristics are very important that it provides essential information on respondent's ability to provide accurate data.

4.1.1. Analysis and Interpretation of Female Students

Table : Research settings and participants of the study

Types of participation in the study	Research instrument used	Research setting & Total number of participants		
		Grade 11	Grade 12	
Female students	Questionnaire	(55)	(80)	135
Teachers	Interview	1	1	2
Directors	Interview	1	2	3
Total	—	57	83	140

Based on his potential, the researcher took only one hundred thirty five (135) Students as representative samples among 814 total populations. Similarly, the two (2) Physical Education teachers and three (3) school directors were used as the sample of the study.

Table :provide equal chance for you and male students during physical education period?

Respondents	Frequency	%
Yes	88	65.2
No	47	34.8
Total	135	100.0

In response to question number 2, a significant amount of the respondents 88(65.2 %) said yes and 47(34.8%) said no. This implies that physical education teacher provide equal chance for both female and male students to participate during physical education classes.

Table :Students interest to participate during physical education period

Response	Frequency	%
Yes	55	40.7
NO	80	59.3
Total	135	100.0

Based on the above table, 55 (40.7%) of female students from Kombosha Preparatory School responded “Yes”, and 80(59.3%) replied “No”. So, this indicates that the majority of female students did not have interest to participate during physical education period.

Table:Do male students support you during physical education class?

Response	Frequency	%
Yes	66	48.9
No	67	49.6
Total	133	98.5
System	2	1.5
Total	135	100.0

According to the above table, we concluded that 67(49.6%) of male students from kombosha preparatory school don't support female students during physical education and 66(48.9%) of respondents respond “Yes” and this indicates that less than half percent of male student have an interest to support female students during physical education period. Therefore, based on the above data male students did not eagerly support female students during physical education class.

Table : What do you think if female teachers are assigned in physical education subject?

Respondents	Frequency	%
Increase the participation of female students in physical activity	41	30.4
Female can be free from male domination	7	5.2
Females free to explain idea and problems	60	44.4
The presence or absence female physical education teachers doesn't bring any change in our physical performance	27	20.0
Total	135	100.0

According to the above table, 41(30.4%) of the students responded that if female physical education teachers who are teaching physical education in the school assigned to teach physical education the participation of female students in physical activity will increase, 60(44.4%) of the respondents answered that, if female teachers are assigned in physical education subject female students will be free to explain idea and problems, 7(5.2%) of the students responded that if female teachers are assigned in physical education subject female can be free from male domination and the rest 27 (20.0%) of the respondents are say that, the presence or absence female physical education teachers doesn't bring any change in our physical performance. For all it is better to provide trained Female physical education teachers to solve the current problem.

Table: Can physical education contribute for your health and development of your country?

Response	Frequency	%
Yes	94	69.6
No	8	5.9
Partially I believe	27	20.0
I don't Know	5	3.7
Total	134	99.3
System	1	.7
Total	135	100.0

Perception of female students towards performing physical activity in relation with their health and its contribution to the development of their country is very important. Accordingly, 94(69.6%) agreed or say yes and believed that, physical activities have great importance to promote health and can contribute for economic development of a country, by far 27(20.0%) partially believe, the other 5(3.7%) opted for no change and the rest 1 (0.7%) of the respondents were not sure of the answer. This shows that, the contribution of physical activities for health was given emphasis by female respondents, in addition to this, they believe that healthy person can fit add participate in many productive areas to bring an economic change to her/his country. IOC (1986) stated them for the individual, physical activity provides fitness, health, determination, competitiveness and self-confidence.

Table: Do male students show superiority to female students in physical education classes?

Response	Frequency	%
Yes	36	26.7
No	62	45.9
I don't know	35	25.9
Total	133	98.5
System	2	1.5
Total	135	100.0

In the above table, 36(26.7%) respond that there is the superiority of male students in physical education period, 6(45.9%) respond that male students don't show any superiority to female student in physical education period 35(25.9%) respond to I don't know and there was two respondents who didn't answer the question

Table :Does your background economic affect your participation in physical education period?

Response	Frequency	%
Yes	69	51.1
No	12	8.9
Sometimes	54	40.0
Total	135	100.0

According to the above data, 69(51.1%) of female students from kombosha preparatory school replied that their economic background affect their participation in physical education period, 12(8.9%) of female students replied that their economic background doesn't affect their participation in physical education period and 54(40.0%) replied that their economic background sometimes affect their physical education period.

Generally, as researcher understand from the responses of students, almost all female students hindered by economical factor to participate actively during physical education period. The notion was that social background and availability of opportunities influenced the decision to be involved in sport or not (Higginson, 1984)

Table: Physical education subject has equal perception with other subjects in the society?

Respondents	Frequency	%
Yes	25	18.5
No	58	43.0
I don't know	52	38.5
Total	135	100.0

As shown in the above table, 25(18.5%) of the respondents answered that the school administrators and the society were positive attitude and perception towards physical education subject with equal respect to other subjects. The rest 58(43.0%) of the respondents replied that there was no positive attitudes and perception towards physical education on the contrary. The rest 52(38.5%) of the respondents were perceiving with no idea. This implies that physical education has no equal value and status with other field of studies. In order for educational program to be implemented successfully and effectively schools require a good management who could see things from different dimension. Even the best designed curriculum with best teachers brings about nothing if good leadership do not support it.

Table : Rate the solution to be performed female students participate in physical educationactivities.

Response	Frequency	%
Giving sex education	21	15.6
Changing the attitude of parents towards their daughters	11	8.1
Changing the attitude of teachers towards female students	30	22.2
Sensitizing directors, teachers, male peers family and the society at large about the importance female education in general &physical education in particular	71	52.6
Total	133	98.5
System	2	1.5
Total	135	100.0

The result from table 10 indicates that, 71(52.6%) of the respondents agreed that the school directors, teachers, male peers should encourage female pupils11(8.1%) of the respondents indicated that attitude of families towards female students should be changed. while 30(22.2%) of the respondents pointed out that, the best intervention to promote females participation were giving gender education.

Table : Do you contact students council to discuss problems how to participate in sport activities?

Response	Frequency	%
Yes	54	40.0
No	25	18.5
To some extent	56	41.5
Total	135	100.0

In the above table, 54(40%) respondents contact student council to discuss problems related to how to participate in sport activities, 25(18.5%) respondents didn't contact with student council to discuss problems related to how to participate in sport activities and 56(41.5%)

respond to some extent they contact with student council to discuss problems related to how to participate in sport activities.

Table : Do female and male students perform equally in physical education activities?

Response	Frequency	%
Yes	20	14.8
No	14	10.4
To some extent	31	23.0
I don't know	70	51.9
Total	135	100.0

In the above table, 20(14.8%) respondent agreed that female student in the class can equally perform as male students in physical education activities, where as 14(10.4%) respondents disagreed to the idea stated above the performance of female students were some extent equally to male students in physical education activities and the remaining respondents 70(51.9%) had no idea to say.

Furthermore, Tsige (1991) indicated that, girls do not ask or answer questions in class as well as in the field. The main reasons for this are lack of confidence, fear of teachers, shyness and fear of audience. These situations were reflected during class observation. To this end, directors, teachers, parents and other educationalists have to encourage and give opportunities to develop the attitude that females can participate in classroom by asking and answering questions and perform physical activities as equal as boys.

Table :What hinders to participation in physical education activities?

Response	Frequency	%
Teachers approach	11	8.1
Lack interest on the subject	14	10.4
Participating in physical activities is difficult and boring	80	59.3
Absence of room for changing clothes separate latrine and water service	29	21.5
Total	134	99.3
System	1	.7
Total	135	100.0

The result from table 13 shows that, 11 (8.1%) of female students indicated that teachers approach in teaching physical education was one of the factors which hinders female participation in physical education activities and 29(21.5%) respondents said that absence of place(room) to change sport suits to prepare themselves for the activity and lack of separate latrine and water service for drinking and washing their face and their hands after the exercise were the main problems and were sensitive issue.

Moreover, 80(59.3%) of the respondents, said that participating in physical activities was difficult and boring of fatigue, problematic and rigorous, and the rest of the group 14 (10.4%) believed that lack of interest for the subject was one of the deterring factors.

This in general indicates that, the activities should be prepared according to age, sex, interest and ability of the students and it should be attractive and enjoyable. Teachers also confirmed that, the improvement which was made in these schools was due to this reason and this has increased female students participation physical education activities to some extent.

Therefore, the school administration by organizing the school community and parents can possible solve and reduce problems of concerning the loss of uniforms and other material by preparing safe places for changing sport suits. Furthermore, the administration can improve water service and separate latrines to promote female students participation in physical education activities.

Table: Do you think that sport equipment were available in your school?

Response	Frequency	%
Yes	14	10.4
No	72	53.3
to some extent	49	36.3
Total	135	100.0

As shown on the above table, out of 135 students, 14(10.4%)respondents said for yes there was the available sport equipment in the school but 72 (53.3%), respondents said that there was no availability of equipment in the school and the remaining 49(36.3%) respondents said that to some extent there was sport equipment in the school.

Table : At the time of menstrual do you participate in physical education activities?

Response	Frequency	%
Yes	37	26.8
No	98	71.0
Total	135	100.0

Based on the above table, 37(26.8%) kombosha preparatory school respondents said “Yes” and 98 (71.0%) said “No” Since, more than half percent of menstrual period biological influences are a major factors that affect the participation of female students during physical education practical class. As shaver (1981) further reported a study had been made on, Hungary on women athletes and it was found that there were disturbance on the set of during the menstrual period doubt women athletes is much greater than the amount of general female population.

Table : Do you ask your teachers when they teach theory and practice activities?

Response	Frequency	%
Yes	19	14.1
No	86	63.7
some times	30	22.2
Total	135	100.0

Based on the above table, 19(14.1%) respondent asked their teachers to repeat a practical class if they didn’t understand it, 86(63.7%) responded saying No and the remaining respondents 30(22.2%) respond to some extent they ask their teacher for repetition.

Table :To what extent you won when the school organizes sport Competition?

Response	Frequency	%
High	62	45.9
Medium	52	38.5
Low	21	15.6
Total	135	100.0

As in the above table, respondents 62 (45.9%) of the respondents responded that “High”,52(38.5%) of the respondents replied that they have “Medium” level of interest and the rest 21(15.6%) of the students replied that they have “Low” interest to win when the school organize sport Competition.

Table : What are the major hindrances when female practice in the physical education classes?

Respondents	Frequency	%
Cultural influence	89	65.9
family influence	18	13.3
Religious influence	6	4.4
Social influence	22	16.3
Total	135	100.0

The factors that deter female students participation in physical education 89(65.9%) of the respondents answered cultural influences, 22(16.3%) of the respondents said societal or community influences, 18(13.3%) depicted that families influences and 6 (4.4%) forwarded that religious influence has an impact when female students participate in extra-curricular activities.

Table : What were the causes that hinder female students not to participate in sport activities?

Response	Frequency	%
No family permission	59	43.7
lack of time	28	20.7
Lack of appropriate sport facilities for females	18	13.3
Economical problem to buy sportswear and Materials	29	21.5
Total	134	99.3
System	1	.7
Total	135	100.0

Many female students did not feel comfortable welcome or entitled to access in all areas of their schools, or to all instructional equipment. The result indicated that, 59(43.7%) of the respondents answered that they did not get family permission, 28(20.7%) of them responded that lack of time due to the fact that they help their families after school and 18 (13.3%) of them responded that there was no appropriate sport facilities, 29(21.5%) of them answered

that there was economic problem to buy sport suits. This indicated that economic status of families has a strong motivating factor to fulfill sport facilities to their daughters

Table :Rate the problem that hinders female students not participates in physical education activities?

Response	Frequency	%
Lack of educational background knowledge and understanding about females'	21	15.6
Lack of female students understanding attitude towards physical education activities	21	15.6
Negative attitude of the community, the religion and the culture towards participation of female	27	20.0
Low attitude of teachers and male students towards the participation of female students in physical	34	25.2
Lack of encouragement and understanding of directors and administration employees towards	32	23.7
Total	135	100.0

The findings from table 20 indicates that, 34(25.2%) responded low attitude of male students and teachers towards participation, 21(15.6%) of the students responded lack of educational background, knowledge and understanding, 32(23.7%) of students were responded little encouragement and lack of understanding from school administration towards female students participation and to the subject, while 27(20.0%) of the students responded negative attitude of the community to the subject, the influence of religion and culture was considered as the deterring factors. Thus, it can be reduced that, the information abstained from female students and physical education teachers can be a high light to improve the deferring factors which occurs in the school environment and in the community by taking remedial measures and by creating awareness which encourage and gives opportunities to female students to participate in physical education and sport activity in the school and out of the school.

Table : What is the choice of females when they practice physical education activities?

Response	Frequency	%
Practicing with male counter parts	59	43.7
Practicing with female students	20	14.8
Practicing alone	10	7.4
Practicing according to the program of the teacher	46	34.1
Total	135	100.0

The above table indicate that, 59(43.7%) respondents need to practicing in physical education period with male counter parts, 20(14.8%) respondents wanted to practice with female students, 10(7.4%) respondents need to practice alone, 46(34.1%) respondents need practicing according to the program of the teacher, so as the above table indicate most of female students want to practice physical education period with male so to increase the participation of female students in physical education class physical education teacher should have to arrange the situation in with female students practice with male students.

4.1.2.1 Analysis of female student's participation through observation

A/ Observation through classroom (theoretical) class

General information

1. Date of visit-----
2. Grade and section observed-----
3. Topic of the lesson-----
4. Length of the observation period-----

Instructions: Put mark (√) in the column which tells “Yes”, “To some extent” “No”

Table . Observational Check list for Theory Class

No	Variable to be Observed	Yes	To some extent	No
1	Teacher’s ability of planning the instructional activities based on the student’s, need, interest and ability		✓	
2	Teachers ability of allowing and motivating the students to express themselves		✓	
3	Teachers manner of conduct and willingness to listen students problem			✓
4	Teachers ability of identifying individual differences	✓		
5	Teachers ability to explain the questions raised by the students which are not clear in the lesson delivery		✓	
6	Teachers ability of guided by the lesson plan			✓
7	Teachers ability of clarify the objectives of the lesson		✓	
8	Teachers ability of using different teaching styles such as students working in pair, small groups and individually.			✓
9	Teachers effective use of text book, reference materials and teaching aids			✓
10	Teachers ability of asking questions with a simple language that are related to the content of the lesson			✓
11	Teachers personality & being good role model		✓	
12	Appropriateness of the teaching methods used by the teacher to teach the lesson		✓	
13	Teachers ability of using different assessment and evaluation techniques		✓	

As the above table shows: the method, skill, motivation in lesson, introduction and the way of revising the previous lessons by the PE teachers was good and above, but in the other side majority these teachers lack of plan, application of teaching aids and continuous assessment method in their lessons.

Generally, most of the Kombosha preparatory school students did not need to learn theoretical class of PE. Just even they need if to play ball games on the field.

B/ Observation through practical class

General information

1.Date of visit----- Grade and section observed-----

2.Topic of the lesson-----Length of the observation period-----

Instructions: Put mark (√) in the column which tells “Yes”, “To some extent” “No”

Table . Observational Check list for Practical Class

No	Variable to be Observed	Yes	To some extent	No
1	Teacher’s ability of planning the instructional activities based on the student’s, need, interest and ability.		✓	
2	Teachers ability of allowing and motivating the students to expressthemselves		✓	
3	Teachers manner of conduct and willingness to listen students problem		✓	
4	Teachers ability of identifying individual differences	✓		
5	Teacher’s ability to explain the questions raised by the students which are not clear in the lesson delivery.		✓	
6	Teachers ability of guided by the lesson plan			✓
7	Teachers ability of clarify the objectives of the lesson		✓	
8	Teachers ability of using different teaching styles such as studentsworking in pair, small groups and individually.			✓
9	Teachers effective use of sport materials			✓
10	Teachers ability to demonstrate physical exercises.			✓
11	Teachers personality & being good role model		✓	
12	Appropriateness of the teaching methods used by the teacher to teach the lesson		✓	
13	Teachers ability of using different assessment and evaluation techniques		✓	

As we know the teaching-learning process of physical education can describe by two ways. Those are by theoretical class or in the class room and by practical class. The above check list indicate, during students learn physical education on the field, as it showed, the teachers clarification of the lesson, arrange the materials and their class room management with attendance is good in Kombosha Preparatory school, because of students number in class and lack of appropriate playground managed the class room is not appropriately exist. In all selected classes, all PE teachers has ability to demonstrate the exercise, taking attendance before starting practical class and initiate the students for practical class appreciate male students when they practice physical activities.

According to Athletics Hand book for Parents and Students (Revised 8/3/16), a student who is absent or tardy due to a doctor/dentist appointment, court appearance, funeral, college visit or other legal reason may receive permission from the school's main office will issue written permission that the player must give to his /her coach.

Generally, due to shortage of sport fields and resources the practices that are implemented in the school are very limited in all sections. Kombosha Preparatory School the existing of sport field is not convenient to make practice.

Suggestions Responses from physical education teachers through structured interviews

1. Major problems of physical education class

As mentioned by PE teachers of Kombosha preparatory school, those school have great number of problems that hinder the students participation in physical education class like inappropriate class schedules time table per Week arrangement, attitudes of students for this subject, shortage of sport materials and equipment number of students in the class (large class size), majority of their students did not come with sport period, attitudes of school principals for this subject, i.e., school administrators do not take attention for this subject because PE is not a National examination subject and etc.

2. Availability of physical education materials

Lack of sport materials and equipments is a challenge for teaching-learning process of physical education class. If there is a shortage of sport materials and equipments in school, the students do not participate in school competition and practice physical activity, their

techniques and tactics. Specially, during teaching-learning of team games by practical class on the field the number of students and balls did not balance each other, i'e, by two balls more than fifty students may attempt to practice its techniques.

4.1.2. Analysis of Interview for School Directors

1. Do you think and believe that the presence of female students physical education teachers increase the participation of female student towards physical education in your school?

As 3(100%) of the respondents replies that “Yes” because if the physical education teachers are female, female students are be free to tell their problem easily. In fact that, if the physical education teacher is a female, female students make their teacher as a model to participate in physical activities. In addition, these decrease major factors like, social, cultural, biological and psychological influence.

2. Are there available facilities like play grounds, dressing rooms, locker, office, stores, where they can wash their body, toilets, gymnasium and other necessary materials in your school to make them participating in health and physical education class activity

As 3(100%) of the respondents stated that “No”, because school administration has no interest to buy the facilities mentioned above, additionally, to some extent lack of budget attitude of the school administrators towards physical education subject and physical education subject not given on national entrance examination.

3. Do you think that the society, family, schools, administration workers, teachers, principal and male students have the roles to motivation the participation of female students in school and other sport activities?

As 2 (66.66%) of the respondents replied that “no” as the respondents replied that most of the society are ignoring their female students in sport activities. and 1 (33.33%) of the respondents stated “yes” as the respondents mentioned, the principal and teachers are more motivator towards female students in a sport activities. So, that the society, school administrators, teachers, government and non government organization have great role in motivating female students in sport activities.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This study was conducted in Kombosha preparatory school and with the main objective of the research was assessing the trends of female students' participation in physical education class activities. Specifically the research tried to identify female performance in the physical education class activity, to explore females and males participation to assess the challenges and prospects of female participation in the physical education class activity. In order to achieve the stated objectives, descriptive survey method with qualitative and quantitative approach was used. To collect the required information different instruments of data gathering tools and techniques were employed i.e. questionnaires, interview, classroom and field practical observation, and document analysis were used. The sample populations were female students, physical education teachers, & principals. The data collected from questionnaires and document analysis was analyzed by using simple percentage, frequency and data from interview and observation was analyzed by using narrative approach.

From the data collected and analyzed, about 49.6% of male students from Kombosha preparatory School don't support female students during physical education and 48.9% of them were support. From the respondents of female teachers assigned in physical education about 30.4% activity will increase in physical education participation and about 69.6% believed that physical education activities have great importance to promote healthy and can contribute for economic development of the country (20%) partially believed. About 40% of respondents replied that their economic background affects to participate in physical education activities. From performance of students in physical education 14.8% of respondents agreed that performance of male and female students in class equal, whereas 10.4% not agreed to this idea. Finally, the study has come up with the following conclusions.

5.2 Conclusions

Based on the findings the following conclusion were made:

- The participation of female students in physical activities was against the odds from their surroundings. 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 counterparts.

- Cultural imposition of the society looking of female students as they are not equal to male students and insult and attack because of their sex. This has resulted negative impact on the motivation of female students from participating in physical activities.
- Teachers are an important part of social learning. They can increase the number of female student's enrollment and participation and enhance competence, self-esteem, success and other ways of thinking and doing things. But, the research indicates that, there are no female Physical education teachers in the kombosha preparatory school.
- Cultivating self-esteem in students can help to lead them for achievement because feelings of high self-esteem can lead to successful academic performance especially female students. Hence, female students have to be motivated and be given moral in every angle in the society by providing support such as sport materials, preparing suitable clothes, changing rooms and sportfields.
- Physical education is a field of action and rules. The importance of self-involving physical participation and movement is a planned exercise in growth mechanically designed and not analytically described. However, it was not considered as an academic subject and only a supplementary course for other subjects by respondents.
- Instructional materials are resources that can assist a teacher in bringing about an intended desirable behavioral change in female students. In this regard, the study pointed out that there was shortage of teaching materials in physical education activities for female students to practice which hinder their participation in physical activities. Some environments in which female students live contribute to their existing tendency towards physical education activities.
- Parents give less attention to their daughters education, and that responsibility to more domestic labor put female students in a disadvantages position than male students and the work load leaves them with no or little time to study, to play and participate in extracurricular sport activities and this situation particularly affects their attitude and performance toward physical activity.

5.3 Recommendations

Educating female students has a considerable social return. It is one of the critical pathways to promote social and economic development of the society. This must be a central concern in efforts to improve learning achievements, school effectiveness, teacher motivation, education management and issues to resources allocation and availability that create good environment where female students can participate in physical activities fully. As a result, the participation of female students were not given due attention.

- To increase classroom interaction, teachers have to encourage and motivate female students to develop positive attitude and to participate in asking and answering questions in physical education classes.
- When boys and girls become more mature, boys tend to dominate leadership roles in working group to play fields and in organized sports. Therefore, to develop socialization, group activities should be encouraged by teachers and male students to bring success among female students.

Female students existing perception about lower capability in performing physical activities out of the school environment has affected female self-esteem, self-confidence and attitude which in turn has an effect on their performance. Therefore, Guduru Woreda sub-city administration educational desk, schools and other concerned bodies have to work hand in hand to promote and change the existing picture of female student's participation in physical education by providing incentives to those who perform better.

During observation, some of the existing facilities were inadequate particularly in this school. These school should, therefore, be facilitated by using the government and the societies resource investing on building classrooms to reduce overcrowdings in sport fields, buying sport materials, making available water supply, separate male female latrines, building cloth changing rooms, teacher guidelines, textbooks and other gender sensitive materials.

Schools create a good relationship with parents and give them awareness about female student's academic performance, participation in school clubs, the importance of extracurricular sport activities in relation to health and their future life style.

- Female students have to participate in school and outside the school environment in sport activities like their male counter parts or equally to their brothers. Therefore, parents fear of opposite sex relationship and low academic achievement of their

daughters has to be changed by creating good communication with the school and by orienting and teaching their daughters to avoid risk behaviors by arranging study program and sex education to encourage them to participate in extracurricular sport activities.

Workload at home environment has an effect on female student's participation. Therefore, the extra time they should have to be distributed for the study, recreation, housework and for other activities. In line with this, female students also have to respect their parents will and interest by developing positive discussion with their families to create a common understanding.

By giving opportunity and training, increasing the number of female teacher's particularly more female physical education instructors into the profession by the Guduru Woreda City Administration and Sub-city education bureau will bring role models close to female students and they can provide special care and encouragement to female students.

In order to increase teacher's capabilities up-grading in regular, extension and summer program in the field should be expanded and introducing the curriculum of physical education by using workshops and seminars should be arranged to create more awareness among physical educators.

Department heads and principle have to orient and encourage teachers to produce and utilize relevant instruction materials which are locally made to promote the teaching learning process in the field of education.

In order to make curriculum effective, female and male physical education teachers, other female experts, parents, the community at large, non-governmental organizations, and other concerned governmental offices should be involved during designing the curriculum of physical education which helps to balance and avoid unnecessary gender biased examples and explanation given in the text books.

Scarcity of sport materials and sport field discourage students in general and females in particular, therefore, schools should allocate budget to purchase sport materials including

teachers sport suit, to construct sport fields and to prepare intramural sport competitions and should include in their annual plan.

The schools were not having clinics in their school compound. This create fear in students mind and discourage participation particularly females in physical education activities especial in contact sports and gymnastically activities. Therefore, the schools in cooperation with city administration and sub-city health office, the red-cross, donors, and Woreda educational desks, parents and other concerned bodies should establish clinic in the school to give first aid and teach about health and how to protect themselves from injury

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7. APPENDICES

Appendix-A

Questionnaire for female Students

The purpose of this questionnaire is to obtain information about the trend of female student's participation of the physical education class. Your genuine response contributes much to the success of the research to be under taken. Hence, you are kindly requested to fill the questionnaire.

Thank you!

I. Write your own Background Information on the Space Provided

1. Name of the school _____
2. Grade _____

II. Direction: - please circle the letter of your choice and fill the appropriate answers, if the questions require written responses.

I. Questions

1. Do physical education teachers provide equal chance for you and female students during physical education period? A) Yes B) No
2. Do you have an interest in participating during physical education period? A. Yes B. No
3. Do male students support you during physical education class? A. Yes B. No
4. What do you think if female teachers are assigned in physical education subject?
 A/ increase the participation of female students in physical activity
 B/ female can be free from male domination C/ free to explain idea and problems
 D/ the presence or absence female physical education teachers doesn't bring any change in our physical performance
5. Do you believe that the participation of female students in physical activities can contribute for your health and development of the country? A/ Yes B/ No C/ partially I believe
 D/ I don't Know
6. Do male students show superiority on their daughters in physical education classes?
 A/ Yes B/ No C/ I don't know
7. Do parents provide physical education material to participate in Sport activities?
 A/ Yes B/ No C/ Sometimes
8. Do you believe physical education has equal perception from the other subjects by school administrators and school society? A/ Yes B/ No C/ I don't know

9. Rate the solution to be performed in order female students to participate in physical education activities.

A/ Giving sex education B/ Changing the attitude of parents towards their daughters

C/ changing the attitude of teachers towards female students

D/ Sensitizing directors, Teachers, male peers family and the society at large about the importance of female education in general and physical education in particular

10. Do you contact student council to discuss problems related to how to participate in sportactivities? A/ Yes B/ No C/ Sometimes

11. Do you think that female students and male students can perform equally in physical education activities? A/ Yes B/ No C/ To some extent D/ I don't Know

12. Which of the following factors do you think will impede your participation in physical activities?A/ teachers approach B/ lack 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

13. Do you think that sport equipments are available in your school?

A/ Yes B/ No C/ To some extent

14. At the time of menstrual do you participate to practice of physical education activities?

A/ Yes B/ No

15. Do you ask your teachers when they explain and demonstrate through theory and practice to repeat the practical activities? A/ Yes B/ No C/ Sometimes

16. To what extent is your commitment to win when the school organize sport Competition?

A/High B/ medium C/Low

17. What are the major hindrances when female students practice in the physical education classes?

A/ Cultural influence C/ family influence B/ Religious influence D/ Social influence

18. What are the causes the hinder females to participate in sport activities?

A/ No parent's permission C/ lack of appropriate sport facilities for females

B/ lack of time D/ economical problem to by sport swears and materials

19. Rate the problem (factors) that hinder female students not participate in physical education activities?

A/ Lack of educational background knowledge and understanding about females' participation in physical education activities.

B/ Lack of female students understanding attitude towards 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 education activities and sport competitions.

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

20. What is the choice of female's student when they practice physical education activities in groups?

A/ practicing with male counter parts C/ practicing alone

B/ practicing with female students D/practicing according to the program of the teacher

Appeendiiksii -B

GaaffileebarattootashamarraniimanabarumsaaQophaa'inakomboshaafqophaa'e

Kaayyoongaaffileekanneeniodeeffannoowaa'eehirmaannaabarattootashamarraniidareeGuddin aafJabeenyaQaamaakeessatiargachuufi.Deebiinisinargitangalmaga'insaqo'annookanaafmurte essaadha.Kanaafdeebiikeessanakkakennitankabajaangaafatamtaniittu.

Galatoomaa!

I.Odeeffannookeessanbakkaduwwaarmaangadiiqophaa'eirrattiguutaa.

1. Maqaamanabarumsaa_____
2. Kutaa _____
3. Saala _____

II. Kanneenarmaangadiikeessaadeebiisirriita'eittimari.

1. Barsiisaanbarnootaguddinaafjabeenyaqaamaa(GJQ)wayitiibarnootaatti,barattootadhiiraawaliin carraawal-qixaisiniifkennaa? A/ eeyyee B/ lakki
2. WayitiibarnootaGJQttihirmaachuuffedhaqabdaa? A/ eeyyee B/ lakki
3. WayitiibarnootaGJQttibarattoonnidhiiraaisingargaaruu?A/ eeyyee B/ lakki
4. Osoobarsiisonnishamarraniibarnoota GJQirrattiramadamaniiyaadaatiqabdumaali?
A/ hirmaannaanbarattoonnishamarraniiispoortiirrattiqabannidabala.
B/ shamarranolaantummaadhiiraarraabilisata'uudanda'u.
C/ shamarranyaadaisaaniibachuufirakkooisaaniibsachuufbilisata'u
5. Hirmaannaanshamarraniisochiiqaamaairrattigodhanfayyummaakee fi guddinabiyyaairrattigahee qabajetteeamantaa? A/ eeyyeeB/ lakkiC/ hangatokko nan amana D/ hinbeeku
6. WayitiibarnootaGJQttibarattoonnidhiiraolaantummaaisaaniibarattootashamarraniirrattiniagar siisuu? A/ eeyyee B/ lakki C/ hinbeeku
7. Hirmaannaasochiiispoortiiifgodhamuufmaatiindeeggarsameeshaaleega'aata'enigodhuu?
A/ eeyyee B/ lakki C/ darbeedarbee
8. ManabarnootaakeessattibulchiinsiifihawaasnimanabarumsaabarnootaGJQbarnootabiraawaliin walqixahirmaannaaniqabajetteeyaaddaa? A/ Eeyyee B/LakkiC/Hinbeeku
9. WannibarattoonnishamarraniikkahirmaannaabarnootaIspoortiirrattiqabaataniiffurmaatata'u;A / barnootasaal-quunnamtiibarsiisuu B/
JijjiiramailaalchaamaatiinbarattootashamarraniiisaaniifqabanfiduuC/

Jijjiiramailaalchaabarsiiisonnishamarraniifqabanfiduu.

D/ Qindeessitoota, barsiisota,

maatiidhirotata'anakkasumashawaasabal'inaanbarattootashamarraniifbu'aabuusanbarsiisuu,
hubachisuukeessumaawaa'eebarnoota GJQ

10. Rakkooleewaa'eesochiiispoortiiirrattikoreebarattootawaliinmari'attuu?
A/ eeyyee B/ lakki C/ yerootokkotokko
11. BarnootaGJQirrattibarattoonnishamarraniifidhiiraaga'umsawal-qixaagarsiisujetteeyaaddaa? A/
eeyyee B/ lakki C/ hangatokko D/ hinbeeku
12. Faakterootaarmaangadiikeessaahirmaannaatisochiiqaamaatiifguutummaaguutuuttikandaanga
asittita'an kami jetteeyaadda? A/ dhiyeenyabarsiisaaB/ barnootichaaffedhiidhabuu C/
hirmaannaansochiiqaamaaulfaataafijbbisiisaadha
D/ dhabinsakutaahuccuuittijjjiiratan, manafincaanii, bishaaniifikkf
13. Ispoortiiwankanaafmeeshaaleega'aanmanabarumsaakeekeessajirajetteeyaaddaa?
A/ eeyyee B/hangatokko C/ lakki
14. Yeroomarsaalaguuttishaakalliisochiibarnoota GJQnitaasiftaa? A/ eeyyeeB/ lakki
15. Yeroobarsiisaanibsuu (theory)
irrattiibsaisiniikennuufishaakalliirrattiisinjajjabeessugaaffiinigaafattaa? A/ eeyyee B/ lakki
C/ yerootokkotokko
16. Yeroomannibarumsaawaldorgommiispoortiiqopheessu, yaaliinatimo'uudhaafgootuhangami?
A/ olaanaa B/giddu-galeessa C/ gadaanaa D/ baay'eegadaanaa
17. YeroobarattoonnishamarraniishaakalliibarnootaGJQgodhan,
wantoonnidhiibbaaisaanirrattifidanisaanciccimoonmaalfa'i?
A/ dhiibbaaadaa B/ dhiibbaamantaa C/ dhiibbaamaatii D/ dhiibbaahawaasaa
18. Shamarransochiiispoortiiirrattiakkahinhirmaanneefwantoonnidhiibbaagodhanmaalfa'i?
A/ eeyyamamaatiidhabuu B/ hanqinayeroo C/ shamarraniifhaallifooyya'aandhibuu
D/ rakkoobaajetaa, manafincaanii, bishaaniifikkf
19. Barattoonnishamarraniiakkaisaanshaakalliibarnoota
GJQirrattihirmaannaahinqabaanneisaandaangessu;A/
hanqinabeekumsadhuunfaafihubannoodhabuubarattoonnishamarraniibarnoota
GJQirrattihirmaannaqaban.
B/ gamabarnoota GJQ tiinhubannoobarattoonnishamarraniiqaban.

C/hawaasni, amantiifiaadaanwaldorgommiispoortiifibarnootaGJQfilaalchaqaaniiqabaachuu.D/
barnoota GJQ irrattiilaalchibarsiisotaafibarattootadhiiraagadibu'aata'uu.

E/ gamahirmaannaabarattoonishamarraniibarnoota GJQ
irrattiqabankaraaqindeessaafibulchiinsaanhubannaafisi'aayinalaachuudhabuu.

20. Hirmaannaabarnoota GJQ keessattifilannoonbarattootashamarranii;

A/ barattootadhiiraawaliinshaakaluu C/ qofaashaakaluu

B/ barattootashamarraniiwaliinshaakaluu D/ akkaataasagantaabarsiisaattishaakaluu

Appendix- C

Interview for Physical Education Teacher

The main purpose of this interview is to collect information regarding to the trend of female students participation in physical education class activities kombosha preparatory school Guduru Woreda. Thus, your direct participation has been found essential and you have been selected for the interview. So, you are kindly requested to provide information needed objectively and honesty. It is assured that the collected information will be kept confidential and used for research purpose only.

Thank you!

I. Please write background information on the space provided.

1. Name of the school _____

2. Sex _____

3. Age _____

4. Qualification _____

5. Work of experience _____

1. Comment the class schedules of physical education can affect participation of students in PE class. _____

2. How do you express the availability of PE materials in your schools? _____

3. What are the additional basic problems which can affect the participation of students in physical education class in your school? -

Appendix-D

Interview guide line prepared for School Directors

The purpose of this questionnaire is to obtain information about the trend of female student's participation in physical education class. Your genuine response contributes much to the success of the research to be under taken.

I. Please write background information on the space provided.

1. Name of the school _____

2. Sex _____

3. Age _____

4. Qualification _____

5. Work of experience _____

1. Do you think and believe that the presence of female students physical education teachers increase the participation of female student towards physical education in your school?

2. Are there available facilities like play grounds, dressing rooms, locker, office, stores, where they can wash their body, toilets, gymnasium and other necessary materials in your school to make them participating in health and physical education class activity?

3. Do you think that the society, family, schools, administration workers, teachers, principal and male students have the roles to motivation the participation of female students in school and other sport activities?

Appendix- E

Observation Check List for Practical Class

General information

1. Date of visit----- Grade and section observed-----
2. Topic of the lesson-----Length of the observation period-----
3. Number of periods allotted per week-----Number of students in the class-----
4. Bio data of the teachers being observed
Sex-----Age-----Qualification-----major-----Minor-----Total experience-----

**Instructions: Put check mark (√) in the column which tells “Yes”, “To some extent”
“No”**

Table 1: Observation Check List for Practical Class

No	Variable to be Observed	Yes	To some extent	No
1	Teacher's ability of planning the instructional activities based on the student's, need, interest and ability.			
2	Teachers ability of allowing and motivating the students to expressthemselfes			
3	Teachers manner of conduct and willingness to listen students problem			
4	Teachers ability of identifying individual differences			
5	Teacher's ability to explain the questions raised by the students which are not clear in the lesson delivery.			
6	Teachers ability of guided by the lesson plan			
7	Teachers ability of clarify the objectives of the lesson			
8	Teachers ability of using different teaching styles such as studentsworking in pair, small groups and individually.			
9	Teachers effective use of text book, reference materials and teaching aids			
10	Teachers ability of asking questions with a simple language that are related to the content of the lesson			
11	Teachers personality & being good role model			
12	Appropriateness of the teaching methods used by the teacher to teach the lesson			
13	Teachers ability of using different assessment and evaluation techniques			

Appendix- F

General information

1.Date of visit----- Grade and section observed-----

2.Topic of the lesson-----Length of the observation period-----

3.Number of periods allotted per week-----Number of students in the class-----

4.Bio data of the teachers being observed

Sex-----Age-----Qualification-----major-----Minor-----Total experience-----

Instructions: Put mark (√) in the column which tells “Yes”, “To some extent” “No”

Table 2:Observational Check list for Theory Class

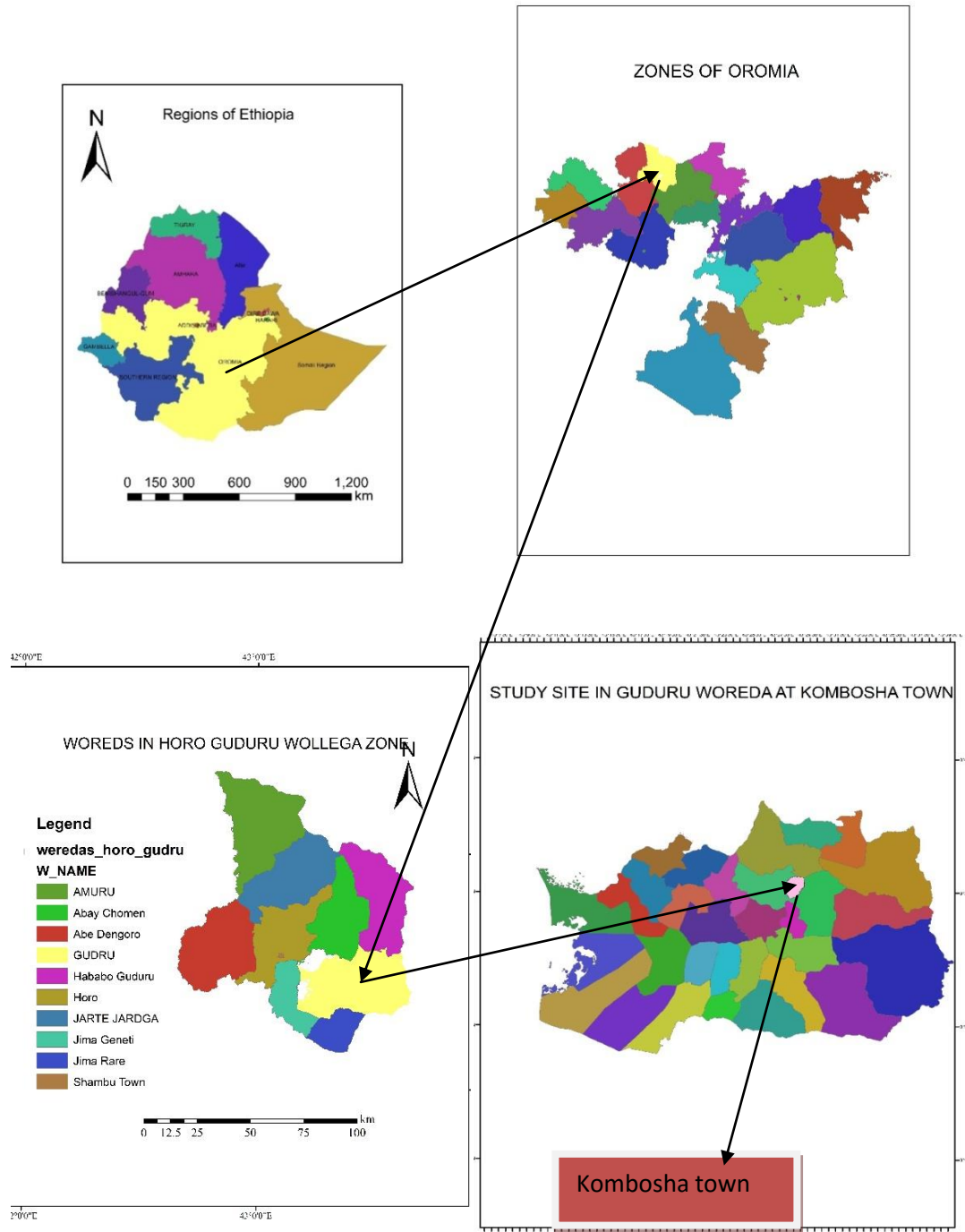
No	Variable to be Observed	Yes	To some extent	No
1	Teacher’s ability of planning the instructional activities based on the student’s, need, interest and ability			
2	Teachers ability of allowing and motivating the students to express themselves			
3	Teachers manner of conduct and willingness to listen students problem			
4	Teachers ability of identifying individual differences			
5	Teachers ability to explain the questions raised by the students which are not clear in the lesson delivery			
6	Teachers ability of guided by the lesson plan			
7	Teachers ability of clarify the objectives of the lesson			
8	Teachers ability of using different teaching styles such as studentsworking in pair, small groups and individually.			
9	Teachers effective use of text book, reference materials and teaching aids			
10	Teachers ability of asking questions with a simple language that are related to the content of the lesson			
11	Teachers personality & being good role model			
12	Appropriateness of the teaching methods used by the teacher to teach the lesson			
13	Teachers ability of using different assessment and evaluation techniques			

Notice:

All of the appendix part were prepared by researcher.

Figures in the Appendix

Figure : Map of the Study Site



Source: (GIS,2017)