

**Survey Study on Participation, Awareness and Attitude of Female Students in  
Sport Competition the Case of Dukem and Gelan Preparatory School Oromia  
Regional State Special Zone**

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## **DEDICATION**

This thesis dedicated to my wife Almaz Tadele , my daughters Meron Wedaj and Rediet Wedaj for their partnership in the success of my life.

## **STATEMENT OF THE AUTHOR**

First, I declare that this thesis is my solely work and that all sources of materials used for this thesis have been duly acknowledged. This thesis has been submitted in partial fulfillment of the requirements for MA degree at Haramaya University and is expected to be reserved at the University Library to be used under rules of the Library.

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## **BIOGRAPHIC SKETCH**

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## ACRONYMS AND ABBREVIATIONS

<b>APEA:</b>	American Physical Education Association
<b>CEDAW:</b>	Convention on the Elimination and Discrimination Against Women
<b>CWA:</b>	Committee on Women's Athletics
<b>ETP:</b>	Education and Training Policy
<b>FAWE:</b>	Forum for African Women Educationalist
<b>ICDR:</b>	Institute for Curriculum Development and Research
<b>IOC:</b>	International Olympic Committee
<b>MDGs:</b>	Millennium Development Goals
<b>MOE:</b>	Ministry of Education
<b>NAAF:</b>	National Amateur Athletics Federation
<b>PE:</b>	Physical Education
<b>TGE:</b>	Transitional government of Ethiopia
<b>UNESCO:</b>	United Nation Education and Scientific Cultural Organization
<b>UNICEF:</b>	United Nations International Children and Education Fund
<b>UNs:</b>	United Nations

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**SURVEY STUDY ON PARTICIPATION, AWARENESS AND ATTITUDE OF FEMALE  
STUDENTS IN SPORT COMPETITION THE CASE OF DUKEM AND GELAN  
PREPARATORY SCHOOL OROMIA REGIONAL STATE SPECIAL ZONE**

**ABSTRACT**

*The purpose of this study is to investigate Participation, Awareness and Attitude of Female Students in Sport the Case of Dukem And Gelan Preparatory School Oromia regional State Special Zone, and to come up with remedial solutions in order to improve Female students sport competition. The method employed in the study was a descriptive survey. Questionnaire, interview and review of documents were used to collect data from 2 principals and 2 sport teachers; they were selected using purposive sampling and to select 67 female students from total population of 200 by using Systematic random sampling from Dukem And Gelan Preparatory Schools Oromia region Special Zone. The data were analyzed by using percentage, frequency, and mean scores and the findings of the study revealed the Participation, Awareness, Attitude of Female Students in Sport competition assessment had been insufficient. 53.73% the majority of female student responses in Dukem and Gelan preparatory schools says not encouraging, less attention of school principals, female themselves, teachers, families, peer groups and community at large, less attending regular sport activity participation, time allotment, lack of interest in sport competition, absence of facility and equipment could contribute a lot for the failure of practicability of the content of the subject, in this regard the study pointed out and 67.85% were teachers responses says the shortage of teaching materials in sport activities for students to practice and participate in sport competition and lack of educational background of female students in the school and negative attitude for any sport participation with related community area and religion. To overcome the problems, the school directors, teachers, parents and other concerned bodies have considered the following recommendation. Appropriate measures have to be taken in order to reduce the highly prevailing gender biased perception by creating gender awareness among peer opposite sex, teachers, the school community, parents and female student themselves by arranging workshops, seminar and panel discussion to build up female student self-confidence.*

**Key terms:**-Awareness, Survey, Attitude and Competition.

# 1. INTRODUCTION

## 1.1. Background of the Study

Worldwide women are less frequently seen participation in sport activities than men. Sport can promote mental and physical wellbeing and studies have shown that it reduces the risk of chronic diseases later in life. Those sports for girls as well as for boys should be encouraged (Sever, 2005). sports play a vital role in physical, mental, emotional, social and psychological developments of its participants without any discrimination. In addition to their role in contributing to public health, sport activities can also provide universal language to bridge social, racial gender and religious. Doing, so, sport has the potential to promote peace, develop personal qualities essential to democracy such as leadership, tolerance, solidarity, co-operation and respect, and provide a means of inclusion for marginalized individuals and groups (Beutler,2008).

According to coaly,2001, the single most dramatic change in the world of sport over the past generation has be the increased participation of girls and women. This has occurred mostly in wealthy post-industrial nation. Changes have occurred in traditional, labor-intensive, poor nations as well, but many factors have kept them from being revolutionary in scope. Despite resistance in some countries, girls and women around the world now participate in a variety of school, community, and club programs, which did not exist thirty years ago, As his explanation, major factors account for resent increases in sport participation among girls and women are; new opportunities, government equal right legislations, global women's right movement, expanding healthy and fitness movement and increased media coverage of women in sports. The Games Played By the early Greeks were ground in mythology and religious beliefs. They usually were held in conjunction with festivals' involving in combinations of prayer, scarifies and religious service along with music, dancing, and ritual feasts. Compotators in these early games were from wealthy, respected Greek families. They were the only ones with the money and time to higher trainers and coach's and travel to the various games.

The games emerged from the combined influence of local peasant customs and the roman catholic church .The tournaments however emerged from the demands of military training and the desire for entertainment among the feudal aristocracy and those who served them (Baker,1988).some of the local games of this period have interesting histories .As roman soldiers and government officials moved throughout Europe during the fourth and fifth centuries ,the

built bathing facilities to use during their leisure time .To loosen up before there bathes ,they engaged in various forms of ball play. Local peasants picked up on the roman activities and gradually developed their forms of ball games. They often integrated these games into local religious ceremonies, for example the tossing of a ball back and forth sometimes represented the conflict between good and evil, light and darkness, or life and death. As the influence of the roman catholic church spread through Europe during the early years of the middle ages, these symbolic rituals were redefined in terms roman Catholics beliefs; sport and religious were integrally connected (Baker,1988).

Wars throughout Europe during the fourteenth and fifteenth centuries encourages some monarchs, government officials and church authorities to increase their military strength to do this, they often enacted new rules prohibiting popular peasant pastimes. These in authority so the time peasants spent playing games as time they could speed learning to defend the land and lives of their masters. But despite the pronouncement of bishops and kings the peasants did not readily give upon their games. In fact, the games some time become rallying pints for opposition to government and church authority. About the same time that peasants were being subjected to increased controls in many locations the scholar-athlete became the ideal among the many of the aristocrats and the affluent in fact, they so the Renaissance man as some who was especially adept, sensitive to aesthetic values skilled in weaponry strong of body and learned in letters;(Baker.1998)

## **1.2. Statement of the problem**

This study addressed the problem which was seen in Participation, Awareness and Attitude of Female students in Sport at Dukem and Gelan Preparatory School of Oromia regional state. The issue of gender particularly in sport has become a concern in many countries especially in Africa. Sport activity is not exceptional but it is several problems in developing nations like Ethiopia where there is absence of adequate family guidance and counseling, family educational background, economical background, inappropriate instructional materials in the field and socio-cultural problems (Coakley,2001). As we know in our country as well as in Oromia region there are many preparatory schools. In these school the participation of female students in physical education is vary in terms of performance, facility, awareness and attitude towards the subject matter. From my experience of teaching sport subject for a long period of time and observation

as school community member's researcher observed the participation of female student on physical education and sport didn't as expected. This study is significant in that it investigates the level of participation, awareness and attitude of female students in sport in Dukem and Gelan Preparatory School. participation, awareness and attitude is the core points of mental development through which individual meets their objective as well-as everybody delivered or full filled their needs. Therefore, it bridges the gap existing between male and female students regarding their participation, awareness and attitude in sport competition specifically in Dukem and Gelan Preparatory School.

Recently, in developed country women have played an important role in the economic development, political decision and social participation, therefore it is necessary to investigate the level of participation, awareness and attitude of female students particularly in sport subject matter in light of the benefits it gives them and the problems encountered during learning the subject. Therefore, this study is important to improve female student's awareness attitude and participation in sport competition in order to address the desired objective. Moreover, this study has positive implications in academic as well as other settings where it triggers additional research Endeavour's to be undertaken in similar topic or related career. More specifically the study tries to find out answers for the following basic research questions.

- What is the major gender based constraints that hinder female students to participate in sport competition?
- What is the attitude of female student towards sport participations?
- Do female students know the importance of sport participation?
- What is the participation of female students looks like?
- What are the possible measures that could be taken to enhance female students to participate in sport competition?

### **1.3. Significance of the Study**

The study helps the sport teachers to identify the challenges, and help them to take timely measures to avert the problems. It provides opportunity to female students to participate during physical education period. To this end, it may provide some alternative suggestions to improve and initiate teachers for the female students' participation in sport period. Finally, this study may

also be used as a base for those who want to conduct further investigation and people who have the intention to conduct research regarding to the improvement of female student's awareness attitude and participation in sport competition.

## **1.4. Objectives of the Study**

### **1.4.1. General Objective**

The overall objective of this study is to assess the level of participation and attitude of female students in sport in Dukem and Gelan Preparatory School.

### **1.4.2. Specific Objectives**

- Identify the major gender based constraints that hinder female to participate in sport
- Describe the attitude of female students towards sport participations
- Evaluate the awareness of female students about the importance of sport participations.
- Identify the current status of female's participation in sport activity
- To suggest possible measures that could be taken to improve female student's awareness attitude and participation in sport competition.

## **1.5. Scope of the Study**

This study was focused only participation, awareness and attitude of female students in sport competition of Dukem and Gelan Preparatory School. Meaning that by its nature, participation, awareness and attitude are wide concept and covers a wide area. However, it is difficult and not manageable to conduct the study in all areas of subject matter and school. Hence, the scope of the study was delimited to the specific subject content of sport and coverage area of Dukem and Gelan Preparatory School. This study was described very critically based on the variables such as level of participation, awareness and attitude of female students in sport subject matter.

On the other hand, the study has some peculiarities in that it adopts two data collecting tools namely questionnaire and interview, the latter of which enables the researcher to attain valuable data which could rather be obscure to find through other data collecting tools. Another

delimitation of this study is the utilization of both descriptive and referential statistics to analyze and interpret data all of which make it delimited in its composition.

## **1.6. Limitation of the Study**

It is difficult to carry out any research without any limitations and constraints. This study may not be an exception to it. The following are the limitations of the study.

- One of the limitations of this study is that the sample was small, thus the results can only be generalized to the rest of respondents.
- Data collected from secondary sources such as journals, books and reports may not be completely reliable as they have their own limitations.
- Lack of other research done on the same topic locally possess its own limitation.
- Hence, the researcher was forced to depend highly on foreign sources and local related research.
- Leaving alone these limitations, due care and sincere efforts are taken to present the research study precisely, accurately and genuinely with the aim of making it standard relevant.

## **1.7. Organization of the Study**

The paper was organized as follows: It has five chapters. The first chapter consists of an introduction, background of the study, background of the organizations, statement of the problem, objectives, significance, scope and limitation of the study. Chapter two reviews the theoretical and empirical literatures on survey study on participation, awareness and attitude of female students in sport competition. The third chapter deals with research materials and methods. Chapter four presents the secondary and primary data analysis. Finally, chapter five deals with summary, conclusion and recommendations.

## 2. REVIEW OF RELATED LITERATURE

Under this section, different literatures and research findings were described and summarized on the issues of female education to give background information about the study undertaken.

### 2.1. The Concept of Females in Sport Competition

Women in 1950s and early 1960s did participate in sports much less than their descendants in the 1990s. A lack of opportunities discouraged them, as well as the knowledge that intense athletics were not considered normal for women (Siedentop, 1998). By the mid-1990s, the situation for women athletes was 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. But in the 1990s female athletes received much public support in terms of money, attention and encouragement (Festle, 1996). Early school reports for females have been largely unrecognized by historians because competition was within school between students (intramural) rather than between the institutions (extramural). These were special dates when female competed in sports and activities against students and teams from their schools (Hult, 1994).

The National Amateur athletics federation (NAAF) provided a forum for women's physical educators and leaders of women's sport to formalize their beliefs regarding competitions for girls and women's by issuing a policy statement of the organization's goals for women's. As mentioned in physical education text book prepared for grade 10 by ministry of education, Derartu Tulu was the first Ethiopian women athlete to win a gold medal in the Olympic. The victory of Abebe Bikila and others stimulated many men and women to take part in athletics competitions. It was the wish of Ethiopians to see a hero in the Olympic game to satisfy this our women started to participate in school competitions when they were young started continuous training in different athletics events and appeared in the eastern Africa and all African games competition. Like their men counterparts Ethiopian women concentrated on middle and long distance running we know that Derartu Tulu was the first Ethiopian women athlete to win a gold medal in **10000m** in the Barcelona Olympic in **1992 G.C** and a women hero in the modern Olympic (ministry of education, physical education text book for grade 10) (MoE).

## **2.2. The Importance of Sport Competitions**

Governmental initiatives in the area of health have placed increasing emphasis up on positive aspects of physically active life styles. Reports from the chief medical officer (Department of healthy 2004) have been prepared for healthy professionals although there is as yet no policy for sport. However, policy shifts throughout the 1990s and early in the new millennium have reflected growing evidence that individual activity related gains have also generated collective healthy benefit. Primary and preventative health care policies were encouraged for economic political, social as well as medical reasons. Requisitions in the incidence of coronary heart disease, stroke victims and a wide range of other sedentary-related illnesses would reduce demands placed up on pressurized health care budget and growing waiting lists, whilst enabling individuals to play a more productive role in everyday life.

Sport competition plays an important role in physical, mental and social development of our students; students deserve to be physically as well as academically educated. Children have bodies as well as brains. sport competition program can help children physically by;

- Reducing the risk of heart disease. It can counteract the four major risk factors, i.e. coronary heart disease, obesity, high blood pressure and high cholesterol levels.
- Improving physical fitness: -A good program improves children's cardio respiratory endurance, muscular endurance and flexibility.
- Making strong bones: - regular physical activities increases bone density to create stronger bones.
- Helping in Weight regulation: - A Good program can help children regulate their weight by burning calories.
- Promoting health active life style: - sport competition develops motor skills and sport skills to promote health and fitness throughout life.
- Increased interest in learning: - Regular physical activities make children more alert and more receptive to learning new things. (Kretcaman, 2005)

## **2.3. Co-curricular Physical Activities**

Co-curricular activity is defined as a program or out of class activity, supervised and/or financed by the school which provides curriculum related learning and character building experiences.

Co-curricular activity is voluntary, are not part of the regular school curriculum, are not graded and do not earn credits and achievement by the students.

According to Ram et al 1992 elaborates in terms of student interest, those interest, those co-curricular activities should be encouraged which will give the participants an opportunity to development habits of cooperation fair play and good citizenship. They provided opportunities for training in leadership and the wise use of leisure time.

## **2.4 Sport and Millennium Development Goals**

According to united Nations (1948), over the past decade, there has been a growing understanding that access to and participation in physical education and sport is not only a right in itself but also be used to promote a number of important development goals through facilitating democratic principles, promoting leadership development and encouraging tolerance and respects as well as providing access to opportunities and social networks. All areas of development can be influenced by sport, including health, education, employment, social inclusion, political development and peace and security.

Sport has a potential to contribute the achievement of each of the United Nations millennium development goals (MDGs) in unique and creative ways. Women plays an integral role in the achievement of every MDGs and ever MDG is vital to gender equality and women empowerment. In 2002 the secretary – General convened the United Nations Inter-Agency task force on sport for development and peace to encourage a more coherent approach to the use of sport related initiatives in the pursuit of development goals, particularly at the community level and promote the use of sport as a recognized tool in development.

The United Nation General assembly quoted that: “ sport as a means to promote education, health, development and peace,” which invited Governments, the United Nations, the specialized agencies, where appropriate and sport related institutions to work collectively, so that physical education and sport could present opportunities for solidarity and cooperation, in order to promote a culture of peace and social and gender equality and to advocate dialogue and harmony.

It recognized the power of sport to the contribution of human development and proclaimed the year 2005 as the international year of physical education and sport.

## **2.5. Factors Affecting Female Students Participation in Sport competition**

### **2.5.1. Parents' Educational Background**

Various studies have found that educational background of parents is important factor in determining female student's participation progress (Carron and Chau, 1996) Educated parents may have more enlightened attitude about female education participation, or provide more conducive environment for education of their daughters than uneducated parents. A study of social class and academic performance in Cameroon Brock, C and cammasa, N.K 1994 suggests that females from elite families overcome the disadvantages of their sex and have a high pass rate at secondary school than boys from almost all other occupational background.

Brown (1990) states that mothers are expected to play great roles as educators. They are the primary source of knowledge, language, value, and social relationship to the child. Therefore, the higher education level of the mother, the more effectively she is able to transmit the knowledge required by her children. In contrary, the more illiterate the mothers are, the less chance for their daughters to transfer education. Stivanchitis (1992:2) states that, at the United Nations level, the convention of the elimination of all forms of Discrimination against women (called CEDAW) was a major achievement for the women's rights movement when it was adopted by the UN general assembly in 1979. She further added that, it is necessary, however, to mention that UN initiatives and conferences focused primarily on sport for all as sport activities at school or in leisure time that concerns a large number of women and girls and is more directly related to education and social life Stivachtis, 1999

### **2.5.2. Cultural Influences**

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. Concerning cultural influence on females' education, Odaga and Heneveld, W. 1995 reveal 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, Hughes (1991) stated that, it is important to recognize that stereotyping all boys and all girls are representing particular behavioral and intellectual traits is dangerous. All boys are not hooligans just as all girls are not passive by standard.

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 aspects of any particular culture and as teachers do have the right to question the cultural practices our own upbringing and those of others. Therefore, teachers who have aware of a discrepancy between the existing practices and specific aspects of cultural practices in schools cannot ignore the potential conflict indifferent areas of inequality.

### **2.5.3. Lack of Role Models**

As O'gara and Nancy (1996) support that role modeling is an important part of social learning, thus increasing the number of female teaches is an important strategy to boost girl's enrolment and participations. Female teachers in the school can be model in competence, self-esteem, success, and ways of thinking and doing things. The presence and or absence of role models influence the participation of females in education. UNICEF (1992) mentioned that an increased number of female teachers is goal retention of females in schools particularly through the teachers position as role models.

### **2.5.4. Teachers attitude and expectations**

Teachers attitude are likely to be the reflection of broader societal view biases about the role and activities of male and females and stereotypically subjects inculcated in the curriculum. Classroom observations have shown that teacher encouragement and pay more attention for boys than girls. Because of these girls often may not answer the question as equally as boys, not because of they do not know but because of their socialization that does not allow them to even take the risk of being wrong (FAWE, 1996).FAWE (1996) stresses the gender experiences that teachers bring into school with them cannot be ignored. They are role models for children and for many very young children teachers are their first adult role models other their parents. Our own experiences are bound to influence how we see boys and girls, both now and in the future, an awareness of this is an important first move towards. ensuring a more equitable treatment of boys and girls within the classroom.

### **2.5.5. Sport personalities**

As Arnold (1976) mentioned in his report 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.

#### **2.5.6. Organizational Related Factors**

It is known that there are many factors that are associated with the organization of the school system and that are likely to affect directly or indirectly the participations of female's student in the schools. But the most important ones are briefly summarized here.

#### **2.5.7. Instructional Facilities and Materials**

Poor quality or learning environment, poor school facilities, irrelevant curriculum, lack of equipment and materials and teacher's negative attitudes to girls' education are impediments that hinder girl's participation in education (FAWE, 1996).

Even if schools were neutral in respect of developing gender experiences and identifies in students, they would still be responsible for assisting students to understand, in an informed way, the broader processes and structure that contribute to gender based in equality in areas beyond the school yard ( Wolpe et al, 1997 ).

#### **2.5.8. The Play Ground (Field)**

The playground is one of the most public places in a school, where boys and girls, teachers and other adults can be seen together. According to O'gara and Nancy (1996) the domination of playground space by one particular group should be avoided. A group of boys using most of the available space for a game of football may be pushing girls and non-football playing boys a side, and part from anything else, it is just unfair. If teacher subservices and aggression as well as limiting the activities of all those who play a side-including the footballers. Some schools limit large balls to one area of large playground. Schools with smaller play areas have banned large balls altogether.

#### **2.5.9. Female's and Sexual Harassment**

According to Fasting, kary (2005); a further impact of sexual harassment of female athletes is increased harassment against female. Studies conducted in a number of countries give some

indication of prevalence of violence and harassment in sport: 40-50 percent of female athletes surveyed in Canada, and 27 percent in Australia reported harassment. A study of Australian athletes found that 31 percent of female and 21 percent of male athletes reported experiencing sexual abuse at the same time in the lives. Of these, 41 percent of females and 29 percent of males had been sexually abused within the sport environment. Females may face verbal harassment including of a sexual nature which can originate from other athletes, coaches, managers, spectators, and family or community members.

This risk of harassment may stem from men's resistance to the challenging of gender specific boundaries and assertion of female's independence or may occur because female are participating in sport viewed as male dominant. Verbal and physical harassment by coaches and managers, such as derogatory remarks and inappropriate looks or touching, is a particular concern.

Harassment and abuse on the context of sport are of concern for all athletes, not only females. The notion of masculinity based on men's' dominance, physical strength and power that is traditionally enhanced by male sport can manifest in to violence against female.

In similar words the international Olympic committees (IOC) executive committee adopted a consensus position statement on sexual harassment and abuse in sport in 2000. The statement defines the problems, identifies the risk factors and providing guidelines for prevention and resolutions. The objective is to improve the health and protection of athletes through the promotion of effective preventive policy, as well as to increase the awareness of these problems among all stakeholders and actors in sport. The recommendation includes: -

- Adopting harassment free-policy and procedures that are in line with international ethical and human rights statutes and that are inclusive
- Encourage open debate about sexual harassment between boys and girls.
- Embedding an equitable balance of males and females in all roles and democratic leadership style to militate against abuse of power
- Acting as advocates of harassment free sport through education and training programs for everyone involved in sport
- Actively monitoring the effectiveness of all anti-harassment initiatives
- Initiating research into men's and women's and boys' and girls' experience of abuses.
- Give active representation of female athletes in decision making at every level of sport

### **2.5.10. Religion**

Religion may have a negative impact on female students not to participate fully in freedom in sport competition activities. Religion for Christian and Islam is usually associated with low female student participation to perform good physical education activities in the schools.

## **2.6. The Characteristics of High –profile Organized Competitive Sports**

The organized competitive sports so popular in many parts of the world today are very deferent from the sport activities played before the industrial revolution. Allen Guttmann's study of sport activities through history show that today's dominant form of sport (DFSPORT). Organized competitive sports today are characterized by an emphasis on quantifications, among other things. Everything that can be defined in terms of time, distance, or scored is measured & recorded. The is a key in sports. (GUTTMANN,1978). These sports are promoted & popularized partly because they perpetuate the belief that force aeration are important parts of life & that men are fundamentally & naturally superior to women because they are more force full and aggressive.

## **2.7. School spirit**

Anyone who has attended a well-staged student popularly or watched the student cheering section at a well- attended high school or college game realizes that sports can generate impressive displays of energy & sprit of course, this does not happen with all sport teams in a school, nor does it happen in all school. Teams is low profile sports usually play games without student spectators, & teams with long histories of losing records seldom create a spirited response among more than a few students. However, in many cases varsity sport events do provide the bases for spirited social occasions. And students frequently use these occasions to express their feelings about them elves, their teams & their schools. Proponents of varsity sports say that displace of school sprit at sport events strengthen student's identification with their school & crate the feelings of togetherness needed to achieve educational goal (*Miracle,1980, & Recess & Mircle,1997*)

## **2.8. Interscholastic Sports and the Experiences in High School Students**

Does a varsity sports program affect the educational & developmental experiences of high

school students? This question is difficult to answer. Educational & development occur in conjunction with many activities & relationships. Even though varsity sport programs are very important in some schools and for some students, they constitute only one of many sources of partially influential experiences. Research on this issue has focused primarily on the characteristics of student-athletes. Although some social scientists have tried to study how sports are connected with overall school-based culture that exists among high school students (Miacle & Reef, 1994)

## **2.9. Student Culture in High Schools**

Sociologists long have recognized that varsity sports are among the most important social activities sponsored by high schools. Being varsity athlete brings a student prestige among peers. Formal rewards in the school & recognition from teachers, administration & even people in the local community (*Miacle & Reef, 1994*).

## **2.10. The Global Perspectives of Females' Sport Competition**

In recent years, sport and physical activity as a strategy for the empowerment of girls and women has been gaining recognition worldwide. Women Win is the first international organization with a sole focus of providing support for innovative sport & physical activity programs for empowerment & creating a social movement around sport for the advancement of women's rights. International and local organizations, Government bodies and individual activists have and continue to strongly advocate for gender equality by working tirelessly for the advancement of rights of all girls and women. They use various means and approaches, but all share a common goal; to improve the lives of girls and women by fostering empowerment and gender equity. Women Win believes that sport and physical activity is an effective strategy in working towards this shared goal ([WWW.Women Win.Org](http://WWW.WomenWin.Org)). Girls and women face a disproportionate number of life challenges, which reduce their ability to achieve their full potential. Recent studies show that despite formal guarantees of equality, the overall rate of progress for women, particularly those from the poorest and most marginalized regions of the world has been slow (*Brady, et al, 2002*).

The global women's rights movement over the past thirty years have emphasized that for males are enhanced human beings when they develop their intellectual and physical abilities. This

idea has encouraged women of all ages to pursue their interests in sports, and it has led to the creation of new interests among those who in the past never would have thought of playing sports (*Fasting, 1996*). As a part of sport completion football is now played by women in many parts of the world. For example, in Africa, Ghana, Nigeria and Mozambique are among the best grille football teams worldwide, U.S.A brought the idea of women's world cup championship to FIFA. FIFA accepted the idea assigned China to host the first women's international tournament in 1991. The first grilles team to win this championship was America beating China. In 1999 U.S.A was the host country for world cup women's competition in this tournament, two African teams Nigeria and Ghana participated representing Africa. U.S.A won the cup for the second time. The number participating teams is now increasing with improved quality of football.

Girls are being discouraged from participating in sport by their experiences in school education lessons. Unfortunately, an emphasis on competitive sport may make this situation worse for some girls. Schools need to be more imaginative in the type of sport that they provide for girls; While some enjoy team games like football & net ball, or athletics, others would enjoy sampling a wider variety of activities, such as dance or cycling, or non-traditional games for girls like rugby (*Whittingdale.etal,2009*).

### **3. RESEARCH DESIGN AND METHODOLOGY**

This part of the research contained research design, Data sources, research population, research sample, sampling techniques, data gathering tools and methods of data analysis.

#### **3.1 Research Design**

Descriptive survey research method was employed for this study. This method was selected for the reason that it enables the researchers to obtain current information about the participation, awareness and attitude of female students in sport competition. The method is also relevant to collect detailed and a variety of data concerning the issue under study (Mushoriwa et al., 2010). Survey questionnaire, semi structured interview and documentary analysis were used to collect the data in the study. The triangulation process was applied in order to enhance the holistic picture of the research in reliability and validity aspects. The questionnaire measured the female students, teachers and school directors' perceptions and view concerning participation, awareness and attitude of female students in sport competition.

#### **3.2 Sources of Data**

The researcher used only primary data to get adequate information about the participation, awareness and attitude of female students in sport competition

##### **3.2.1. Primary sources**

In order to get adequate information about the participation, awareness and attitude of female students in sport competition, the primary source used is principals, sport teacher and female students through questionnaires and interviews.

#### **3.3 Population, Sample and Sampling Techniques**

The Total population of the study in both Schools is 200 female students that mean 152 students from Dukam Preparatory School and 48 students from Gelan Preparatory School. Out of this number the researcher selected 1/3 of them which is 67 using systematic random sampling and sample fraction (SF=3). Therefore, from the list of alphabetical order every 3<sup>rd</sup> of the member of population were assigned as the target population of this research to give their responses. On the other hand, there were two sport teachers in both schools. That is why the researcher selected

both as census and also the two-preparatory school director by purposive sampling.

Table 1: **Sample Size**

No	School name	Female Students	Teachers	School director (100%)			Total Sample size		
		Female	Female	Male	Female	Total	Male	Female	Total
1	Dukem Preparatory school	152	1	1	0	1	1	153	154
2	Gelan Preparatory school	48	1	1	0	1	1	49	50
<b>Total</b>		<b>200</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>202</b>	<b>204</b>

### 3.4. Data Gathering Tools

Using different types of tools for gathering data help to get adequate and sufficient data for the problem on the study. Multiple method of data collection helps the researcher to combine the strength and amend some of the inadequacies when only one method used independently. Therefore, the researcher used three different types of data gathering instruments in this study. These were: questionnaire, interview and documents.

#### 3.4.1. Questionnaire

Questionnaire is one of the tools commonly used in many studies. The researcher used questionnaire to gather information as, facts and additional opinions from the respondents on the problem of the study. In relation with this, the questionnaire was comprised of both open ended and closed ended items and it was used for principals, teacher and female student to collect relevant information for the issues.

To strengthen the information obtained through questionnaire semi-structured interview which has open situation, greater flexibility and freedom was employed for school principals and PTA heads on the role of principals in participatory decision-making practice. The interview was held on one to one basis with researcher asking questions and taking notes in his note book.

### **3.4.2. Document**

In order to find the facts in the study area, the researcher reviewed different documents of the sample secondary schools such as minutes, and reports. This helped the researcher to make a crosscheck against the collected data.

### **3.5. Procedures of Data Collection**

First of all, before the actual study was carried out, a pilot test was made. The purpose of the pilot study was to make necessary clarification on the questionnaire items and to identify some approaching techniques that could help to collect data for the actual research. The researcher made all the necessary amendments on the questionnaire and forwarded it for the final administration. In order to administer the questionnaire, the researcher first attempted to contact the leaders of the sample schools to create conducive environment for the successful accomplishment of the study. Next to this, school principals, teachers and female students were informed about the purpose of the study in detail and then they were given the required information about the questionnaires. Following this, the respondents were provided with a chance to ask questions about the issue which was not clear for them. Then, the researcher gave a brief explanation about each point in the discussion and answered all the questions that were raised. To this effect, the respondents were told to reply to the questionnaires based on the facts and their personal feelings. After the respondents, had filled the questionnaires, they returned them back to the researcher for further analysis. An interview was also conducted through disclosing the purpose of the study based on the permission and willingness of respondents by the researcher. The data of the interview were collected in writing. Besides, document investigation was made by the researcher himself. Then, the researcher collected all the data from the respondents and analyzed them by using different methods of data analysis. Finally, some possible recommendations were forwarded.

### **3.6. Method of Data Analysis**

The data which was collected from target population was analyzed by the Statistical Package for Social Sciences (SPSS 20 version windows). How each respondents of the study seen and exercised participation, awareness and attitude of female students toward sport competition was analyzed. Descriptive statistical techniques such as percentages and averages were organized and presented by using tables and graphs. Furthermore, quantitative as well as qualitative data

analysis methods were applied to present the information gathered through interviews and the data collected from secondary data sources.

## 4. RESULTS AND DISCUSSIONS

### 4.1. Data Analysis and Interpretation

Data analysis is the processes of systematically searching, arranging and organizing the questionnaire, interview, observation and document analysis and other materials that have been collected for the intended study. It is helpful to increase one's own understanding and to be able to present or introduce what have been discovered to others and to show the trend of female participation in sport competition, new thing patterns a discovering what is important and what is learned from the result. There for in this study, the researcher was used mixed approach method (quantitative and qualitative) has obtained for well validate and substantiated findings (Kumar, 2005). Closed ended questionnaire and document analysis was obtained through quantitative approach and analyzed by using frequency counts and simple percentage of the responses. Moreover, the data collected and obtained from observation, interview and open ended questionnaire were analyzed by using narrative quantitative approach. To large extent, the study was approached through quantitative and qualitative method to analyses the data in the discussion.

### 4.2. Demographic Characteristics of the Respondents

**Table 2:** Characteristics of Total population

No.	Schools	Students	Teachers	Directors	Total		
		F	F	M	M	F	T
1	Dukem	152	1	1	1	153	154
2	Gelan	48	1	1	1	49	50
Total		200	2	2	2	152	204

As one can see from the table above 200 female students participated on the research as a data provider. Moreover, 2 subject teachers and directors of the school have given their idea.

### 4.3 Information Related to female student's response

**Table 3:**Female student responded who participate in the study based on age in preparatory schools

Age range	Frequency	Percent	Valid percent	Cumulative
15-16	9	13.43	13.4	13.4
17-18	49	73.13	73.1	86.5
19-20	8	11.94	12.0	98.5
21-22	1	1.49	1.5	100.0
Above 22	-	-	-	
<b>Total</b>	<b>67</b>	<b>99.99</b>	<b>100.0</b>	<b>100.0</b>

The above table shows that most of the respondents 73.13% were in the age between (17-18) which shows the most energetic and that have an ambition in sport completion.

**Table 4:**Effectiveness of PE and sport subject teacher help

Response	Frequency	Percent	Valid percent	Cumulative percent
Great extent	50	74.62	74.62	74.6
To some extent	12	17.9	17.9	92.5
Not at all	4	5.79	6.0	98.5
Undecided	1	1.49	1.5	100.0
<b>Total</b>	<b>67</b>	<b>99.96</b>	<b>100.0</b>	<b>365.6</b>

Concerning this question, the majority 50 (74.62%) of the respondent from the total of 67 female students replied that their physical education and sport teachers have the ability to stimulate interest in their teaching, used clear and appropriate instructions that all students can be able to understand easily, have a good knowledge of the subject matter with an appreciative attitudes and skills with in an illustrative methods, on the other hand 12(17.9%) of them replied that their physical education teachers used clear and appropriate way Imparting that students can understand to some extent and other 4 (5.97%) students replied that their PE teachers did not use understandable and clear instruction that every students can understand and practice. Regarding

this, the interview of subject teachers, most teachers agree that they satisfied with their teaching method and they clearly explain that they have been using clear and appropriate teaching method that majority student can understand and participate. Some of the teachers replied that, because of the designed nature of the curriculum in availability of teaching materials, facilities, time allotted for the subject and the crowded number of students in each class had created some hindrance to use clear and appropriate teaching methods that majority student able to understand.

**Table 5:**The use of clear and appropriate teaching method

Response	Frequency	Percent	Valid percent	Cumulative percent
Yes	48	71.64	71.6	71.6
To some extent	8	11.9	12.0	83.6
No	8	11.9	12.0	95.6
Undecided	3	4.43	4.4	100.0
Total	67	99.87		

From the above table 5, Female students were supplied with a questionnaire of using a clear and an appropriate instruction inured to understand the use of a game and being a participant of the game. The majority of female students 48(71.6%) of them responded that, the PE teachers have the capacity of giving clear instruction that avoids mass confusion and gives an encouragement at time of fail are and show them that they can be successful with extra efforts. And some students large 8 (11.9%) to 3(4.4%) replied that teacher's diligence for a clear and appropriate instruction as to some extent. How even, the response obtained from table 1 shows 50(74.62%) of respondents had agreed that the knowledge and skill that they obtain was very great in a regular sport activity that can stimulate their interests and use a clear appropriate instrument. Thus, the data obtained from table 3 shows the appropriate use of a clear instruction and their use of a adumbrative methods that every students can understand and practice in accordance to the instruction given.

**Table 6:**The satisfaction of students needs and interest with the legal to the practice of contents (physical education and sport subject)

Response	Frequency	Percent	Valid percent	Cumulative percent
Yes	23	34.32	34.3	34.3
To some extent	27	40.29	40.3	74.6
No	9	13.43	13.4	8.80
Undecided	8	11.94	12.0	100.0
Total	67	99.98	100.0	

From the data organized in Table 6, most of female students 23(34.32%) ,agreed that the content of the subject they practice of the satisfies their needs and interest and the majority 27(40.29%) of the respondents replied that, they agree to some extent .Whereas 9(13.43%) of the respondents responded the content of the subject that they practice doesn't satisfy their needs and interest as to their interest by giving their response and some 8(11.94%) could not be able to suggest from this one can draw conclusion that most of the students have an interest in the content and the practice they are enrolled by observing the mean value of the data.

**Table 7: The availability of all educational domains in the contents of physical education**

Response	Frequency	Percent	Valid percent	Cumulative percent
Yes	31	46.26	46.3	46.3
To some extent	13	19.40	19.4	65.7
No	18	26.86	26.8	92.5
Undecided	5	7.46	7.5	100.0
Total	67	99.98	100.0	

As the finding from table 7 indicates that 31(46.26) % of the respondents agreed that the educational domains are practically available. On the other side, responses of students concerning the content of the HPE subject in containing the educational domains the physical education and sport subject are being given as a co-curricular activity side by side with another

subject for the creation of active competent and healthy personally. It plays an important role in physical, mental and social development of students. Therefore, as physical education and sport subject uncountable contains the educational domains that promotes and develops maters kills and physical fitness as most 31(46.26%) of students had responded

**Table 8:**The practices of all educational domains

Response	Frequency	Percent	Valid percent	Cumulative
Yes	31	46.26	46.3	46.3
To some extent	13	19.40	19.4	65.7
No	18	26.86	26.8	92.5
Undecided	5	7.46	7.5	100.0
Total	67	99.98	100.0	

The above data in table 7, shows that the response organized from the respondents concerning the about the existence and practice of all educational domains in the contents of the physical education subjects. To make clear and get a response without any ambiguity an explanation was made about educational domains and every kind of education given is intended to enable individual in all rounded in the development of conquering knowledge, ability, skill attitudes and build active participant. Thus 31(46.26%) of them agree, that the educational domain was to some extent included in the subject practiced in a class of physical education while 18(26.86%) responded No and few 5(7.5%) replied as they could not suggest.

**Table 9:**Availability sufficient facilities, equipment and teaching material in their schools

Response	Frequency	Percent	Valid percent	Cumulative percent
Yes	8	11.94	11.9	11.9
To some extent	13	19.4	19.4	31.3
Not at all	44	65.7	65.7	97.0
Undecided Total	2	3.0	3.0	100
	67	99.99	100.0	

The responses given above show that very few students 8 (11-94%) out of the total (67) replied that the availability of teaching materials, facility and equipment in their school were enough and

sufficient to participate all students in sport activity and some of female students 13(19.40%) responded to some extent the teaching material facilities and equipment were available in their school to practice sport activity whereas most students 44(65-67%) from the total of respondents responded that the in availability of teaching material facility and equipment to conduct effective teaching learning process in their school

Similarly, from the organized interviews give for PE teachers and school directors had also responded the same response as the most of students as indicated in the above table. The responses of the interviewed directors revealed that the teaching materials facilities and equipment are not appropriately fulfilled with the content of the subject that teachers are supposed to practice and sufficient or well enough to the large number of students of each class.

In addition to this one of the preparatory school share the same sport field with the host of OdaNabe secondary school. Regarding the effects improving the participation of females in sport completion the research has inter viewed them that they have agreed and trying to fulfill sport materials and the facility that are needed for the competition and working co-operating with school community. In addition, in to this the schools are also exerting their maximum effort to work closely with the community to provide different services for female student in order to promote and Increase their participation in the school and at regional level. Therefore, the shortage of teaching materials and facilities implies that, there are some factors that influence the schools to practice the subject matter properly and to participate female students up to the expected level. In addition to this there is lack of playing fields in the schools.

**Table 10:**The appropriateness of period allotment and the contents of the subject

Response	Frequency	Percent	Valid percent	Cumulative percent
Yes	32	47.76	47.7	47.7
To some extent	12	17.91	18.9	65.7
No	14	20.89	20.9	86.6
Undecided	9	13.43	13.4	100.0
Total	67	99.99	100.0	

Time is one of the influential factors in accomplishing any activity. Any subject conducted in school has its own limitation of time for the achieving the intended goals.

To equipped with the necessary skills. Concerning the appropriateness of period allotment, most of the participant in the study 32 (47.7%) of them replied that, the period allotted is sufficient or proper to the contents given and some other 12(17.91%) responded to some extent and the other 14(20.89%) gave a response that the period allotted was not sufficient to practice the subject matter and sport activities in accordance to the content given. While 9(13.73%) responded that they can't give any suggestion. Regarding an interview made for school directors, responded that the time allotment is not enough for the theoretical and the practical activities in order to attain the necessary knowledge and skills.

**Table 11:** Voluntariness of teachers to repeat the theoretical and demonstrate asked by students

Response	Frequency	Percent	Valid percent	Cumulative percent
Yes	45	67.16	67.1	67.1
To some extent	14	20.89	20.9	88.0
Not at all	6	8.95	9.0	97.0
Undecided	2	2.98	3	100
Total	67		100.0	

From the above table The majority of respondents 45(67.16%) responded that teachers are voluntary to repeat what they have explained and demonstrate again when every they are asked the other 14 (20.89%) replied that to some extent while 6(8.95%) indicated that as if they do not do and the last 2(2.98%) did not given any suggestion. As a result of the study from the above data and the responses found from school directors there is an effort of teachers doing what the students expect from them.

**Table 12:** Provision of available physical education material by parent for their daughters to make participant of sport activity

Response	Frequents	Percent	Valid percent	Cumulative percent
Yes	21	31.34	31.3	31.3
Some time	31	46.26	46.3	77.6
No	15	22.38	22.4	100.0
Total	67	99.98	100.0	

Concerning the support of parents and the provision of physical education material, some of 21(31.34%) female student replied that, they get full co-operation and support. Whereas the majority 31(46.26%) of them indicated that their families support them for some times but not all the time to participate in sport activities on the other hand 15 (22.38%) respondents responded that their family do not support and encourage them on physical education material. Similarly, teacher was given a questionnaire which helps to identify the female student's fulfillment of equipment's and the presence of sufficient faculties that would encourage female's participation in sport activities and 4(100%) of the participants responded that lack of appropriate sport facilities as one cause and hinders their participation and the development of attitudes for sport competition.

**Table 13:** Major Factor and causes that hinder Female student's participation in Sportactivity/competitions, superiority of male's over female and contribution of male students sport participation on health development of the society

No.	Item	Response	F	%	Valid percent	Cumulative percent
1	Major factor that hinders female students on sport competition	Cultural influence	21	32	32	31.3
		Religious influence	11	16	16	47.7
		Family influence	12	18	18	65.7
		Social influence	23	34	34	100.0
		Total	67	100	100	
2	Causes	No family permission due to law perception towards sport	21	31.34	31.3	31.3
		Lack of appropriate sport faculties	16	23.88	23.9	55.2
		Economic problems to buy sport suits and materials	10	14.92	15.0	70.2
		Lack of time	20	29.85	29.8	100.00
		Total	67	99.99	100.00	
3	There is Superiority of male's students in sport activity	Yes	34	50.74	50.7	50.7
		No	10	14.92	15.0	65.7
		I do not Know	23	34.32	34.3	100.0
		Total	67	100.0	100.0	
4	Contribution of participation of female in sport for health and the development of the country	Yes	41	61.19	61.1	61.1
		No	4	5.97	6.0	67.1
		Partially I believe	18	26.86	26.9	94.0
		I don't Know	4	5.97	6.0	100.0
		Total	67		100.0	

As the above data's finding (table 13) shows the hindrance for participation of female students in sport competition 23 (34.32%) of the respondents responded that social influence had a greater

impact on their participation followed by the cultural influence 21 (31.34%) while 12 (17.91%) of the respondents responded that family influences and the other 11 (16.41) replied that religious influence has an impact when female students participate in sport competition. According to the responses obtained from the above annex the major factor that hinders female student's participation in sport competition was social influence that would reduce their acceptance in the social life.

Item no. 2 of table 13 indicates the cause that hinder females to participate in sport competition responded by the respondents that account 21 (31.34%) believed that lack of permission due to the law perception about females participation in sport competition and attaching them only to house hold work is one factor that hinders them and other 20 (29.85%) responded that at home every kind of work is given for female and the sport activities are imagined as leisure time and wasting time instead of enabling females in participation they order every kind of duties that made them to lack rest and time which became the cause and hindrance for participation in sport activities. while 16 (23.88%) of the females mentioned that lack of appropriate foundation that support and train them with necessary sport activities is not found. The rest of the respondents 10 (14.92%) responded family's economic problems in purchasing sport suits and materials hinder them for participation in sport competition and development

Concerning the domination of male students during sport competition on item no. 3, 34 (50.74) the respondents reviled that male students show superiority and the dominant over female students while 10 (14.92) of female students replied that males do not show any superiority over females. However, some 23(34.32%) of the respondents generally agreed that I do not know about this issue. The response generally reveals that male students are dominant over female students in the community they live together and show there exist a great gender differences. This also confirms that the data of table that social influence as major factor go with line to the superiority of males.

Regarding the contribution of sport competition in relation with the health and the development of country as shown above 41 (61.19%) of the students had a perception of agreeing and believed that sport competition have a great importance to promote health and contributed to the economic development for the country and 18 (26.81) of the respondent agree partially and the others 4 (5.97%) of the respondent supplied that I am not sure of it. while 4 (5.97%) replied that sport, competition has no contribution for health and economic development to a country (table

12). This shows that, the contribution of sport competition for health is undoubtable and the issues have given emphasis by female respondents and in addition to this, they believe that a healthy person can fit and participate in many productive areas to bring an economic change to their country.

**Table 14:** Harassment of female students by different bodies (teacher, coaches and male counterparts) during they participate in sport competition.

Response	Frequency	Percent	Valid percent	Cumulative percent
Yes	14	20.89	21.0	21.0
Sometimes (to some extent)	39	58.2	58	79.0
Not at all	14	20.89	21	100.0
Total	67	99.98	100.0	

As indicated from table 14, above 14(20.89%) of the respondents from the total of 67 found in both schools replied and agree that they haven't encountered harassment and the same number of respondents 14(20.89%) believed that were harassment either by teachers, coaches or by respective male students however, the majority of the respondents 39 (58.2%) indicated that they have come across to some extents of harassment either by teacher's coaches or the respective male students. From the average mean we realized that the majority of female had some times encountered harassment by teachers, coaches and male counterparts. This is in line with some interviewed response of the subject teachers.

**Table 15:** Integration of Physical education with other subject

Response	Frequency	Percent	Valid percent	Cumulative percent
Yes	27	40.29	40.3	40.3
To some extent	23	34.32	34.3	74.6
No	15	22.38	22.4	97.0
Undecided	2	2.98	3.0	100.0
Total	67	99.97	100.00	

The response regarding the issue from table 15 above, 15 (22.3%) of the students believe that the content of sport competition has not been integrated with their other academic subject that they practice. About 23 (34.32%) of respondents responded that the content of sport competition they practice are integrated to some extent with other academic subject, and the majority 27 (40.29%) of students have agreed that the content of physical education subject are integrated with other academic subject. Similarly, the interview response of Physical education teachers of the preparatory schools in Gelan and Dukem replied the integration of the PE subject that they practice and it consider with the response of the students.

Moreover, almost all teachers believe that as a part of PE subject sport competition should be integrated with other academic subject specially with science subject like Biology, chemistry and physics because some of the topics that directly related with them in teaching learning process of the subject. For example, in Biology about human physiology and Anatomy, in chemistry about bio-chemistry, in physics the mechanism of exertion of force and kinesiology. All subject areas should function as integrated in the education of the total individual.

**Table 16:** The prior solution to increase the participation of female students in sport competition activities

Response	Frequency	Percent	Valid percent	Cumulative percent
Change the attitudes of teachers towards female students	12	17.91	17.9	17.9
Give sex (life) or Gender education	11	16.41	16.4	34.3
Some directors, teachers, male peer's families and society at large about the importance of female education in general and physical education in particular.	36	53.73	53.7	88.0
Change the attitude of parents towards their daughters.	8	11.9	12.0	100.0
Total	67	99.96	100.00	

Regarding the way how to promote and give a prior solution to increase the participation of female students in sport competition as shown on the above table 16, 36 (53.73%) of the respondents responded that directors, male peers, teachers and the community at large should be encourage female students to participate in sport competition , while 12 (17.91%) of the respondents indicate that the change of the attitude of teachers and building the capacity of teachers towards female students is one mechanism to promote females in different sport competition , while 11 (16.41%) of the respondents replied that the only means to promote female students participation in different competition is give sex (life) or gender education and others 8 ( 11.9%) responded that the attitude of families towards female students should be changed so that female students can be free from any complaining and can be able to compete in different sport activities.

In addition to the information obtained from table 15, the open-ended question varies supplied by the directors and teachers indicates the prior solution to promote and increase female participation in sport competition was sensitizing directors, teachers, male peer's family's and societies at large have a great importance for female participation in sport competition. Moreover, in teacher's response about the prior solution to promote female students in sport competition they replied that all the concerned bodies attitudes must be changed and must believe about their participation in order to improve and participate in different sport attitudes.

**Table 17:** The value and attention given for PE subject like other academic subjects.

Response	Frequency	Percent	Valid percent	Cumulative percent
Yes	34	50.74	50.7	50.7
To some extent	18	26.86	26.9	77.6
No	11	16.41	16.4	94.0
Undecided	4	5.97	6.0	100.0
Total	67	99.98	100.0	

Female students were asked to give a response for the question whether they give equal attention for PE subject likewise the other academic subject and 34 (50.74%) of the respondents replied that they have an equal attention and 18 (26.86%) replied they give to some extent to PE subject while 11 (16.41%) doesn't give an equal attention for PE subject and the remaining were not able to give any suggestion.

**Table 18:** PE teachers giving time and help for students unable to practice and the subject

Response	Frequency	Percent	Valid percent	Cumulative percent
Yes	39	58.20	58.2	58.2
To some extent	13	19.40	19.4	77.6
No	12	17.91	17.9	95.5
Undecided	3	4.47	4.5	100.0
Total	67		100.0	

As the above data table 18 shows that teacher's commitments and willingness towards solving problems and leading demonstrating the practical activities for who are unable were accepted positively as conveyed by most 39 (58.20%) of the total respondents and some of the respondents 13 (19.40%) responded that teacher's willingness being to some extent while 12 (17.91%) responded No, and very low number 3 (4.47%) replied that they could not suggest anything about the support of teachers. Thus, from the majority of responses found teachers show voluntariness in helping students, however the willingness of teachers must increase in order to motivate female students in physical education subject that in turn helps to increase female's participation in sport competition and sport activity.

**Table 19:** Concerning gender education in the preparatory schools

Response	Frequency	Percent	Valid percent	Cumulative percent
Yes	11	16.21	16.2	16.2
No	32	47.76	47.8	64.0
Some times	12	17.91	18.0	82.0
I don't know	12	17.91	18.0	100.0
Total				

In regard to the provision of gender education the school did not give any circumstances with relation to sport competition. As the above table 19 indicates 32 (47.76%) of the students replied that no gender education is given and 11 (16.21%) replied as if there was a gender education while 12 (17.91%) responded that the gender education is sometimes given irregularly as a part of

the lesson some percent of the others 12 (17.91%) of the respondents responded that they do not know whether it is given or not.

**Table 20:** Interest of students to study physical education subject in higher institution

Response	Frequency	Percent	Valid percent	Cumulative percent
Yes	27	40.29	40.3	40.3
to some extent	19	28.15	28.2	68.5
No	21	31.35	31.4	99.9
Total			99.8	

Concerning the interest of female students to study physical education subject at higher institution 27 (40.3%) of the respondents replied yes that expresses their voluntariness and 21 (31.4%) do not have interest for physical education and sport science to study at higher education and the others 19 (28.2%) replied to some extent. Here we can generalize that the social community had an impact on the attitude of females towards the subject

**Table 21:**The opinion for female physical education teachers assigned to impart

Response	Frequency	Percent	Valid percent	Cumulative percent
Free to explain ideas	15	22.38	22.4	22.4
Females can be free from male domination	9	13.43	13.4	35.8
Increase the participation of female students in physical activities	32	47.76	47.8	83.6
It doesn't bring any change in our physical performance	11	16.4	16.4	100.0
Total			100.0	

The above data result shows that 32 (47.76%) of female respondents replied that the assigning of female sport teacher in the school increases the participation of female students in physical

activities. The response of female students confirms the statement explained by O’Gass and Nancy (1996) the role modeling is an important part of social learning, thus increasing the number of female teachers is an important strategy to boost girl’s enrolment and participation female teachers in school can be model in complete, self-esteem success and ways of thinking and doing things.

**Table 22:** Counseling female students to avoid problems related sport competition.

Response	Frequency	Percent	Valid percent	Cumulative percent
Yes	17	25.37	25.4	25.4
No	34	50.74	50.7	76.1
Some times	16	23.88	23.9	100.0
Total	67		100.0	

From the above data, the finding shows or describes that 34 (50.74) of female out of the total population confirmed that there is no and at all a counseling habit and gender education for female students to avoid problems related towards female students in the participation of sport activities and even there is no any counseling office that gives support and alleviate female’s problems during the difficult situations when they face. However, some of 23%-25% replied that there is no a consistent habit of counseling and that occurs during the event of the competition.

Similarly, from teacher’s questionnaires, there was an item of question that require the response of teachers towards counseling and gender education majority of teachers agree that there was no program adjusted purposefully to counsel female students to treat such issues in the school but few of them replied that there was a program to some extent in the school that gives awareness to female students by physical education teachers during at the time of competition.

**Table 23:** The equal performance of male and female students in sport competition

Response	Frequency	Percent	Valid percent	Cumulative percent
Yes	26	38.80	38.8	38.8
No	25	37.31	37.3	76.1
Some times	16	23.88	23.9	100.0
Total	67	99.99	100.0	

From the above data table 23 female students responded that positively if female students are given equal opportunities and the negative attitude gender differences is avoided and being supported by any stake holders and families, they have a potential to perform sport activities equally this response encounters 26 (38.80%) of the total respondents. The others 25 (37.31%) of the respondents replied that they do not show or perform equally with their male counterpart and the others 16 (23.88%) replied that they can sometimes perform as male students in sport competition and activities. Similarly, from teacher's questionnaire 100% of them responded that the extent of female participation compared with their male counter parts can perform equally on the average. This implies that, females have a potential to participate in sport activities and as reviles that, cultural influence is so strong that it brings dilemma in female in their educational participation ignoring their contribution in any field including education.

**Table 24:** Females commitment to win in any organized sport competition

Response	Frequency	Percent	Valid percent	Cumulative percent
High	5	7.46	7.5	7.5
Medium	36	53.73	53.7	61.2
Low	11	16.41	16.4	77.6
very low	15	22.38	22.4	100.0
Total	67		100.00	

Regarding the commitments of female students to win intra mural and extra mural sport competition 36 (53.73%) decide on medium, while 15 (22.38%) very low and 11 (16.4%) of the respondents respond low and the only 5 (7.46%) have high commitment to win in any sport competition held with another school. This shows that interest in participation of sports is very low and needs motivation and encouragement to change their attitudes while resulted from social and cultural influences.

**Table 25:** Factors influencing female's participation in sport competition at their school.

Response	Frequency	Percent	Valid percent	Cumulative percent
Teachers approach	9	13.43	13.4	13.4
Lack of interest on the subject	22	32.83	32.8	46.2
Participating in sport activity is difficult and boring	11	16.41	16.4	62.6
Absence of room for changing clothes, separate latrine and water service	19	28.35	28.4	91.0
Others may laugh at them	6	8.95	9.0	100.0
Total	67	99.97	100.0	

The response obtain as shown above regarding factors that affect female students in the participation of sport competition at school level was responded by most of female students 22 (32.83%) replied that as they lack interest on the subject matter and few 19 (28.35%) of the respondents responded the absence of room for changing clothes, separate latrine and water service were that influenced their participating some 11 (16.41%) believed that participation in sport activity is difficult and boring and full of fatigue. Other 9 (13.43%) of the respondents replied, the teaching approach conducted by teacher in teaching physical education is one of the major factor to involve and participate the activities where as a small number of respondents that account for 6 (9%) of the total responded the peer influence which they consider that others may laugh on them was given.

Thus, the administration and especially teachers have a salient responsibility in changing the low interest and negative attitude perceived by students towards the subject matter of physical education and encourage female students in order to build an interest that would initiate them sport activities. In addition to this teacher have to work effectively that sport activities used for building a healthy and competent person besides this, the school administration must improve water services and separate latrine to promote female student's participation in sport competition for producing a productive and healthy citizen.

**Table 26:** Factors that impede female students to participate better than male counterpart in sport activities

Response	Frequency	Percent	Valid percent	Cumulative percent
No unique hindrance	4	5.97	6.0	6
Lack of ability compared to male counter part	20	29.85	29.8	35.8
Lack of time because of house hold write to participate in sport activity	30	44.77	44.8	80.6
Low attitude and participation of male students towards female students	13	19.40	19.4	100.0
Total	67		100.0	

The above table 26 shows the factor that impede female students to participate better than male counterpart in sport activities were being given to determine that best suits with their opinion and the highest number of respondents 30 (44.8%) responded that lack of time because of house hold work to participate in sport activities and this response responded by female is similar to the table 10 that most of students 20 (29,85%) responded. This shows also the social influence had an impact on females to be restricted in house hold activities that, influence that impedes them even to be a participant in any of the sport activities in addition.

Some respondents 20 (29.85%) responded that lack of ability compared to male counter parts, while 13 (19.40%) replied that the occurrence of low attitude and participation male students towards female students. This implies that the gender difference is one factor that impede them and few replied 4 (6%), that there no unique hindrance. Therefore, as data obtained viewed, that the factors that impeded female students are external factors that can be activated by continuous effort of teachers and students as well as other responsible and concerned stack holder in changing the attitude of parents and male students so that female students can be encouraged and make an effective and active participant of sport activities.

**Table 27:** The Students interest to participate in a class of physical education

Response	Frequency	Percent	Valid percent	Cumulative percent
Theoretical	16	23-88	23.9	9.0
Practical	23	34-32	34.32	82.1
Both	22	32-83	32.43	98.5
I don't know	6	8-95	9.0	100.0
Total	67	99-98	100.0	

As table 27, above show that majority of female students responded 23 (34.32%) out of the total respondents, have an interest to participate the practical part of the physical education and others 22 (32.83%) replied they have an interest in both the theoretical and practical part of the lesson. some 16 (23.88) of them likes only the theoretical part, the rest 6(8.95%) were not able to identify which part they should participate and the other response replied by them was I don't Know. Generally female students who had been a participant this research have an interest in the practical part of the physical education and if students are given some initiation which can build their attitudes they can be a participant of sport competition. Thus teachers, parents and school directors must act and promote students.

**Table 28:**The extent of participation in sport activities especially in practical session

Response	Frequency	Percent	Valid percent	Cumulative percent
Very high	6	8-95	9-0	9.0
Medium	49	73-13	73-1	82.1
Low	11	16-41	16-4	98.5
Very low	1	1-49	1-5	100.0
Total	67	99-98	100.0	

The above table 28, shows the extent of female student's participation during the particular session out of the total population of female responded that they participate at a very high level and 49 (73.1%) responded at medium level and some 11 (16.4%) replied that their participation was at low level and one of the respondent which account for 1.5% participate in a very low level. This shows that had been some factors that should be invalid by effective works of teachers in order to initiate encourage female students and change their attitude.

**Table 29:**The information obtained about the value and necessities of activities from the content of subject.

Response	Frequency	Percent	Valid percent	Cumulative percent
Yes	50	74-62	74.6	74.6
To some extent	16	23-88	23.9	98.5
No	1	1-49	1.5	100.0
Total	67	99.99	100.0	

From the above data of table 29, participants of this study had given a response of that the content of the physical education and sport subject content has given them an explanation a very good knowledge about the values and necessities of each sport activities that they had performed and account for 50 (74.6%) of the total population or respondents and 16 (23.9%) of them replied that the value and the necessities of the activities that obtained is to some extent while the remaining 1 (1.5%) of the total respondent replied no for the forwarded questionnaires. Thus, from the information organized the majority of female students have agreed that they have obtained full information about the values and necessities of the activities from the content of the physical education subject that gives them the benefit.

#### **4.4. Information related to subject teacher**

##### **4.4.1. Work experience qualification of teacher's respondents Dukem and Gelan**

###### **Preparatory Schools.**

**Table 30:**Showing work experience and their educational qualification

Response	Frequency	Percent	Valid percent	Cumulative percent
Range 1-5	1	9.1	10	10
6-10	1	9.1	10	10
Total	2	18.2	20	20

#### 4.4.2. Information organized from the responses of teachers

**Table 31:** The extent of female's participation compared to male

Response	Frequency	Percent	Valid percent	Cumulative percent
High	-	-	-	-
Average	2	100	100	100%
Low	-	-	-	-
Total	2	100	100	100%

From the above table 31, a questionnaire forwarded the extent of female students participate compared to male students by the respondents by other teachers 2 (100%) and replied that female students had an average participate which indicates the member of females were very less in any of the competition.

**Table 32:** The major factor that hinder female students in participation in sport competition, presence of group activity, integration of physical education with other subject and interests of clients

No.	Item	Response	F	%	Valid percent
1	Major factor that hinder female student participation in sport competition	Culture	2	100%	100%
		Society	-		
		Religion	-		
2	Preference of female students in practicing sport activity in groups	Practicing with male counter part			
		Practicing with female students	1	50%	50%
		Practicing alone			
		Practicing according to the program of the leader	1	50	50
		Total	2	100	100
3	There is an integration of physical education subjects content with other academic	Yes			
		No	1		
		To some extent	1		
		Total			
4	Females participating the discussion, question and answering on sport rules in classroom	Very high			
		High			
		Medium	1	50	50
		Low	1	50	50
		Total			
5	Consideration of sport competition towards the interest of the client.	Yes			
		No	2	100	100
		Total	2	100	100

From the above table, organized data and response of teachers, All of the participant of this study replied the culture of community had a great negative impact on the participation of females in sport competition. The culture of the community has a strong influence on females and treats them as weak and in competent compared to boys. And therefore, all teachers had agreed that the culture had created major factor that hindered females in their participation. This it has been from the responses of female student.

As table 32 shows that teachers responded that varied responses based on the environment they live on. One of the physical education subject teacher responded they prefer to practice only with participants of female s while the other teachers responded that, practice according to the teacher's program. This shows that there are some students who feels with gender inequalities identify them and prefers only to practice with only females and the others simply waits for the teacher without expressing their feelings or preferences due to the influence of the culture that make them to be shy.

Item no. 3 of table 32 shown by the response of teachers one of the teacher responded that the content of the physical education and sport science subject is not integrated with another academic subject that had a horizontal or vertical (directly and in directly) related while the other subject teacher replied that the content of the physical education subject had been to some extent integrated with other academic subjects. However almost all teachers believe that as a part of physical education subject sport competition should be integrated with other academic especially with science part like physics, biology and chemistry. This enables students to understand the importance and function of sport competition the body of muscles and different organs that is practiced for the development of physically mentally and a healthy physical fit personality

**Table 33:**Females participating the discussion, question and answering on sport rules in classroom

Response	Frequency	Percent	Valid percent	Cumulative percent
Very high				
High				
Medium	1	50		
Low	1	50		

The response obtained from the response of teacher showed that female Students participation on the discussion of rules, asking and answering was medium and low.

**Table 34:** Consideration of sport competition towards the interest of the client

Response	Frequency	Percent	Valid percent	Cumulative percent
Yes				
No	2	100		
Total	2	100		

Regarding the consideration of clients' interests, the respondents replied that no sport competition consider the interest of clients.

**Table 35:** The role of the teachers to improve female participation in sport competition

Response	Frequency	Percent	Valid percent	Cumulative percent
Change of attitude at school level	1	50		
Arranging school competition at school level				
Invite role models known sport men/women in sharing the experience				
Encouraging female students	1	50		

From the above organized data teachers replied that the change of attitude at school level and encouraging female students to participate in sport competition was responded. In both cases the response shows that there must be a change in female student's attitude if the change occurs females can participate and thus teachers have to work in lower classes that would continue up to the high level so that little females can learn from their elders.

**Table 36:** Availability of equipment, facilities in the school

Response	Frequency	Percent	Valid percent	Cumulative percent
Yes	1	25%		
No	2	50%		
Some extent	1	25%		
I don't know				
Total		100		

As it is shown from the above shown table 36 the response of teacher concerning the availability of sufficient equipment, facilities and other sport materials were not found at all in one of the schools as one of respondents replied and the other respondent responded that there are some teaching sport material that would not be considered as the existence of equipment's. None of them responded the alternative given as yes. This because there had not been any facility and availability of equipment at the present time that would encourage female students to participate in sport activities. Even one of the respondents had expressed his school had no any sport field for the practical activity to take on.

Preparatory school uses by sharing with a neighbor OdaNebeschool. The researcher had also observed that one of the school had nothing that can be used as an instrument for teaching and the school had no any sport field for doing any activity. Thus, from the above respondents of teachers and from observation there is no any material that would encourage female students to participate in any activity.

From an interview made with directors concerning the facility and availability of material the school director had replied that Dukem preparatory had not any materials even a sport field that students can practice on because of the sport field had been forced by the OdaNebe high school, however, the director of Gelan responded that there exists some amount of materials, but teachers don't have interest to make it active in the school. Generally, from the above response of both teachers and directors as a conclusion there was no sufficient materials and equipment that would encourage female students to be a participant of any competition.

Concerning the factors that hinder female participation in sport competition all of the teacher responded, one of the most factors that hindered female students from any of the sport participation was the negative attitude of the community, the culture and the religion were the

obstacles for female students that retards them from participating in sport competition. An interview conducted with directors had also expressed, the negative attitude the community towards female participation and the cultural perceived that the inequality of male and female discriminations and lack of encouragement from parents prevented female students from being a participant of sport competition was responded by both of the directors.

**Table 37:**Equality of female with male in sport competition, self-confidence, availability of counseling service and dressing room for female students

No.	Item	Response	F	%
1	Female and male students are equal in sport competition in physical education and sport	Yes	1	
		No		50
		To some extent	1	50
		I don't know		
		Total	2	100
2	Females have self confidence when participating in sport competition	Yes		
		No	1	50
		To some extent	1	50
		I don't know		
		Total	2	100
3	There is a counseling program for female students concerning the problem of participation in sport activity.	Yes		
		No	1	50
		To some extent	1	50
		I don't know		
		Total	2	100
4	Preference female students body image	They prefer to be slim	1	50
		They prefer to be obese		
		Are in different	1	50
		I don't know		
		Total	2	100
5	There is a dressing room for female students	Yes		
		No	2	100
		Total	2	100

As the response show on the above table 37 item no. 1, one of the respondents replied that yes. To mean that female students had an equal participation in the theoretical academic given in a class and can score like:-Male students and perform the practical activities if they are being encouraged. However, the outside environmental factor influences them and can't show their ability. Whereas one of the teacher replied that, female's performances compared to male was to some extent that would not be equally to the male performances. Thus, it can be summed as females have the potential to have an equal performance but the outside environmental factor had. Thus, it can have summarized that the information obtained from physical education leader school directors show the deterring factors that occurs in the school environment and the community. By taking remedial measures and creating awareness that encourage and opens opportunity for female students to participate in physical education and sport activities in the and out of the school's females can be a participant of sport competition.

Besides these the school administrators and community should give intrinsic and extrinsic rewards and appreciation to female students in order to increase female student's participation in sport activities and competition. Dominated them and their participation is hampered so that their performances seen lower than that of males in their community (environment) found.

Item no. 2 of table 37, presents response obtained from teachers, one of the teachers respond that, females do not have self-confidence towards participating in sport competition and the other teacher responded that females show self-confidence to some extent. The response of teachers should that females in both of the schools had no full confidence in the participation of sport and was found to be low to compared male student's participation in any competition. The response of teachers and lack of self-confidence has resulted from the community they survive which needs to be adjusted by all concerned parts.

The response given by teachers as shown in table 37 item no.3 indicates that no counseling service is provided for female students with a special department of guidance and council. This is because of the absence of the department in the schools. And there was no a program purposefully, adjusted to counsel female students however teachers sometimes help their students during the time of difficulties whenever that is a competition as the response of "to some extent" replied.

As shown from the above table responses of teachers on item no. 4 each of them responded in different ways that one of the responded that female students prefer their body image to be slim

while the other sport and physical education teacher replied that female's students are in different body structure.

In the same table on item 5 shows that the school doesn't have any special room prepared for female students whenever it is necessary to dress them according to the sport activity needed. This was one of the factors that affect those students who had been also hampered by the domination of the culture. Thus, lack of places to change sport suits pushes away females from being a participant of sport competition. An open-ended questionnaire was given as to how much or extent does the non-presence of dressing room can affect female students both of the teachers has agreed that it has a great impact on students who are being found under cultural influence with the prevalence of gender inequality existence. This made students to be shy and discourage females in the participation of sport competition. Therefore, teachers who have aware a discrepancy between the existing practices and specific aspect of the cultural practices in the schools. Due to this fact, all the teachers had agreed that the non- presence of dressing room for female students has a great negative impact on students.

Regarding the rating of female students or evaluation with teachers of physical education and sport based on their "eye ball" an open-ended questionnaire responded by Gelan our female students are well in this participation while the other responded that females have low interest in the participation of sport activities. The researcher concludes that in order to enhance female participation refer responded by teachers and school directors. Teacher's responses were that a lot has to be worked in order to bring about change in the attitude of students, parents and on male students. The school director responded that this issue of female students must not only left to schools; it needs the joint effort of the municipality, government to full fill the necessary equipment and materials. Beside that parents must be given some education that may change their attitude towards gender inequalities participation occurs.

## 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter the summary of the major findings of the study, conclusions recommendations have been presented.

### 5.1. Summery

Regarding the general framework of female student's participation in sport competition due to low encouragement and less attention of teachers, peer groups, family female student's self-participation itself and the community at large are the reflection of the finding. The finding of this research indicates the material facility and equipment in Dukem and Gelan preparatory schools are not enough and appropriate to practice schools are not enough and appropriate to practice sport competitions poor quality of learning environment, poor school facilities, irrelevant curriculum, lack of equipment or materials and teachers negative attitude to graills participation are obstacle that hinder to participate in sport competition. With this regard Seiden(1998), mentioned that throughout the world the involvement of females in sport competition was highly increased year after year since 1950s. The reason behind as explained by Seiden was the presence of role models in the school which encourages female students to participate in sport competition /activities. As the WHO report the role models who influence the participation of females in sport completion change over time (WHO,2004).

The research conducted by Sabo,1998 briefly states that primary role model are parents, Friends and teachers becoming more significant as the enter school and sport players, watches celebrates gaining in influence in adolescence (Sabo etal, 1998). As explained by rigger boys and girls tend to attribute role models differently, with girls being more likely to name parents as models while boys more often named public figures, the finding of this study revealed that most of the female students responded that for more participation the school needs to invite role models which encourage them. Varies studies have found that the participation of female students in sport activities is low with respect to male counter parts, because male students occupying the field by using more materials and sport facilities by excluding females during practical activates.

According to the report posted by UNESCO,1996 and as mentioned by Caron and Chau,1996, the educational back ground of the parents is important factor for determining female students in sport competition. The same results is obtained in this study which implies that home environment, socio-cultural factor or religion, school factors are the major factors that hinder

female students to participate in sport competition. Because of this poor participation of females at school can be related to house work that is cooking, taking care of their young brothers and sisters at home. In addition to this religious and society at large has a great influence on their schooling and future aspiration towards sport competition.

## **5.2. Conclusion**

Physical education in general sport competition in particular is the integral part of the total educational activities which enhance and integrate physical social, moral and psychological aspects of an individual like through directed and selected physical activities. Students focus on attitude that help them to physically active and effective on the regular sport activity and sport competition throughout their life.

Therefore, one has to understand that sport competition plays a great role in the society, especially for females to practice effectively and efficiently. Hence based on the finding of the study it can conclude that: -

- ❖ Female student participation in Dukem and Gelan preparatory schools not encouraging. This shows less attention of school principals, female themselves, teachers, families, peer groups and community at large.
- ❖ The absence of facility and equipment could contribute a lot for the failure of practicability of the content of the subject, in this regard the study pointed out. There was shortage of teaching materials in sport activities for students to practice and participate in sport competition.
- ❖ There was shortage of teaching materials and fields in sport activities for students to practice and participate in sport competition.
- ❖ The perception that consider female students in capable of performing sport activities as male counter parts do, as a consequence of which is low expectation of teachers, peers female students lowering performance itself in sport competition.
- ❖ Concerning physical education teachers, the teaching strategies and method that employed by teachers during his/her presentation does not invite female student's participation on the task/activity. The teachers enable to organize the students on the bases of facility and equipment available to practice the subject with the given frame of time.

- ❖ parents give less out look to their daughter's education and that responsibility to more labor put female students in a disadvantage position than male's students and also the work load give them little time to study, to play and to participate in sport competition, this situation is particularly affect their attitude and performance of female students towards sport competition.
- ❖ Male students have shown their superiority over female students during sport activities by using more material and facilities.
- ❖ The time allotted for the subject is not enough and sufficient to practice the practical and theoretical content of the subject..
- ❖ Culture and religion imposition of the society or community looking of female students as not equal to male students. This can have demotivated female students from participation in sport competition.

### **5.3. Recommendation**

The participation of female students in physical education in general sport competition in particular has a considerable social profit. It is one of the critical path ways to promote social and economic development of the country. This responsibility is drawn with school administrators, teachers, policymakers, parents, and male respective students to improve female students' participation and achievement.

The effectiveness of school and educational management to allocate resources and create good environment were not let female students participate in sport competition.

To overcome the problems, the school directors, teachers, parents and other concerned bodies have considered the following recommendation.

- ❖ Appropriate measures have to be taken in order to reduce the highly prevailing gender biased perception by creating gender awareness among peer opposite sex, teachers, the school community, parents and female student themselves by arranging workshops, seminar and panel discussion to build up female student self-confidence.
- ❖ Female students should be encouraged themselves to participate in school and outside school environment sport activity like their male counterpart equally.
- ❖ Schools should create a good relationship with parents and give them awareness about female students participation in sport competition.

- ❖ The shortage of sport materials and sport fields discourage female students. There for schools should be allocate budget to purchase sport materials, sport fields and prepare intramural and extramural sport competition should include in the annual plan.
- ❖ The work load at home environment has a great hindrance to female student's participation. There for their extra time should be distributed for the study, recreation and other activities.
- ❖ Well planned counseling service, gender life education and other timely related issue should be introducing to encourage female students to create the awareness about healthy fitness and family planning by involving them in sport club
- ❖ By inviting professionals and role models inviting and encouraging female students in participation in every sport competition at school regional level.
- ❖ Female student has to be motivated and be given moral to build their self-confidence to participate in sport competition.
- ❖ The society and the school should support by providing sport materials, preparing cloths and sport field.
- ❖ Principals should support the instructional activities, but also create conducive environment to involve female students in sport computation.
- ❖ At the end to overcome problems that hinder female students sport competition the school management should give much attention for female student participation in sport competition.

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## 7. APPENDECIS

### 7.1. APPENDIX I

#### Questionnaire for students

Dear respondents: The purpose of this questionnaire is to collect information on the participation of female students in sport competition of Gelan and Dukem preparatory school in Oromia regional state. Therefore, you are kindly requested to fill this questionnaire ideas that incorporate different issues related to the paper.

**Thank you in advance**

#### I. Background Information

**Instruction 1: Write your own background information in the space provided**

- 1.1. Name of the school
- 1.2. Grade level
- 1.3. Age
- 1.4. Zone \_\_\_\_\_ Woreda \_\_\_\_\_ town

**Instruction 2: Circle your answer from the following alternatives.**

1. Are the knowledge and skill you obtain from PE and sport subject help you for regular sport activity participation?

- A. Yes    B. To some extent    C. No    D. Undecided

2. Does your PE teacher use clear and appropriate teaching methods that all students are able to understand rule of the game?

- A. Yes    B. To some extent    C. No    D. Undecided

3. Are the content of PE and sport subject you practice; satisfy the need and interest of all students in your class?

- A. Yes    B. To some extent    C. No    D. Undecided

4. Are all educational domains included in the contents of PE subject that you practice?

- A. Yes    B. To some extent    C. No    D. Undecided

5. Are the facility, equipment and teaching materials enough and appropriate in your school?

- A. Yes    B. To some extent    C. No    D. Undecided

6. Are the period /time allotted for you to practice physical education and sport subject appropriate with the content? A. Yes B. To some extent C. No D. Undecided

7. Can you ask teachers when they explain and demonstrate through theory and practice to repeat it? A. Yes B. To some extent C. No D. Undecided

8. Do parents support available physical education materials, to their daughters to participate in the sport activity?

A. Yes B. Sometimes C. No

9. What are the major hindrance when female students participate in sport activities?

A. Cultural influences C. Family influence

B. Religious influence D. Social influence

10. What are the cause that hinder female to participate in sport activities?

A. No family permission

B. Lack of appropriate sport facilities

C. Economic problems to buy sport suits and materials.

D. Lack of time

11. Do male students show superiority in sport activities?

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

12. Do you believe that the participation of female students in sport activities can contribute for your health and the development of the country?

A. Yes B. No C. Partially I believe D. I don't know

13. Do you believe female students harassed by teachers, coaches and male counterparts when they participate in sport competition situations?

A. Yes B. Sometimes C. No

14. Are the content of PE and sport subject you practice in your school integrated with other subject? A. Yes B. To some extent C. No

15. What are the prior solutions to be perform female students in order to participate in sport activities.

A. Change their attitude of teachers towards female student

B. Give sex (life) education

C. Sensitizing directors, teachers, male peers, families and society at large about the importance of female education in general and physical education in particular.

D. Charge the attitude of parents towards their daughters.

16. Are students in your class give attention and value for their PE subject like other academic

A. Yes      B. To some extent      C. No      D. Undecided

17. Does your PE teachers give time to help the students those unable to practice the contents including in your PE subject?

A. Yes      B. To some extent      C. No      D. Undecided

18. Do schools give gender life education?

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

19. If you get the chance, are you interested to study physical education and sport subject in the higher institution

A. Yes      B. to some extent      C. No

20. What do you think if female physical education teachers assigned?

A. Free to explain ideas

B. Females can free form male domination

C. Increase the participation of female student in physical activities

D. Whether present or absent of female teachers, it doesn't bring any change in our physical performance

21. Do you contact with student council to discuss on different problems related to how to participate in sport activities.

A. Yes      B. No      C. Sometimes

22. Do you think that female students and male students can perform equally in sport activities?

A. Yes      B. No      C. Sometimes

23. To what extent is your commitment to win when the school organized sport competition?

A. High      B. Medium      C. Low      D. Very low

24. Which of the following factors are highly influenced your participation in sport activities and competition?

A. Teachers approach

B. Lack of interest on the subject

C. Participation in sport activity is difficult and boring

- D. Absence of room for changing clothes ,separate latrine and water service
- E. Other may laugh at me

25.What are the factors that impede female student to participate like male students in sport competition?

- A. No unique hindrance
- B. Lack of ability compare to male counterpart
- C. Lack of time because of household work to participate in sport activities
- D. Low attitude and perception of male students towards female students

26.In what part of physical education subject ,in your class students are more interested and need to practice?

- A. Theoretical
- B. Practical
- C. Both
- D. I don't know

27.To what extent is your participation in sport activities especially in practical sessions?

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

28.Are physical education and sport subject content have give full information about the value and necessity of the activities.

- A. Yes
- B. to some extent
- C. No



5. How did female students perceive the discussion, question and answering held in the classroom on sport rules

- A. Very high   B. High   C. Medium   D. Low

6. Do you believe sport activities in this school consider the interest of female students?

- A. Yes   B. No   C. To some extent   D. I don't know

7. What is your role in order to improve the participation of female students in sport competition?

- A. Change of attitude at school level  
B. Arranging sport competition at school level  
C. Invite role model known sport men/women in sharing their experience?  
D. Encourage female students to participate in sport competition

8. Are equipments and facilities sufficient to encourage female student participation in your school?

- A. Yes   B. No   C. To some extent   D. I don't know

9. Rate the problems (factors) that hinder female students participation in sport competition? List from the most affecting to the least affecting.

- A. Lack of educational background knowledge and understanding about females participation in sport activities.  
B. Lack of female students understanding and attitude towards sport activities.  
C. Negative attitude of the community, the religion and the culture towards participation of female students in sport activities and sport competition.  
D. Low attitude of teachers and male students towards the participation of female students in sport competition.  
E. Lack of encouragement and understanding of directors and administration employees towards female students participation in sport activities.

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

- A. Yes   B. No   C. to some extent   D. I don't know

11. Are female students having their own self confidence when they participate in sport competition?

- A. Yes   B. No   C. to some extent   D. I don't know

12. Is there a counseling program from schools that students counsel to discuss about the problem related to how participate in sport activities?

- A. Yes                      B. No                      C. to some extent                      D. I don't know

13. What do you think of the body image preference of your female students?

- A. They prefer to be slim                      C. they don't care  
B. They prefer to be fat                      D. I don't know

14. Is there changing room in your school?

- A. Yes                      B. No

### **7.3. APPENDIX III**

#### **An Interview Guide Line to the teachers of the School**

Dear teacher's the purpose of this interview is to get information about the overall survey study on participation, awareness and attitude of female students in sport activities the case of Dukem and Gelan preparatory school Oromia regional state.

1. Do you believe female students encounter harassment by teachers, coaches or male student counterparts?
2. Do you use clear and appropriate coaching system that all students able to understand?
3. Do you think female student families support and encourage their students to participate sport activity?
4. How do you consider the interest and need of students to attend on sport activities?
5. Are the teaching materials, facilities and equipment available to empower female student participation in sport competition? If not, why?
6. Do you believe physical education has equal perception by school administrators, and school society with other subjects?
7. What are the barriers that may impede the practicability of female participation in physical education and sport competition?
8. Is the time (period allotted) for physical education subject enough to practice appropriately?
9. What do you recommend /advice/ in order to enhance the participation of female students as a school?

## **7.4. APPENDIX IV**

### **An Interview Guide Line to the Director of the School**

Dear director the purpose of this interview is to get information about the overall survey study on participation, awareness and attitude of female students in sport activities the case of Dukem and Gelan preparatory school Oromia regional state.

1. What is your effort that females student make to participate in sport competition in your school or out of school?
2. Do you think that the society, family, school administration workers, teachers and male students have the roles to motivate the participation of female students in sport competition?
3. Please indicate the factor that you think will hinder the participation of female students in sport competition in your schools?
4. Are the school facility, equipment and teaching materials are available to participate female students in this school?
5. Do you believe that the time that allotted for physical education and sport subject is enough?
6. Are the skill and ability that female student obtain from PE and sport activities help them to participate in different sport activities?
7. What do you say about the intervention mechanisms to promote the participation of female students in your school?





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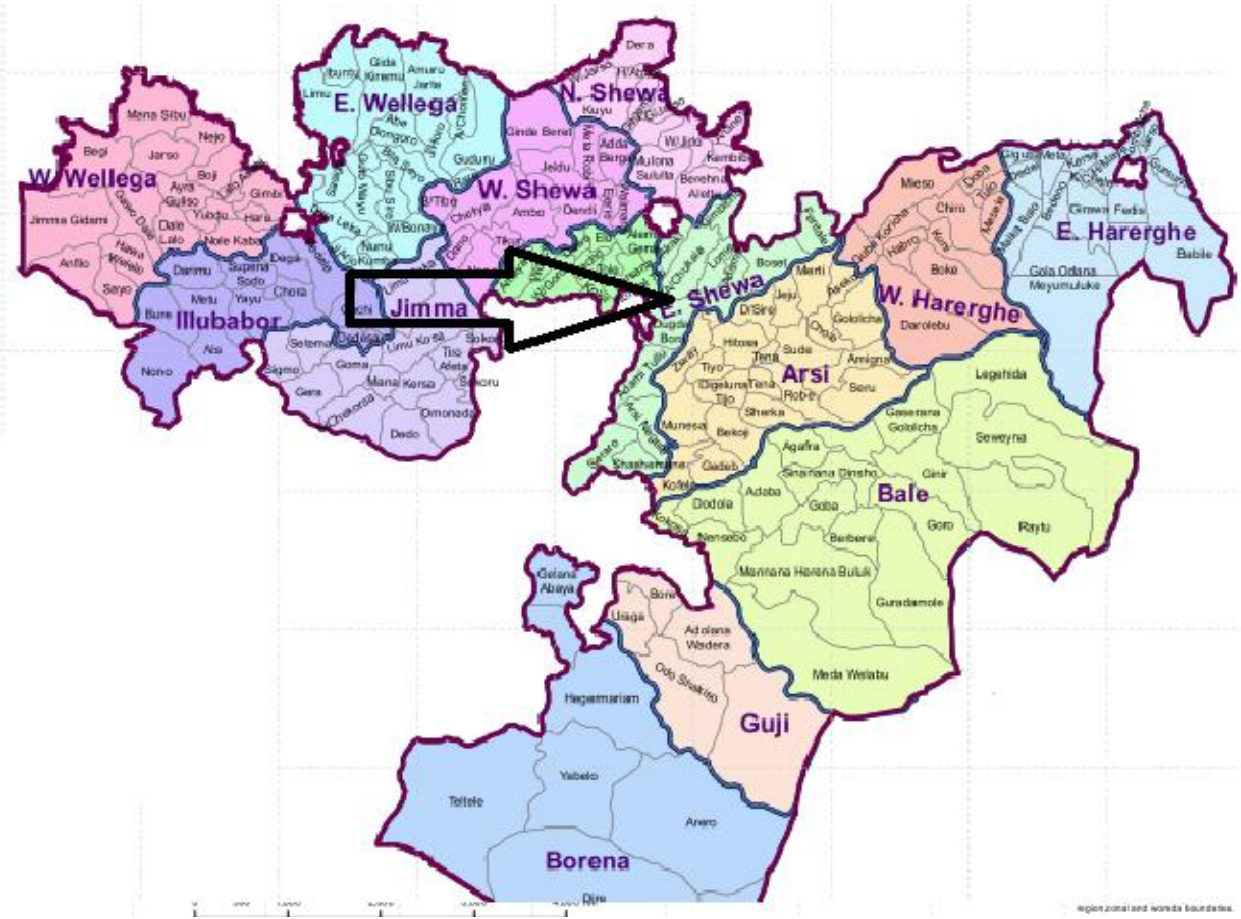
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### 7.6. APPENDIX VI

Figure 1: Map of the Study Site



Source: Google map