

**CHALLENGES OF FEMALE STUDENTS IN PHYSICAL EDUCATION
PRACTICAL CLASS AT WEMBERMA WOREDA, AMAHARA
REGIONAL STATE, ETHIOPIA**

MEd THESIS

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**Challenges of Female Students in Physical Education Practical Class at
Wemberma Woreda, Amahara Regional State, Ethiopia**

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DEDICATION

I dedicated this thesis to my Father, all my family members and my colleague for their genuine financial, materials and technical support. I specially forward it to my Father.

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this Thesis is my own work and I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and compilation of this Thesis. Any scholarly matter that is included in the Thesis has been given recognition through citation.

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BIOGRAPHICAL SKETCH

The author of this thesis is Melaku Getahun Tegege, who was born on August 1991Gc in Wemberma Woreda, West Gojjam Zone, Amhara Reginal State. He attended Shambala Primary and Bekele Kassa Secondary School and completed successfully before joining higher education. I graduated with Bachelor of Education in Sport Science fromDilla University, by the end of 2017; I joined Haramaya University for attending postgraduate (Med) course. Currently I am working as physical education teacher at Mekonen Shindi Secondary school in my home town.

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ACRONYMS AND ABBREVIATIONS

AHA	American Heart Association
FDRE	Federal Democratic Republic of Ethiopia
ICDR	Institute of Curriculum and Development of Research
ICSSPE	International Council for Sport Science and Physical Education
IOC	International Olympic Committee
MINEPS	Ministers with Responsibility for Physical Education and Sport
MoE	Ministry of Education
PA	Physical Activity
PE	Physical Education
SPSS	Statistical Package for Social Science
UNICEF	United Nations International Children's Emergency Fund
WHO	World Health Organization

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Challenges of Female Students in Practical Physical Education at Wemberma Woreda, Amahara Regional State, Ethiopia

ABSTRACT

The purpose of this study was to investigate the challenges of female students in practical physical education in Wemberma Woreda, West Gojjam Zone. To conduct the study, descriptive survey research method was employed. The data were obtained by means of close ended questionnaires and semi structured interview. The questionnaires were distributed to 350 female students from Mekonnen Shindi and Bekele Kassa Secondary School. In this regards, interview guides and observation checklist were used to gather additional data. The data was analyzed using qualitative and quantitative methods. Accordingly, the research revealed the following results. Although the female students have moderate perception on practical physical education, it was also understood that there is shortage of adequate number of equipment, kits and facilities for some practical activities. Besides it had also been revealed that there were no adequate play grounds such as hand ball and football playing grounds, gymnasiums and tennis courts to exercise practical activities. It is therefore, wrong perception, poor facility, inadequate infrastructure and peer influence are the major challenges for female students to participate in practical physical education in general.

Keywords: *Challenges, female student perception, practical Physical Education, Bulling*

1. INTRODUCTION

1.1. Background of the Study

Physical education provides students with many opportunities to improve their overall lifestyle. First and foremost, it provides students the opportunity to improve their physical fitness, development and health. According to (Bailey 2006), consistent participation in physical activity is associated with a longer and better quality of life, reduced risk of disease, and several psychological and emotional benefits. Physical Education also provides students the opportunity to enhance their social and cognitive development. Furthermore, a growing body of evidence demonstrates the benefits of physical education beyond fitness. Several large-scale studies found improvements in students' academic performance and cognitive ability with increased time spent in physical education. Additionally, children who spent time in physical education in place of a classroom activity performed no worse academically than students not enrolled in physical education. Schools are learning environments with the capacity to equip students with these attributes; however, it is the quality of the programs in schools that will ensure that young people are given the opportunities to become physically-educated individuals (Lee et al, 2007). Therefore, schools at all levels should develop and encourage positive attitudes toward physical exercise, providing opportunities to learn physical skills and to perform physical activities (AHA, 2006). Also numerous studies have shown positive relationships between academic achievements and both physical activity and sport participation. (Coe et al., 2006)

However, the provision of quality physical education can be affected by many factors which hinder delivery and participation. Barriers within schools that restrict teachers providing physical education programs have been classified by (Morgan and Hansen 2008) as being either institutional (outside the teachers' control) or teacher-related (arising from the teachers' behavior) and (Boyle et al., 2008; DagkasandStathi, 2007; Sherar et al., 2009; Trudeau and Shephard, 2005) have also found out student- related barriers such as favoring more sedentary activities, the importance of peer pressure or desire for peer approval when choosing activities, the changing fitness levels of students, student

unwillingness to participate, a dislike of activity, a lack of understanding of the benefits of physical activity and a decline in student interest. As indicated in the final report of worldwide survey of school (physical education 2014), there is an average of 99 minutes per week in secondary schools. Physical education are characterized by numerous problems such as low awareness of toward use of physical education in educational system, misconceptions about physical education, (i.e. which is not academic, participation in physical education is a waste of time), nonchalant attitude of school heads towards physical education, lack of interest by physical education teachers to teach physical activities in the lower school system; parents and other stake holders consider physical education lessons as a wastage of time in schools etc.

1.2. Statement of the Problem

In modern times, there has been increasing recognition of the role of physical education. In this regard, UNESCO affirmed the following: Every human being has a basic right to physical education, physical activity and sport, without discrimination on the bases of ethnicity, gender, Sexual orientation, language, political or other opinion, national or social origin, property or any other bases. The freedom of people to develop physical, Psychological and social health and competences so that physical activities must be maintained by all governmental, sport and educational institutions. Every human being must have the chance to achieve a level of success through physical education, physical activity and sport which correlate to their abilities and interest (UNESCO, 2015).

Physical education activities in secondary school play an important role in the promotion of regular involvement in physical activities that also help in the coming years of their life (Christodoulidis, 2001). The engagement of students in physical activities (PA) in the early stage not only developed their physique but also inculcate positive attitude towards these activities.

(Habtamu and Singh 2016) findings in Addis Ababa Secondary school shows that students' attitude towards physical education and sport curriculum slightly decreased the interest of students due to lack of attitude to physical education and sport in the school syllabus. And the study carried out in Arbaminch secondary school also supports the above findings; which

asserted that attitudinal and perception problems with most community members, is a barrier for less participation of students in practical physical Education (Bilal, 2013). He further stated that it is not only the students attitude, but many people in the community believe that physical education has not yet been accepted as the subject of basic importance in the school curriculum and bodies not to be seen its objective other than physical development.

Another hindrance many scholars identified is lack of infrastructure that have negative impact in motivating students to participate in practical physical education (Bilal, 2013); Habtamu and Singh 2016; Getachew, 2018 and Tadesse, 2012.(Habtamu and Singh 2016) study identified inadequate or lack of sportfacility and equipment's affects the students sport skillsand outdoor activities to this reason the students are lessparticipated in inter schools sport championship. Another study by (Bilal 2013) also shows that the absence of facilities such as handball, football playground/ courts and gymnasiums to exercise practical activities played negative role on students` motivation to participate in practical physical education in Arbaminch secondary schools.(Tadesses2012) also outlined that less amount of money allocated to physical education andsport department is a determinant factor for giving thecourse properly in and outside the class.

There are no many studies carried out on the challenges of female students` participation in practical physical education in Ethiopia; which the study sought to investigate the matter in West Gojjam, Amhara Regional State. However, a study carried out by (Getachew et al 2018) in Keffa Zone on female students and the challenges in participating in practical physical education shows the same pattern as the above scholars who carried out on both male and female students. The findings of their study indicate that Kaffa Zone preparatory school female students had moderate perceptions and understanding towards the PE practical classes. Thus, it seems that the female students strongly favored the theoretical part of the physical education practical classes (Getachew et al, 2018). And the study also identified environment, equipment, content of the subject and students- teacher relationship were among the major difficulties that female students were facing the female student in Keffa Zone secondary schools.

However, female students' perception and practice of physical education at selected secondary schools of Wemberma Woreda was not studiedyet.Thus the study is aimed to fill

the gap on the challenges of female students` participation on practical physical education in Wemberma Woreda, West Gojjam zone Amhara Regional State.

This study attempted to answer the following research questions;

1. How do female students perceive practical physical education classes?
2. What are the major challenges hindering female students from participation in practical physical education?
3. To what extent do physical education teachers played role in promoting female students participation in practical physical education?
4. What can be made to improve female student`s participation in physical education practical class?

1.3. Scope of the Study

This study sought to assess on the challenges of female students in physical education practical class in secondary Schools. It is focused only on the female students and narrowed to the secondary schools only. Due to lack of time, shortage of finance, unavailability of relevant documents and manageability of the subjects, the study was focused only to two schools namely; Bekele Kassa and Mekonnen Shindise secondary Schools, in West Gojjam Zone, Wemberma Woreda, Amhara Regional State.

1.4 Significance of the Study

All the educational objectives of learning are to meet the immediate and the ultimate needs of the students and the community. The achievement of the objectives depends up on the efficiency and the learning process and the willingness of the learners. Even though best curriculum is planned, the intended out comes will be attained if and only if the plan could be translated in effective practice. Effective practice will be gained by giving motivation and supplying adequate (man power & material) resources. Therefore, the researcher believes that the results of the study would provide the following benefits.

This study can help to motivate different stockholders to come up with solutions, possible interventions and strategies for female students` participation in practical physical education.

Furthermore it may help policy makers and educational leaders to examine and evaluate the relevance of curriculum appropriateness to each grade level and finally it can also benefited female student's to participate in practical physical education. Besides it may help in prioritizing the existing education problems to give emphasis and reduce problems that affect the quality of secondary school physical education for female students and it could also encourage other researchers to conduct research of the same topic.

1.5. Objective of the Study

1.5.1. General Objective

The general objective of this study is to assess the challenges of female students' in practical physical education in the case of Mekonnen Shindi and Bekele Kassa Secondary School in Wemberma Woreda, West Gojjam Zone, Amhara Regional State.

1.5.2. Specific Objectives

The specific objective of the study is:

- To analyze the perception of female student on practical physical education.
- To examine the extent of teachers effort to enhance female students participation in PE class
- To identify the major infrastructure challenges on the female student's participation in practical physical education.
- To suggest ways to improve female students participation in practical physical education.

2. RELATED REVIEW LITRATURE

2.1. Status of Physical Education in Schools of the World

Most secondary schools are suffering from lack of resources such as personal (trained man power),and material resources (equipment),facilities, shortage of books sport manuals, lack of attention for the subject, lack of appropriate physical education curriculum for each grade level and etc. And then, the research document is based on the review of related literatures those collected from the high schools of the different countries of the world In addition to that some literatures are referred from(Federal Ministry of Education) FMOEs research document and for individual researchers in the post graduate level. So that the related reviews are shown as follows.

A perceived decline in the position and presence of physical education in school curricula worldwide was apparent in some countries in the 1970s and 1980s. Subsequent manifestations of a deteriorating situation were evidenced by a number of conference themes, a range of journal articles reporting on the perilous position of physical education in schools, several international and national surveys, on-going analyses of national and international trends (Hardman, 1999) and a plethora of international agencies' and regional continental organizations' Position, Policy, Advocacy and Declaration Statements (Hardman and Marshall, 2000, pp.1-2). It is a matter of historical record that the widespread concerns, particularly in the 1990s, led to the International Council for Sport Science and Physical Education (ICSSPE) initiated with International Olympic Committee (IOC) support), worldwide survey into the state and status of physical education in schools. One important outcome of this initiative was the World Summit on Physical Education 3-5 November 1999 in Berlin organized by ICSSPE with patronage and support from the IOC, United Nations Educational, Scientific and Cultural Organization (UNESCO) and the World Health Organization (WHO). The Berlin 'Summit'brought together policy makers, administrators, researchers and physical education practitioners from around the world to share information on the Situation of, and case for, physical education in schools. The disseminated findings from the survey reaffirmed the perilous position of physical education revealed in earlier findings and brought a later UNESCO concessionary response that the principles of its 1978 International Charter had not filtered down into practice with physical education and sport not

yet established as a national priority. Physical education was seen to have been pushed into a defensive position (Hardman and Marshall, 2000).

It was suffering from decreasing curriculum time allocation, budgetary controls with inadequate financial, material and personnel resources; it had low subject status and esteem and was being ever more marginalized and undervalued by authorities. School physical education appeared to be under threat in all regions of the world. At best it seemed to occupy a tenuous place in the school curriculum: in many countries, it was not accepted on par with seemingly superior academic subjects concerned with developing a child's intellect.

The survey formed the basis for establishing that indeed there was cause for considerable disquiet about the situation of physical education in schools across the world, and that, notwithstanding the difficulties and problems of collecting, interpreting and reporting on data from a broad sample and wide range of sources, there were common trends and issues, which were a source for serious concern. The survey pointed to inadequate watching briefs on what was happening (or not as the case may be) in physical education in many countries and also highlighted the need for more and better quality baseline data in each country.

The Physical Education World Summit culminated in the formulation of Action Agendas and an Appeal to UNESCO General Conference and the Ministers with responsibility for Physical Education and Sport (MINEPS III) meeting in Punta del Este, Uruguay (Hardman and Marshall, 2000). The so-called 'Berlin Agenda' called for governmental and ministerial action to implement policies for physical education as a human right for all children in recognition of its distinctive role in physical health, overall development and safe, supportive communities. Furthermore, in making the case for quality physical education, it called for investment in initial and in-service professional training and development for well-qualified educators and support for research to improve the effectiveness and quality of physical education.

2.2 Physical Education in Schools in Africa and Ethiopia

Shortage of facilities and adequately trained personnel are widely reported throughout the continent as are the peripheral value in the curriculum (regarded as non-educational, nonproductive use of time, is treated as recreation/play time especially in primary schools) and inadequate monitoring inspections in secondary schools (e.g. in Benin, Botswana and Uganda). Generally, priority is accorded to language and mathematics with even meager allocated

physical education/sport resources often diverted to other subjects. In some countries (e.g. Botswana and Malawi) physical education for girls often suffers from optional status with many preferring not to take part, a situation, which is exacerbated by dearth of amenities such as changing rooms. In South Africa, physical education as a school subject no longer exists though it is a focus (physical development and movement) of the learning area “Life Orientation” along with health promotion, social development, personal development and orientation to the world of work foci in grades R-9 (General Education and Training Band) (Hardman and Marshall, 2000).

The majority of African countries have either no or minimal provision for physical education for children with a disability. Typical is a Benin government official’s comment that his country does “not have any program, which deals with the physical education teaching to the disabilities”. In Botswana a Professor of Physical Education observes that “cultural beliefs and attitudes do not allow the handicapped to be exposed to free physical activities and sports, for fear of their being injured or being ridiculed by their normal peers” but that “some of the courses offered at the Department of Physical Education to all grades of programs includes those on adapted Physical Education including the adapted sports”.

Until the early 1900s, formal education was confined to a system of religious instruction organized and presented under the aegis of the Ethiopian Orthodox Church. Church schools prepared individuals for the clergy and for other religious duties and positions. In the process, these schools also provided religious education to the children of the nobility and to the sons of limited numbers of tenant farmers and servants associated with elite families.

Such schools mainly served the Amhara and Tigray inhabitants of the Ethiopian highlands. Misguided policies caused very few children to receive an education. As a result Ethiopia did not meet the Educational standards of other African countries in the early 1900s.

Toward the end of the nineteenth century Menelik II had also permitted the establishment of European missionary schools. At the same time, Islamic schools provided some education for a small part of the Muslim population. At the beginning of the twentieth century, the education system's failure to meet the needs of people involved in statecraft, diplomacy, commerce, and industry led to the introduction of government-sponsored secular education. The first public school to provide a western style education was the Ecole Imperial Menelik II,

which was opened in October 1908 under the guidance of Hanna Saliband a number of Copt teachers. By 1924, Pankhurst notes that "no fewer than 3,000 students had passed through the school", and states that in 1935 the school had 150 pupils. That same year, Emperor Menelik II established a primary school in Harar.

In 1925 the government adopted a plan to expand secular education, but ten years later there were only 8,000 students enrolled in twenty public schools. A few students also studied abroad on government scholarships; Pankhurst provides minimum numbers for several countries: at least 20 studied in Lebanon, 19 in Egypt, 12 in Sudan, 63 in France, 25 in England, 8 in the United States, 10 in Switzerland, 10 in Italy, and smaller numbers in Germany, Belgium and Spain.

Today, we have improved our system of education and opened a lot of primary, secondary & preparatory and universities with appropriate distribution in ever sub- states of the country. The curriculum, documents like syllabus, text books and teachers guide form elementary schools up to secondary 1st and second cycle level needs time schedule in the county. The university education is also arranged in the proper manner and equipped with manpower and material resources in the old and newly opened universities.

In Ethiopia, similar to other countries of the world physical education is given as one type of school subject like biology, chemistry math's and etc. The physical education school curriculum is serving students from KG.-university level. Physical education subject from KG.-grade 12 is evaluated with P/F for each grade level. In college level physical education is given as compulsory for major physical education diploma students and as P/F for common course students. In university level it is also taught as compulsory for major students and no instruction is given to non-physical education major students.

2.3. The Need of Physical Education to Female Students

Regular physical activity can improve woman's' health help to prevent many of the diseases and conditions that are major causes of death and disability for women around the world. Many women suffer from disease processes that are associated with inadequate participation in physical activity. Cardiovascular diseases account for one-third of deaths among women around the world and half of all deaths in women over 50 years old in

developing countries Diabetes affects more than 70 million women in the world and its prevalence is projected to double by 2025.

Osteoporosis is a disease in which bones become fragile and more likely to break and is most prevalent in post-menopausal women. Breast cancer is the most commonly diagnosed cancer in women. Physical Activity has also been associated with improved psychological health by reducing levels of stress, anxiety and depression. This is particularly important for women who demonstrate an incidence of depression that is reported to be almost double that of men in both developed and developing countries. It has also been suggested that physical activity can contribute to building self-esteem and confidence and can provide a vehicle for social integration and equality for women in society.

2.4. Challenges of female Students in learning physical Education

The curriculum of a country can be affected by politics, attitudes, cultures and religions. These factors may change the interest and skills of female student's participation in physical education, and develop the attitude to hate the subject in the female students. In Ethiopia modern education was introduced in 1908. Earlier the church and Mosque were responsible, and girls were totally deprived from education at least at the early stages. Teaching takes place mainly in the context of schools and is influenced by numerous factors that do not fall entirely within the teacher's control. (Bradley1998) suggests that play a major role in the teaching learning process and in attracting and keeping good teacher. The teacher's role in decision making and the level of support they receive from parents also affect how teacher function and how satisfied they are. Current researcher as well as survey explored the relationship of the following topics those are challenges of female's participation in learning PE.

- Parent's attitude and students
- Students' attitude towards PE
- The school facilities and equipments
- Lack of role models

2.4.1. Parents Attitude and Support

Parent support is widely accepted as a factor that contributes to the creating conducive teaching environment in schools. A collection of studies about parent support of schools like by (Odaga and Henveld, 1995) shows that, the family is critical to student achievement in school to the extent that the family is able to create a home environment that encourages learning, express high expectations for their children achievement and future careers, and become involved in their children's education at school and in the community

2.4.2. Female Students Attitude towards PE

Attitudes simply are expression of how much we like or dislike various things (Morgan, 1988). An attitude is a way of responding to someone or something. It is something you have to learn and it is relatively permanent. Students are more respectful to learning activities that they perceived to be relevant to their likes. Psycho-social and cultural factors which exert pressure on women through the immediate family, community, religion, media, peer groups and other sources of socialization to reinforce expected behavior and teaching of gender roles .

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

2.4.3. The School Facilities and Equipment

According to (Hailu2012) said that school facilities include such things as site, a physical structure, space arrangement, a set of special environment, and clusters of specialized tools called furniture and equipment. The stage of school facilities can facilitate or hinder the attitude of teachers towards teaching and/or the attitude of students towards learning. For instance, teachers are interested to teach in attractive and well equipped schools. Student is from the school environment or when they feel discomfort, they will begin to develop negative attitudes stimulated to learn in schools where school facilities are adequately available. It is obvious that students can develop interest when they are in a better learning environment. If they are suffering they may lack the interest; even urges them to hate the subjects they learn and to be absent from classes frequently. Students like to attend and participate in co-curricular activities and prepare themselves for PE where the school site is conducive.(Hailu2012) said that the topography size and site of the school have a significant influence on the ways it conducts outdoor PE programs. The main objectives of teaching are to bring a change in the learner's knowledge, skills an attitude. Educational materials play a facilitating role for the success of teaching learning process. These strategies could include: improvements to the provision of PE in schools, in participate equally with boys. Develop the programs that cater the different needs and abilities of girls and younger women. Encouraging and supporting women and girls to conduct their own competitions. Providing supportive environment that encourages women and girls to take up sports or activities that they have undertaken in the past. Materials help to full teaching and learning as close as reality as possible. In order to develop the three domains: cognitive, psychomotor and affective in the individual learners, materials have to be wisely selected and organized by the teacher.

2.4.4. Lack of Appropriate Facilities

(Arthur and Finch 1999) found that poor physical access at existing facilities can present a barrier to the participation of people in learning physical education, specifically in terms of the inappropriate design of buildings, lack of aids or adaptations to equipment, the need to check beforehand that extra assistance is available and restricted access times and raise the issue of a lack of locally available facilities and lay the blame for this at cuts in funding.

Challenges to the participation of female students are also rooted in the values, structures and built environments of society. These and other challenges impose lifetime limitations on PE. Inaccessibility to facilities is an obstacle that hinders participation of female students, as often buildings are not designed to accommodate female students, i.e. ramps, doors and changing facilities.

2.4.5. The Attitude of Family

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

2.4.6. Lack of Role Models

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

The presence and/or absence of role models influence of culture on girls in education. (UNICEF 1992) mentioned that an increased number of female teachers is a goal for retention of females in schools particularly through the teachers' position as role models. Similarly, the study made by (Tsighe 1991) indicated that quite a big proportion of girls do not often ask or answer questions in class and the main reasons for this are fear of audience, fear of teachers, shyness, and lack of confidence. Recruiting more female instructors providing preferential treatment in terms of studying, facilities, books, and other learning materials and giving due recognition to high performing girls (Genet, 1991). Based on the above points, it can be concluded that, the presence of female teachers in schools has a great

importance to education and particularly to physical education to enhance and develop self-confidence and declares to influence of culture on girls physical education learning in the school.

2.5. Challenges Related to Resources in Physical Education

In spite of the devastating scientific proof of the benefits of physical program and the fact that the 1948 UNESCO chapter enshrined PE as a fundamental human right, PE is in a dangerous situation worldwide. (Mackendrick1996) notes that PE is mostly taught by generalist teachers with modest knowledge or with no PE education methods. (Hardman 1999) of Manchester University, in his research to the critical status of physical education showed the essential status of PE around the globe, in spite of the social and economic class. One of the main issues identified by (Hardman 1999) is resources. According to the audit report, the reduction of funding compromises the quality and quantity of physical education programs in schools. The provision of amenities and their maintenance are insufficient in many schools across the globe. Besides, worldwide, only 31% of countries have enough amenities. In the poor countries, there are major challenges in providing a full variety of amenities: But even in countries with more recognized systems of physical education programs, there were cases of poor maintenance and loss of amenities noted (Hardman, 1999).

In an Australian journal of teacher education presented by (Jenkinson and Benson 2009), the challenges to physical education and physical activities are stated. The barriers can be institutional and teacher related. (Dwyer et al2003) reported that PE is allocated lower status and priority in learning institutions, lack of achievement measures for PE and physical activity and inadequate infrastructure.

According to a study by (Hardman 1999) on the condition of Physical Education in Schools, absence of policies for national PE, programmer is stated but not fully carried out, PE tutors are not specialists, lack of government`s support, inadequate structures and facilities and lack of time for teaching were the major obstacles of PE in most primary schools (Hardman 1999). Within the broad education system, a greater part of countries has legal necessities for physical education in schools for at least some part of the mandatory schooling years.

Together with states where there is no mandatory prerequisite for physical education but where it is usually practiced, PE programmer achievement rises. Physical education is neither mandatory nor might it be offered for girls (Hardman, 1999).

He also noted that due to educational reform, PE is fused with health education, which results to the decrease in the teaching and learning time of physical programs. According to him for the last decade, many states have reformed their education systems. Whilst it is encouraging that physical education has remained or become mandatory in a great majority of countries, since 1999, it has lost its compulsory position in 6% of countries (Hardman, 1999).

Physical Education is not mostly taught in many learning institutions even though it is a compulsory subject in the school curriculum, thus denying learners the opportunity of developing their skills and knowledge in physical education.

The study of (Hardman and Marshall 2000) continues that, more governments are squeezing physical education out of the education system and adding more compulsory academic courses, which hold little benefit, compared to PE. They suggested the development of national policy to inculcate and implement policies and structures to control time of PE allocation in the curriculum. According to (Hardman 1999), in the primary school cycle, there is an average 94 minutes ranging between 30 – 180 minutes.

2.6. Teachers' and Learner' Attitudes towards Physical Education

(Dewyeret al2003), have reported of teacher-associated barriers in the primary schools curriculum. The obstacles include, Teachers lack of confidence or interest in handling PE activities; teachers not planning PE documents, having had personal negative knowledge in PE and absence of training, understanding, skill and prerequisites to provide PE as cited by (Xiang et al. 2002).

An article by (Gourneau2005) on five attitudes of effective teachers, states that pre service teachers are interrogated about their teaching profession, they always respond that they want to make a positive difference in the lives of learners. Further, teachers say that they have a chance to be better teachers than the teachers they personally experienced. However, according to(Frank 1990) teachers usually teach the way they were taught.

(Arabaci2009) in the article – attitudes towards physical education activities and class inclinations of Turkish school students, note that, many studies have acknowledged family influence and support as an importance factor. Sports participation in pre- adolescent girls and adolescents` attitudes are associated with parents` participation (Colley et al. 1992). Furthermore, (Boyle et al., 2008) in the Australian journal of teacher education depicts that teachers feel that students are lured by the greater accessibility of inactive opportunities. Therefore, suggesting that lower physical capability in learners might be affecting both delivery and involvement in PE and physical activities.

Motor skills and physical fitness development begins in the initial years of primary school. During the period, the students are physically and academically competent of benefiting from instruction in PE and are greatly motivated to learn. However, right through the school life, age-suitable training must be provided during PE (Boyle et al., 2008). With these ideas in mind, people can well plan for the growth of our young person's arising from a number of deliberations, explanation, experiences and events.

2.7. Teachers' Preparedness in Conducting Physical Education

This is another aspect that determines the quality of physical education and activity prepared and delivered by the teachers in schools. The general primary school-based result reflects not only the absence of research across the secondary grades in schools, but could probably be accredited to both secondary and specialist primary school teachers having committed PE unit as part of their training (Xiang et al, 2002). This specialization should prepare teachers with the skills to overcome in their manuscript of physical education assets, class management, and learner physical activity levels, empirically appraise a proposed mock-up of physical education (PE) programs excellence in grained in the organization – progression- result approach to presentation monitoring. Structure indicators of excellence include human (e.g. student to teacher ratio, accessibility of tutors completely listening carefully on PE), curricular (e.g. accessibility of curricula and lesson preparation resources associated with best practices in PE), and material (e.g. right to use amenities and apparatus) resources that contain the circumstances below which P.E is provided (Boyle et al., 2008).

In addition, (Katherine 2011) noted that learners who are present at schools with a sufficient number of tutors who completely provide PE coaching (specialist teachers) receive more PE knowledge and skills per week. Furthermore, the increasing generally experience to PE lesson time, the accessibility of dedicated PE teachers raised learners understanding of physical health and activity levels during class.

According to (Curry 2012), the study shows that compared with classroom teachers, physical education tutors teach longer and top quality classes in which learners use extra time being physically energetic. She also identified that, primary teachers frequently skip the compulsory P.E. hours from their week because of emotion pressured by the scope of the curriculum and their absence experience and capability to teach the sensible component of the Personal growth, Health and Physical Education program of study.

The aspect of teachers` preparedness to teach physical education can to some extent influence the attitude of teachers in handling physical education in schools. (Boyle et al., 2008), study shows that a successful student teaching experience is the key stone of pre- service teacher preparation. As envisioned, one of the main challenges of effective curriculum instruction in physical education in schools is the nature of supervision of teachers during training. In addition, if the preparation of teachers is not done well, the result will be disparities between the promises and realities in schools in the implementation of innovation or even existing curriculum policies as in the case of physical education in primary schools. Primary school teachers undergo PE teachers` certificate course for two (2) years. Physical Education is one of the subjects taught in the colleges. In fact, the tutor trainees should have taught PE in the primary schools for the duration of the teaching practicum. After college, PE becomes a non-examinable subject in primary and secondary schools.

The effective rolling out of the HPE curriculum is reliant on its recognition by practicing PE teachers (Culpan, 1996). This would need teachers to acquire and gain knowledge on HPE curriculum, and make knowledgeable decision as to the benefits and weaknesses of the document. (Pétrie et al 2007) noted that, seven years after it was made public, teachers had little knowledge of the 1999 HPE curriculum.

PE in primary schools examined, appears to be primarily delivered all the way through teacher-directed approaches, mostly given that teacher-directed approaches come out less widespread in other curriculum areas. Many teachers reported to continue using a conservative lesson progression, involving a warm-up, ability teaching practice, game, and warm-down movement when teaching PE (Petrie et al, 2007).

They also noted that content implementation of PE in some New Zealand primary schools was held back before rolling out of the 1999 HPE curriculum. Several factors could elaborate the limited changes to practice in primary school PE. The research acknowledged three main areas that deserve further deliberation; the role of pre- and in-service teacher training, the function of the Ministry of Education, and school environment.

From the study of PE (Morgan et al, 2001), PE teachers have great pressure on an individual's choices, practices and routine as future teachers of PE. They also stated that trainee teachers learn ITE by means of preconceived knowledge linking to the practices of PE. To negate these preconceptions of PE and to increase more dependable ideas concurrent with curriculum assistance; enough time is to be specified for PE.

2.8. Summary of Literature Review

Physical education is the process of education, which is concerned with in the individuals' voluntary movement capabilities and directly related mental, emotional and social responses.

Physical education is effective learning area that provides students with opportunities to progressively develop knowledge, skills, attitudes and values to become healthy individuals with the ability and confidence to manage their own life style.

Regular physical activity can improve woman's' health help to prevent many of the diseases and conditions that are major causes of death and disability for women around the world. Many women suffer from disease processes that are associated with inadequate participation in physical activity.

The curriculum of a country can be affected by politics, attitudes, cultures and religions. These factors may change the interest and skills of female student's participation in physical education, and develop the attitude to hate the subject in the female students. In Ethiopia modern education was introduced in 1908. Earlier the church and Mosque were responsible, and girls were totally deprived from education at least at the early stages.

Challenges to the participation of female students are also rooted in the values, structures and built environments of society. These and other challenges impose lifetime limitations on PE.

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

3. MATERIALS AND METHODS

This chapter presents the description of strategies and procedures that were used in the study. The section focuses on research design, study area, sample size determination and sampling procedures, data collection techniques, research instruments, administration of research instruments as well as data analysis.

3.1. Description of the Study Area

The study was conducted in Shindi Secondary School, in Wemberma Woreda of West Gojjam Zone, Amhara National Regional State (ANRS). Wemberma is one of the Woredas in the Amhara Region. Which lay north of Abay River between its tributaries the Zingini and Fetam. Wemberma is bordered on the south by Abay River which separates it from the Oromia Region and Benishangul-Gumuz Region, on the north by the Agew Awi Zone, and on the east by Bure, Gojjam? The administrative center of Wemberma is Shindi, which is found at 427 km from Addis Ababa and 186 km from Bahir Dar. Shindi is a town in western Ethiopia located in the West Gojjam Zone of the Amhara Region. This town has a longitude and latitude of $10^{\circ}38'N$ $36^{\circ}56'E$ / $10.633^{\circ}N$ $36.933^{\circ}E$ with an elevation of 2050 meters above sea level. Currently there are forty Six primary and four secondary schools operating in the Woreda. From these secondary schools two of them were selected for the study i.e. Bekele Kassa and Mekonnen Shindi secondary schools. Currently, there are 2860 female students in both schools of which 1591 and 1269 are from Bekele Kassa and Mekonnen Shindi Secondary School respectively. As I got information from the school archives there are 242 teachers and 30 supporting staffs members who are working on permanent basis- of which 4 are physical education teachers.

3.2. Research Design

This research study adopted a descriptive survey research design; and was designed to attain applicable and preserve information concerning the position of phenomena and whenever possible to draw valid general conclusion for the data discovered. The study adopted a description survey to investigate the challenges of female students in practical physical

education. The researcher interviewed the teachers while the students filled questionnaires. The researcher used an observation checklist to verify the information given.

So as to investigate female students' perceptions and practices of physical education, the researcher employed a descriptive survey research design with qualitative and quantitative approach, because it is easy to implement and work with. For this study the quantitative approach was employed for the data collected through the questionnaire, 30 items of close-ended and open-ended questions (Likert type scale) were developed for questionnaire. The qualitative approach was employed for the data collected through in- depth-interviews.

3.3. Sources of Data

The study made use of both primary and secondary data sources. Primary data was collected from questionnaire, semi-structured interviews and personal observation. These sources of data were used extensively in the study and were supported by the secondary sources of data to validate the findings. The secondary source of data also was collected from teacher's progress reports (practical activity session attendance) and other relevant published and unpublished documents relevant for the issue understudy.

3.4. Population and Sample Size

The total target population of the study was 2860 female students; from two schools which accounted 1591 and 1269 female students from Bekele Kassa Secondary School and Mekonnen Shindi Secondary School respectively. Tarro Yamane formula was used to determine the sample size in the study with 95% accuracy (i.e. $e=0.05$) and gave the result of 350 sample size as shown on the Table 3.1below. Using proportionality 195 and 155 sample size was determined from Bekele Kassa Secondary School and Mekonnen Shindi Secondary School respectively. In terms of the females school grade 199 and 151 sample size was determined from "9th and 10th" grade and "11th and 12th" grade of female students respectively (refer Table 3.1. below).

Tarro Yamane formulas used for determine sample size were the following:

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

Where n = sample size

N= Total population

e = error (0.05)

Table 3.1: Female students Population and Sample size

<i>Schools</i>	<i>9th and 10th</i>		<i>11th and 12th</i>		<i>9th up to 12th</i>	
	<i>Population</i>	<i>Sample</i>	<i>Population</i>	<i>Sample</i>	<i>Population</i>	<i>Sample</i>
<i>Bekele Kassa</i>	1591	195	-----	-----	1591	195
<i>Mekonnen Shindi</i>	-----	-----	1269	155	1269	155
Total	1591	195	1269	155	2860	350

3.5. Sampling Techniques

Multiple sampling techniques were used to solicit fair and representative of the target population these include stratified simple random and purposive samplings. After determined the sample size, stratified simple random sampling was used and created strata in terms of school and grade categories in order to get proper representation female students. Then simple random sampling was used in each stratum to get proper representation of the population. Purposive sampling was also used to get in-depth information on the challenges of female students in practical PE education in Bekele Kassa and Mekonnen Shindi Secondary School. Three PE teachers in these schools were selected and participated using purposive sampling.

3.6. Data Collection Instruments

3.6.1. Questionnaire

The researcher used both open and closed questionnaires to get the required information from the teacher and student respectively. The questionnaire was chosen since it is easy to manage and the researcher can concurrently collect information from the respondents. The questionnaires were administered to the students in two schools, the questionnaire was divided into four sections: section **A** acquired the general information from the students; section **B** sought the perception of female students on practical PE section **C** sought for role of teachers promoting practical PE; and lastly section **D** the challenges of female students in practical PE.

The survey was used to fill the gap and support the representative sample to address as many individuals as possible to help gather relevant firsthand information. Two different sets of

questions were prepared for survey questioner: close-ended and open-ended questions. The questionnaire was prepared and translated in to Amharic, so that the respondents could easily understand. The items of the questionnaires were classified based on the four objectives of the study. The questionnaire with 5-point Likert Scale survey was employed to identify the challenges of female students` participation in practical physical education in the Woreda. The items in the questionnaire were open and closed ended.

Pilot testing was carried out before administering the questionnaire. The aim of pilot test was to solve ambiguity (clarity and language), to check reliability and feasibility of the instrument. In the present study, the Amharic version of the instrument was administered to 20 students from Bekele Kassa and Mekonnen Shindi Secondary School, in Womberma Woreda, West Gojjam and corrective measures were taken to ensure validity of the collection instruments.

3.6.2. Interview

Using the interview schedules, the researcher got answers from three PE teachers of the two schools. Interview schedules were used since they frequently give very high response rates. (Thomas 2009) points out that an enormous deal is provided by this personal contact, since the interviewees take action to the interviewer in bodily presence, unlike how they would react to the questionnaire. It allows the interviewer have the liberty to follow up points if needed. This was administered on the PE teachers of the sampled schools, to get data on challenges related to resources in teaching and learning of Physical Education, because they might be having modest time for filling the questionnaire. The interview schedule was mainly for the mobilization level of PE teaching/learning, challenges, and ways towards curbing the challenges facing the implementation of PE in secondary schools.

3.6.3. Observation Checklist

Observations were guided by the research questions. Therefore, the observations are conscious and planned. The researcher used observation checklist to ascertain the availability of resources and challenges therein. This technique was advantageous since it gave accurate data from direct observation.

3.7. Data Collection Procedures

Questionnaire, interview and observation were used as a means to collect important data. Before visiting the identified schools, the researcher sought permits from the relevant

authorities. The researcher ensured that all the interview guides, questionnaires and the observation checklists were ready, legible and sufficient for the respondents. A work plan was also prepared, giving a period for accomplishing various phases of the research study. The researcher administered the interview guide to the head teachers and questionnaires to the selected physical education teachers and the Woreda administrators for the purpose of collecting data.

1.8. Methods of Data Analysis

Descriptive statistics were used to analyze quantitative data with the help of Statistical Package for Social Sciences (SPSS) software. Qualitative data were reduced by condensing the material systematically, and then structured into themes and patterns for effective analysis.

Quantitative data were presented using frequency tables and pie charts. Qualitative data were presented by using descriptive and interpretative analysis. Both quantitative and qualitative findings were reported based on the objectives of the study. Conclusions and recommendations were made based on study findings.

3.9. Ethical Considerations

A research authorization permit was obtained from Haramaya University, and the Education Office of Womberama Woreda. From the two schools (i.e. Mekonen Shindi and Bekele Kassa Secondary School) directors official permissions was obtained to do the exercise in their respective premises, and the schools were pre-visited to establish rapport with the respondents. Informed consent for participation was sought before administering the research instruments. Respondents' identity anonymity was assured to uphold their privacy and confidentiality of the data that they gave.

4. RESULTS AND DISCUSSION

4.1. Introduction

This chapter is divided in four sections the first section deals with the demographic characteristics of the respondents, the second section dealt with the perception of female on practical PE, the third section dealt with the role of the teachers on the practical PE classes and the last section deals with the challenges of female students in participating in practical PE classes.

The data obtained from closed ended questionnaire sought the opinions of female students' background. The information in the first part sought were the sex, age, and academic grade level. The questionnaire included 24 Likert Scale items, open ended questions and interviews to sort out the perception of female students on practical physical education, to identify the challenges of providing effective practical physical education to female students and the role of PE teachers in promoting female practical physical education participation.

4.2. Demographic Characteristics of Respondents

As the Figure 4.1.shows the majority of the students who participated in the study were between the ages of 14-16 years old which accounted 154(44%) of the total respondents, this was followed by 16- 18 age which also accounted 116(33%) of the total population. The respondents above the age of greater than 18 years old were accounted 42(12%) and 38(11%) of the respondents were less than 14 years old.

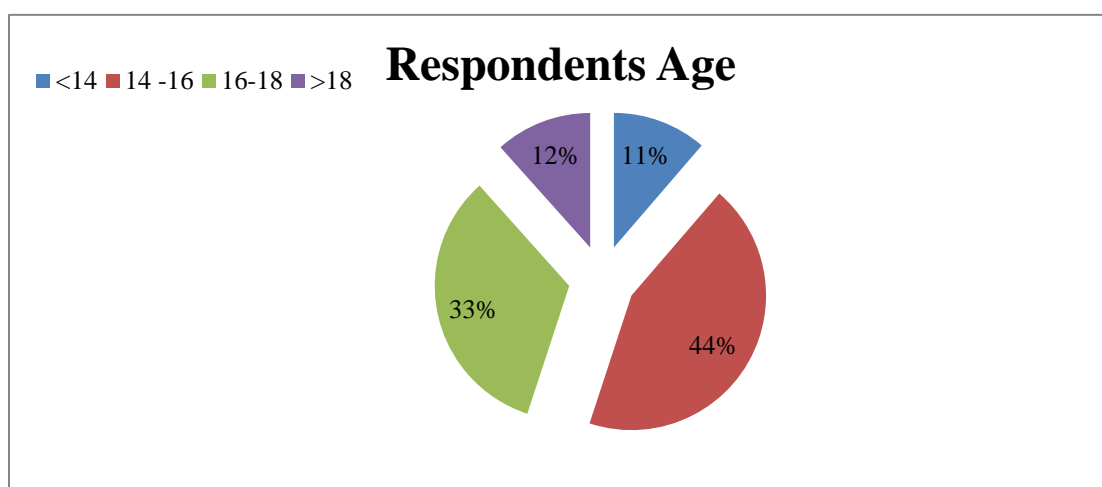


Figure4. 1 Respondents age

The respondents were divided into two groups: “9th to 10th grade” and “11th to 12th”. The majority of respondents who participated in the study belong to the 11th and 12th students, which accounted for 196 (56%) of the total respondents. Whereas 154 (44%) of the respondents were in the “9th and 10th” grades as shown in Figure 4.2 below.

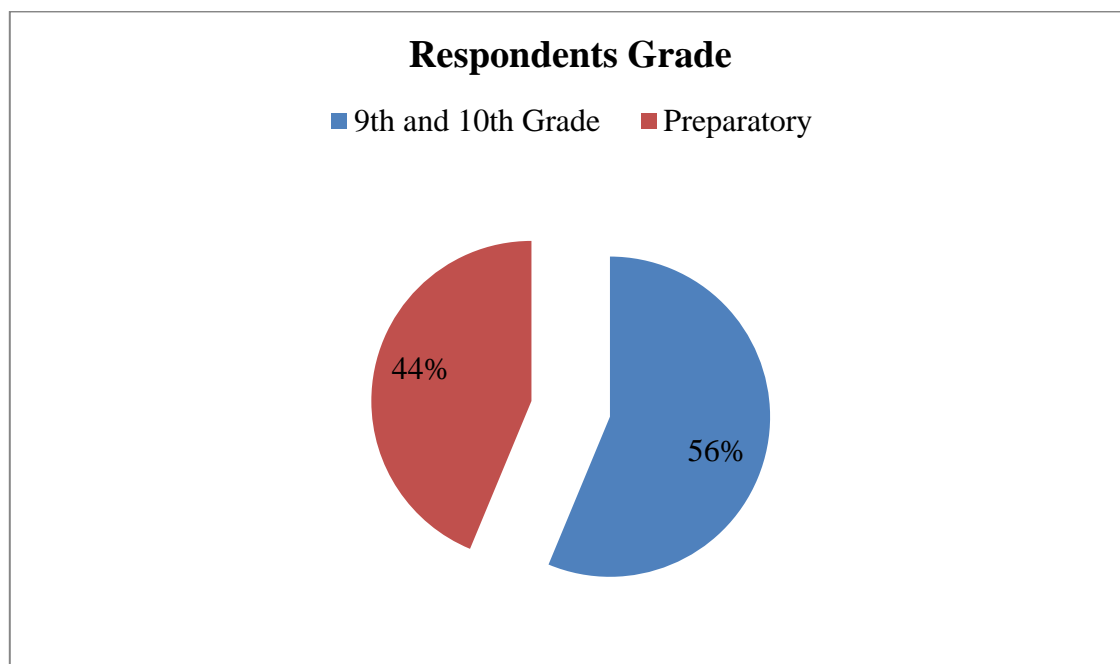


Figure 4.2 Respondents grade


4.3. Perception of Female Students on Practical PE

The first objective of the study was to explore the perception of female students about the practical PE and ten questions were asked to the participants in order to gauge their perceptions. These questions encompassed about; the nature of the subject, how PE making them feel, level of understanding of PE as a base of discipline and fun.

4.3.1 Nature of the Subject Is Challenging to Do Different Physical Activities

Table4.1: Nature of the subject is challenging to do different physical activities.

<i>Nature of the subject is challenging to do different physical activities?</i>				
	Response		Cumulative	
	No.	Percentile	Cf.	Percentile
Strongly Agree	86	24.57	86	24.57
Agree	107	30.57	193	55.14
Undecided/ I don't Know	17	4.85	210	59.99
Disagree	89	25.4	299	85.39
Strongly Disagree	51	14.57	350	100.0
Total	350	100		

 Source: Primary Data 2019


Participants were asked to whether they agree or not, on the subject matter being challenging to do different physical activities, as the above table shows, from the total respondent, 86 (24.57%), 107 (30.57%), 17 (4.85%), 89 (25.4%), 51 (14.57%) of the respondent asserted that strongly agree, agree, undecided, disagree and strongly disagree respectively as shown on the Table 4.1 below.

This finding shows that the female students in the study area have a belief that the nature of the subject is challenging to do different physical activities. This implies that the female students have negative perceptions on the Physical Education.

4.3.2. PE is Base for Creating Discipline and Cooperation

Table4.2: PE is base for creating discipline and cooperation.

<i>PE is base for creating discipline and cooperation.</i>				
	Response		Cumulative	
	No.	Percentile	cf.	Percentile
Strongly Agree	84	24	84	24
Agree	104	29.71	188	53.71
Undecided/ I don't Know	41	11.71	229	65.42
Disagree	86	24.57	315	90
Strongly Disagree	35	10	350	100.0
Total	350	100		

 Source: Primary Data 2019


The participants were asked to indicate if PE is a base for creating discipline and cooperation? The largest of respondents i.e. 188 (53.71%) said that PE was a base for creating discipline and cooperation. On the other hand 121 (34.57%) of the respondents generally disagreed and said that PE was not a base for creating discipline and cooperation, whilst 41 (11.71%) of the respondents were not sure as shown on the Table4.2 below.

As the information obtained from teachers during shown that, the challenge of female students for their failure was to see PE as a means of helping them to be disciplined and focused on their study. As well as Most of them think it as a punishment or it is exclusive to the boys only.

The finding shows that many female students do not see PE as a base for creating discipline. This implies that there is negative perception on practical physical education by female students.

4.3.3. Do you have a Great Interest in Learning PE Practical Classes as it Creates Fun Table4.3. Do you have great interest to learning PE practical classes as it creates fun?

<i>Do you have a great interest in learning PE practical classes as it creates fun?</i>				
	Response		Cumulative	
	No.	Percentile	No.	Percentile
Strongly Agree	58	16.6	58	16.6
Agree	118	33.71	176	50.28
Undecided/ I don't Know	36	10.28	212	60.56
Disagree	74	21.14	286	81.7
Strongly Disagree	64	18.29	350	100.0
Total	350	100.0		

 Source: Primary Data 2019


Another item on the perception is the association of PE practical classes with fun. The participants were asked, if they had great interest in learning PE practical classes as it created fun. The largest i.e. 176 (50.28%) of the respondents said that they had great interest in learning PE practical classes as it created fun. On contrary, 138(39.43%) of respondents did not have interest in learning PE practical classes. Only 36 (10.28%) of the respondents were

not sure they had great interest in learning PE practical classes as it created fun (refer Table4.3 above). This implies that there is moderate perception on practical PE by female students.

4.3.4. Does PE Makes You Feel Bad About Yourself

Table4. 4. Does PE make you feel bad about yourself?

	<i>Does PE make you feel bad about yourself?</i>			
	Response		Cumulative	
	No.	Percentile	No.	Percentile
Strongly Agree	23	6.57	23	6.57
Agree	36	10.3	59	16.87
Undecided/ I don` t Know	34	9.71	93	26.58
Disagree	140	40	233	66.58
Strongly Disagree	117	33.4	350	100.0
Total	350	100		

 Source: Primary Data 2019

In order to investigate how physical education make them feel; the participants were asked to gauge whether PE made them feel bad about themselves. As shown on the Table 4.4 below the majority group which accounted more than two third (i.e. 257 or 73.4%) claimed that PE did not make them feel bad about themselves. Whereas, 59 (16.87%) of the respondents said that PE made them feel bad about themselves and 34 (9.71%) of the respondents were not sure whether PE made them feel bad about themselves.

Therefore, the majority of the respondents did not make them feel bad about themselves by PE. However, almost one third of the respondents felt that PE indeed made them feel bad about themselves.


Interviews from the teachers also identified some of the causes of being feel bad by female students. One of the teachers said that I think family background and body defects have negative perception, some of them do not have proper sports clothing and some are fat.....

The finding shows that the female students have moderate perception on practical physical education.

4.3.5. Does PE prepare you to solve challenges Related to Physical Problems

Table4. 5. Does PE prepare you to solve challenges related to physical problems?

<i>Does PE prepare you to solve challenges related to physical problems?</i>				
	Response		Cumulative	
	No.	Percentile	No.	Percentile
Strongly Agree	31	8.85	31	8.85
Agree	43	12.28	74	21.13
Undecided/ I don't Know	55	15.71	129	36.84
Disagree	151	43.14	280	79.98
Strongly Disagree	70	20	350	100.0
Total	350	100		

 Source: Primary Data 2019

So as to investigate the participants' awareness about the benefits of physical education towards solving physical problems; they were asked how PE prepared them to solve problems related to their physical problems. Of the total respondent 31 (8.85%), 43 (12.28%), 55 (15.71%), 151 (43.14%) and 70 (20%) respondent responds of strongly agree, agree, undecided, disagree and strongly disagree respectively. Thus, the majority of the respondents are not aware on the value of physical education to the betterment of physical wellbeing in solving physical problems; some of the students were aware or not sure if that is the case.


The interview also revealed that some of the causes on disorientation by the female students. One of the teachers suggested that; the association of sports for only an entertainment is challenges for female students to take it seriously.

The finding shows that the female students have negative perception on practical physical education.

4.3.6. Does PE Create Awareness for You to Participate In Any Sport Activities

Table 4. 6. Does PE create awareness for you to participate in any sport activities?

<i>Does PE create awareness for you to participate in any sport activities?</i>				
	Response		Cumulative	
	No.	Percentile	No.	Percentile
Strongly Agree	81	23.14	81	23.14
Agree	79	22.6	160	45.74
Undecided/ I don't Know	60	17.14	220	62.78
Disagree	96	27.4	316	90.18
Strongly Disagree	34	9.7	350	100.0
Total	350			

 Source: Primary Data 2019


To investigate the respondents association of sport activity to other activities; they were asked how PE creates awareness to them to participate in any sport activities. As Table 4.6 below shows the majority of the respondents were aware that the PE creates awareness to them to participate in any sport activities which accounted 160 (45.74) of the total respondents. On the other hand more than one third i.e. 130 (37.1%) of the respondents disagreed with the majority; they said PE did not create awareness to them to participate in any sport. Whilst 60 (17.14%) of the respondents were not sure whether PE created awareness to them to participate in any sport activities.

This implies that the female students in these schools have moderate perceptions on practical physical education.

4.3.7. PE is Creates Fun and Enjoyment during Practical Sessions

Table4. 7. PE is creates fun and enjoyment during practical sessions.

<i>Dose PE is creates fun and enjoyment during practical sessions.</i>				
	Response		Cumulative	
	No.	Percentile	No.	Percentile
Strongly Agree	80	22.85	80	22.85
Agree	122	34.85	202	57.7
Undecided/ I don` t Know	55	15.7	257	73.4
Disagree	70	20	327	93.4
Strongly Disagree	23	6.6	350	100.0
Total	350	100		

 Source: Primary Data 2019

To analyze again respondents association of PE practical classes to enjoyment and fun session; they were asked how PE created fun and enjoyment during practical sessions. The largest majority of the respondents asserted that indeed PE created fun and enjoyment during practical sessions which accounted 202 (57.7%) of the total respondents as shown on the Table 4.7 below.


On the contrary the second largest i.e. 93 (26.6%) said that; PE did not create fun and enjoyment during practical sessions while, 55 (15.7%) of the respondents were not sure whether PE created fun and enjoyment during practical sessions. The finding consistent with the above finding; though many respondents see PE practical classes as an enjoyment session only, significant number of respondents (i.e. more than one third) have negative perception on PE practical classes as a fun exercises.

This implies that there is a moderate perception in association of PE practical classes as fun and enjoyment session by the female students.

4.3.8. PE Is A Discipline That Develop Critical Thinking and Create Desire to Participate in Practical Activities.

Table4. 8. Are PE is a discipline that develop critical thinking and create desire to participate in practical activities?

<i>Are PE is a discipline that develop critical thinking and create desire to participate in practical activities?</i>				
	Response		Cumulative	
	No.	Percentile	No.	Percentile
Strongly Agree	61	17.4	61	17.4
Agree	117	33.4	178	50.8
Undecided/ I don't Know	65	18.6	243	69.4
Disagree	88	25.1	331	94.5
Strongly Disagree	19	5.4	350	100.0
Total	350	100		

 Source: Primary Data 2019

The study sought to understand the participants' awareness on the benefits of physical education for their wellbeing. The participants were asked how PE is a discipline that develop critical thinking and create desire to participate in practical activities.


The majority respondent was aware that PE had helped them to be disciplined and enhanced their critical thinking capacity (i.e. 178 or 50.8% of the total participants). However, more than one third of the respondents which accounted 107 (30.5%) of the total respondents said that PE did not help them develop in critical thinking nor developed a desire to participate in practical activities. Whilst almost one fifth of the respondents group i.e. 65 (18.6%); were not sure whether PE was a discipline that helped them develop critical thinking and created a desire to participate in practical activities (refer Table 4.8 below).

This indicates that consistent with the above findings the female students in these two schools have moderate perception on the PE practical classes.

4.3.9. PE is Important for Physical Fitness Improvement if it is properly Practiced

Table4. 9. Does PE is important for physical fitness improvement if it is properly practiced?

	Response		Cumulative	
	No.	Percentile	No.	Percentile
Strongly Agree	100	28.6	100	28.6
Agree	169	48.3	269	76.9
Undecided/ I don't Know	55	15.5	324	92.4
Disagree	26	7.4	350	100.0
Strongly Disagree	0	0	350	100.0
Total	350	100.0		

 Source: Primary Data 2019

To solicit the respondents perception on the importance of PE for their physical fitness improvement; they were asked how PE is important for physical fitness improvement if it is properly practiced.


As shown on the Table 4.9 below overwhelming majority of the respondent were aware that PE was important for their physical fitness improvement if it is properly practiced which accounted 269 (76.9%) of the total response. On the contrary only 26 (7.4%) of the respondents said that PE classes were not that important for their physical fitness improvement, whilst, 55(15.5%) of the respondents were no sure whether their PE was that important for their physical fitness improvements.

The implication of the finding is that the female students in these schools have positive perception on practical PE as it improves physical fitness.

4.3.10. PE Practical Classes Create a Good Level of Confidence that Make You Strong Enough.

Table4. 10. Does a PE practical class create a good level of confidence that make you strong enough?

<i>Do PE practical classes create a good level of confidence that make you strong enough?</i>				
	Response		Cumulative	
	No.	Percentile	No.	Percentile
Strongly Agree	83	23.7	83	23.7
Agree	137	39.1	220	62.8
Undecided/ I don't Know	81	23.1	301	85.9
Disagree	40	11.4	341	97.3
Strongly Disagree	9	2.6	350	100.0
Total	350	100.0		

 Source: Primary Data 2019

In order to find out the participants' perceptions on PE practical classes and its relevance in building up their level confidence; they were asked how PE practical classes had created a good level of confidence on them. As the Table 4.10 below shows more than half of the respondents said that PE practical classes had created a good level of confidence and made them strong with response rate of 220 (62.8%). However, significant number of respondents disagreed the above claim which accounted 49 (14%) of the total responses and 81 (23.1%) of the respondents were no sure PE was increase Level of their Confidence

Despite the majority of the respondents claims of PE helping them boosting their level of confidence; more than two third of the respondents did not see PE practical classes helping them to improve their level of confidence.

Thus this finding consistent with the above findings revealed that there is moderate perception by female students on practical PE classes.


4.4. Factors Affecting the Female Students Perceptions and Participation in Practical Physical Education

This section deals with the second objective of the study i.e. the challenges female students` participation in practical PE classes. It sought to investigate the availability of infrastructures, equipment and the kind of sessions going on and peer influence in the practical PE classes.

4.4.1. I Does Sufficient Sports equipment improve the participation of female student in PE Practical Classes.

Table4. 11. Does sufficient sports equipment improve the participation of female student in PE practical classes?

	Does sufficient sports equipment improve the participation of female student in PE practical classes?			
	Response		Cumulative	
	No.	Percentile	No.	Percentile
Strongly Agree	110	31.4	110	31.4
Agree	84	24	194	55.4
Undecided/ I don`t Know	31	8.9	225	64.3
Disagree	64	18.3	289	82.6
Strongly Disagree	61	17.4	350	100.0
Total	350	100.0		

 Source: Primary Data 2019

The first item is the sufficiency of sports equipment in the school and how it affects the female students` participation. As the Table 4.11 below revealed that 194 (55.4%) of the largest respondents claimed that sufficient sports equipment had motivated them to participate in PE practical classes. On the other hand second largest respondents i.e. 125 (35.7%) said that, sufficient sports equipment by itself never initiate them to participate in practical PE classes. Whilst 31 (8.9%) of the respondent were not sure whether there is sufficient sports equipment or not had impeded them to participate in the practical PE classes.


Interview analysis also revealed that insufficient sports equipment and had hindered the participation of female students in practical PE session. As one PE teacher noted that, some students felt embarrassed due to the presence of basic sports equipment

This finding indicates the absence of sports equipments is a challenge and has negative impact on the participation of female students in practical PE classes.

4.4. 2. Does your sport Fields and Facilities are Suitable for Practical PE Classes.

Table4. 12. Do yours Sport fields and facilities are suitable for practical PE classes?

<i>Do your Sports fields and facilities are suitable for practical PE classes?</i>				
	Response		Cumulative	
	No.	Percentile	No.	Percentile
Strongly Agree	10	2.9	10	2.9
Agree	60	17.1	70	20
Undecided/ I don` t Know	35	10	105	30
Disagree	164	46.9	269	76.9
Strongly Disagree	81	23.1	350	100.0
Total	350	100.0		

 Source: Primary Data 2019


Another challenge the study sought to investigate was the suitability and influence of sports field on the female practical PE class participation. Thus, the respondents were asked how suitable of sports field and facilities were in their respective schools. The majority of the respondents which accounted 245 (70%) said that the sports fields and facilities were not suitable for practical PE class. The other respondents i.e.70 (20%) said that the sports field and facilities were enough for practical PE class; whilst 35 (10%) of the respondents were not sure if the sports field and facilities were suitable (refer the Table 4.12 below).

This implies that the sports fields and facilities in these schools are not suitable for practical PE classes and have negative impact on female students` participation which is a challenge to conduct practical PE.

4.4.3. Are there Varieties of Sport Activities and Playgrounds in your School which facilitates the Participation of Practical PE.

Table4. 13. Are there Varieties of Sport Activities and Playgrounds in your School which facilitates the Participation of Practical PE?

<i>Are there varieties of sport activities and playgrounds in your school which facilitates the participation of practical PE?</i>				
	Response		Cumulative	
	No.	Percentile	No.	Percentile
Strongly Agree	70	20	70	20
Agree	162	46.3	232	66.3
Undecided/ I don't Know	35	10	267	76.3
Disagree	43	12.3	310	88.6
Strongly Disagree	40	11.4	350	100.0
Total	350	100.0		

 Source: Primary Data 2019


In order to assess the presence of different variety of sports and playgrounds to the liking of the participants; they were asked how available sports activities and playgrounds. As the Table 4.13 below shows the majority of the respondents which accounted 232 (66.3%) said that there were no varieties of sport activities and playgrounds in their schools. On the other hand 83 (23.7%) of the respondents said that there were variety of sport activities and playgrounds in their school which attracted them to participate in practical PE session. Whilst 35 (10%) of the respondents were not sure the presence of varieties sports activities and playgrounds facility which facilitate the practical PE session.

This implies that poor sports infrastructure and lack of variety sports activities indeed are the challenges of conducting practical PE, hence hindered the female students' participations in these schools.

4.4.4. Does sufficient Sport clothing improve the participation of female student's on Practical PE session

Table4.14.does sufficient Sports clothing improve the participation of female student's on Practical PE Class?

	Does sufficient sports' clothing improve the perception of female student's perception on practical PE Class?			
	Response		Cumulative	
	No.	Percentile	No.	Percentile
Strongly Agree	83	23.7	83	23.7
Agree	177	50.6	260	74.3
Undecided/ I don't Know	21	6	281	80.3
Disagree	31	8.9	312	89.1
Strongly Disagree	38	10.9	350	100.0
Total	350	100.0		

 Source: Primary Data 2019


To assess the linkage of the availability of adequate sports clothing in the study area; the respondents were asked how sufficient sport clothing were improve the perception female student's participation on Practical PE Class. From the total of 350 respondents 260 (74.3%) respondents said that sports clothing were motivate them to do practical PE. On contrary to the above respondent, 69 (19.8%) of respondents said that the sports clothing could not motivate them to participate practical PE class. Whilst,21 (6% of the respondents were not sure whether sufficient Sports clothing improve the perception of female student's participation on Practical PE class or not as shown on the Table4.14 below. The researcher observation and the PE teachers' interviews also revealed that some student in schools under investigation lack proper sports clothing.

Consistent with the previous finding the majority of the respondents asserted the absence of sports clothing in the practical PE sessions. This shows that absence of proper sport clothing is another challenge and has hindered the participation of female students in practical PE classes.

4.4.5. Do you Fear Being Bullied in Practical PE Classes.

Table4. 15. I fear being bullied in practical PE classes.

	I fear being bullied in practical PE classes.			
	Response		Cumulative	
	No.	Percentile	No.	Percentile
Strongly Agree	68	19.4	68	19.4
Agree	171	48.9	239	68.3
Undecided/ I don't Know	34	9.7	273	78
Disagree	46	13.1	319	91.1
Strongly Disagree	31	8.9	350	100.0
Total	350	100.0		


 Source: Primary Data 2019

The participants in the study were asked if they were bullied in the Practical PE classes to solicit the fear of being bullied as a challenge to their participation. The largest respondents i.e. 239 (68.3%) said that they fear being bullied in practical PE classes. Whereas, 77 (22%) of the respondents said that they did not fear being bullied in practical PE class, whilst 34 (9.7%) of them were not sure they fear being bullied or not in practical classes (refer Table 4.15 above). The finding clearly shows that the fear of bullied is another challenge that the female students faced in the schools and has negative impact on the participation of practical PE classes.

4.4.6. The Theoretical Sessions make it Easier for Practical PE Classes.

Table4. 16. Does the theoretical session make it easier for practical PE classes?

	<i>Do The theoretical sessions make it easier for practical PE classes?</i>			
	Response		Cumulative	
	No.	Percentile	No.	Percentile
Strongly Agree	81	23.1	81	23.1
Agree	170	48.6	251	71.7
Undecided/ I don't Know	43	12.3	294	84
Disagree	37	10.6	331	94.6
Strongly Disagree	19	5.4	350	100.0
Total	350	100.0		

 Source: Primary Data 2019

To solicit the quality of theoretical sessions help on the participants in the practical PE session; they were asked how theoretical sessions made it easier for them in their practical PE classes.

From the total respondents 81 (23.1%), 170 (48.6%), 43 (12.3%), 37 (10.6%) and 19 (5.4%) of the respondent answered strongly agree, agree, undecided, disagree and strongly disagree respectively. Majority of the respondents said that the theoretical classes made it easier their practical PE sessions. The other respondents said that theoretical sessions made it easier for them in their practical PE classes. Whilst, other respondents were not sure that the theoretical classes had much help on the practical PE classes


The finding shows that the theoretical sessions in the classroom have positive impact on the practical PE classes and the female students in these schools had benefited.

4.4.7. Most of the PE Practical Classes are so Intense for you to Handle.

Table4. 17. Most of the PE practical classes are so intense for you to handle.

Most of the PE practical classes are so intense for you to handle.

	Response		Cumulative	
	No.	Percentile	No.	Percentile
Strongly Agree	72	20.6	72	20.6
Agree	126	36	198	56.6
Undecided/ I don't Know	39	11.1	237	67.7
Disagree	101	28.9	338	96.6
Strongly Disagree	12	3.4	350	100.0
Total	350	100.0		

 Source: Primary Data 2019

To analyze the practical PE classes activities on the perception of the respondents; the respondents were asked how the activities were intensifies.

Among 350 respondent 72 (20.6%), 126 (36%), 39 (11.1%), 101 (28.9%), and 12 (3.4%) of the respondent Said that strongly agree, agree, undecided, disagree and strongly disagree respectively.


Greater than half of the respondents said that the practical classes were intense most of the time. On the contrary other respondents said that most of the PE practical classes were not so intense for them to handle, while some respondents were not sure if it were intense.

This finding implies that some of the female students in these schools were negatively affected by the high intensity of practical PE classes. Therefore, the intensity of the practical PE sessions is a challenge for the female students to be engaged and enjoy the sport activities.

4.4. 8. The PE Practical Classes are Prone to Injuries.

Table4. 18. The PE practical classes are prone to injuries.

<i>The PE practical classes are prone to injuries.</i>				
	Response		Cumulative	
	No.	Percentile	No.	Percentile
Strongly Agree	90	25.7	90	25.7
Agree	104	29.7	194	55.4
Undecided/ I don`t Know	44	12.6	238	68
Disagree	89	25.4	327	93.4
Strongly Disagree	23	6.6	350	100.0
Total	350	100.0		

 Source: Primary Data 2019

To investigate the association of practical PE classes to injuries; the participants were asked on the PE practical classes were prone to injuries. The respondents are divided almost equally with 194 (55.4%) of the respondents said that PE practical classes were prone to injuries. Whilst 112 (32%) said that PE practical classes were not prone to injuries as shown on the Table 4.18 above. This finding shows that injuries during practical PE classes were another challenge for female students and has negatively affected their motivation to participate in practical PE.

4.4.9. There is Insufficient Shower, Changing Spaces and Sanitary Rooms and Materials Before and After Practical PE Classes.

Table4. 19. There is insufficient shower, changing and sanitary rooms and materials before and after practical PE classes.

There is insufficient shower, changing places and sanitary rooms and materials before and after practical PE classes.

	Response		Cumulative	
	No.	Percentile	No.	Percentile
Strongly Agree	108	30.9	108	30.9
Agree	139	39.7	247	70.6
Undecided/ I don't Know	25	7.1	272	77.7
Disagree	65	18.6	337	96.3
Strongly Disagree	13	3.7	350	100.0
Total	350	100.0		

📊 Source: Primary Data 2019

To assess the infrastructure of the sport facilities on the hindrance of respondents' participation in practical PE classes, the respondents were asked to gauge the availability of sufficient shower, changing and sanitary rooms before and after practical PE classes. The overwhelming majority i.e. 247 (70.6%) asserted the unavailability of sufficient shower, changing spaces, sanitary rooms and materials before and after practical PE classes. However, 78(22.3%) of the respondents disagreed nor undecided on the notion of the above claim. 25 (7.1%) of the respondents disagreed or not sure on the insufficiency of shower, changing and sanitary rooms and materials before and after practical PE classes (refer Table 4.19 below).

Consistent with the above findings the school has poor infrastructures which affected negatively the female students' engagement in practical PE classes.


4.5. The Reception of Female Students on the Role of Teachers for Practical Classes.

This section also deals with the analysis and interpretation on the teachers' role in the promotion of female students' participation in the practical PE classes. The data was collected from the students and PE teachers were interviewed to validate the findings as shown below.

4.5.1. PE Teachers Give Fair Attention and Encouragements to Female Students in Practical PE Classes.

Table4. 20. PE teachers give fair attention and encouragements to female students in practical PE classes.

<i>PE teachers give fair attention and encouragements to female students in practical PE classes.</i>				
	Response		Cumulative	
	No.	Percentile	No.	Percentile
Strongly Agree	107	30.6	107	30.6
Agree	165	47.1	272	77.7
Undecided/ I don't Know		0	272	77.7
Disagree	51	14.6	323	92.3
Strongly Disagree	27	7.7	350	100.0
Total	350	100.0		

 Source: Primary Data 2019

To investigate the preferential treatment of female students by their PE teachers; the respondents were asked to gauge whether PE teachers gives them fair attention and encouragements to female students in practical PE classes. Most of the respondents i.e. 272 (77.7%) stated that PE teachers give fair attention and encouragements to female students in practical PE classes. Whereas only 78 (22.3%) of respondents response were disagree and strongly as shown in table 4.20.


This finding implies that indeed PE teachers give fair attention and encouragements to female students in practical PE classes; which helped the students to be engaged in practical PE.

4.5.2. Teachers Make Practical PE Classes As Enjoyable As Much As Possible.

Table4. 21. Teachers make practical PE classes as enjoyable as much as possible.

Teachers make practical PE classes as enjoyable as much as possible.

	Response		Cumulative	
	No.	Percentile	No.	Percentile
Strongly Agree	86	24.6	86	24.6
Agree	146	41.7	232	66.3
Undecided/ I don't Know	32	9.1	264	75.4
Disagree	66	18.9	330	94.3
Strongly Disagree	20	5.7	350	100.0
Total	350	100.0		

 Source: Primary Data 2019

To assessed the PE teachers making the practical sessions as enjoyable as possible to female students; the respondents were asked to gauge whether their teachers make practical PE classes as enjoyable as much as possible. Of the total respondent 86 (24.6%), 146 (41.7%), 32 (9.1%), 66 (18.9%) and 20 (5.7%) respondents said that strongly agree, agree, undecided, disagree and strongly disagree respectively.

More than two third of the respondents i.e. 232 (66.3%) of the respondents stated that teachers make practical PE classes as enjoyable as much as possible. On the other hand 86 (26.9%) opposed the above claim saying the PE teachers did not make an effort for them to make practical PE classes as enjoyable and full of fun; while 22 (6.9%) of them were not sure if that the case as shown on the Table 4.21 above.


The study shows that indeed the PE teachers tried their best to make the practical as fun as possible and have positive contribution.

4.5.3. The Practical PE Sessions Always Starts From Low To High Intensity.

Table4. 22. The practical PE sessions always start from low to high intensity.

The practical PE sessions always starts from low to high intensity.

	Response		Cumulative	
	No.	Percentile	No.	Percentile
Strongly Agree	86	24.6	86	24.6
Agree	148	42.3	234	66.9
Undecided/ I don't Know	50	14.3	284	81.2
Disagree	66	18.9	350	100.0
Strongly Disagree	0	0.0	350	100.0
Total	350	100.0		

 Source: Primary Data 2019

To find out how the practical sessions are conducted according to principles by the PE teachers; the respondents were asked whether the practical PE sessions always starts from low to high intensity. Out of 350 respondents 86 (24.6%), 148 (42.3%), 50 (14.3%) and 66 (18.9%) respondents asserted as strongly agree, agree, undecided and disagree respectively with no opinion of strongly disagree.


Majority of the respondents which accounted 234 (66.9) claimed that the practical PE classes always starts from low intensity to high intensity. However, 116 (33.2%) of the respondents did not agree and not sure on being the practical PE classes always starting from low to high intensity as shown on the Table 4.22 above.

This finding implies that the practical PE classes are carried out according to the scientific principle of coaching students starting from low intensity to higher intensity. Thus the teachers indeed helped the female students to participate in practical PE classes.

4.5.4. We Get Regular Instructions on Using Safety Gears and Do Activities Safely.

Table4. 23. We get regular instructions on using safety gears and do activities safely.

<i>We get regular instructions on using safety gears and do activities safely.</i>				
	Response		Cumulative	
	No.	Percentile	No.	Percentile
Strongly Agree	81	23.1	81	23.1
Agree	152	43.4	233	66.5
Undecided/ I don't Know	31	8.9	264	75.4
Disagree	51	14.6	315	90
Strongly Disagree	35	10	350	100.0
Total	350	100.0		

 Source: Primary Data 2019

On the PE teachers responsibilities protecting the female students from injuries while participating in practical activities; they were asked whether they get regular instructions on using safety gears and do activities safely. Of the total respondent 81 (23.1%), 152 (43.4%), 31 (8.9%), 51 (14.6%) and 35 (10%) of the respondent said, strongly agree, agree, undecided, disagree and strongly disagree as shown in table 4.23.


In consistent with the above findings more than half of the respondent i.e. 233 (66.5%) stated that they receive regular instructions on how to do activities safely and use safety gears properly. Whereas, 82 (23.5%) of the respondents did not agree with the above claim and only 31(8.9%) of them were not sure.

This implies that the PE teachers instruct female students to perform practical PE classes safely and helped them to participate in the endeavor with safety.

4.5.5. The PE Teachers Have Zero Tolerance on Bullying.

Table4. 24. The PE teachers have zero tolerance on bullying.

<i>The PE teachers have zero tolerance on bullying.</i>				
	Response		Cumulative	
	No.	Percentile	No.	Percentile
Strongly Agree	86	24.6	86	24.6
Agree	126	36	212	60.6
Undecided/ I don` t Know	51	14.6	263	75.2
Disagree	69	19.7	332	94.9
Strongly Disagree	18	5.1	350	100.0
Total	350	100.0		

 Source: Primary Data 2019

To analyze the respondents' freedom in the practical PE classes they were asked to gauge whether the PE teachers have zero tolerance on bullying. Overwhelming majority 212 (60.6%) in general agreed that the PE teachers have zero tolerance on bullying. From this group 86 (24.6%) and 126 (36%) strongly agreed and agreed that the PE teachers have zero tolerance on bullying.

On contrary 87 (24.8%) of the respondents opposed the above claim; saying the PE teachers did not have zero tolerance on bullying of female students in the practical PE classes. Whilst 51 (14.6%) of the respondents were not sure whether the PE teachers had zero bullying policy in practical Classes as shown on the Table 4.24 above.


This finding correlate with the finding on interviews, all the teachers interviewed on the subject matter asserted that Most of the bullying in practical PE classes is done by the boys and the victims are female students who are shy or fat or some kind of physical defects. Whenever we encounter these issues we automatically inform the unit leaders or give punishment right there and then.

This finding shows that indeed the PE teachers in these schools have zero tolerance on bullying policy and tried to protect the female students and encourage them to participate in practical PE classes.

4.5.6. The PE Teachers are Good Role Model for You to Participate in Practical PE Classes.

Table4. 25. The PE teachers are good role model for you to participate in practical PE classes.

The PE teachers are good role model for you to participate in practical PE classes.				
	Response		Cumulative	
	No.	Percentile	No.	Percentile
Strongly Agree	101	28.9	101	28.9
Agree	120	34.3	221	63.2
Undecided/ I don` t Know	32	9.1	253	72.3
Disagree	75	21.4	328	93.7
Strongly Disagree	22	6.3	350	100.0
Total	350	100.0		

 Source: Primary Data 2019

In order to investigate the leadership quality of the PE teachers in practical classes; the respondents were asked to gauge whether the PE teachers are good role model for them to participate in practical PE classes. Majority of the respondents i:e 101 (28.9%), 120 (34.3%) said that strongly agreed and agreed indeed the PE teachers are good role model in the practical PE classes, whilst 97 (27.7%) of the respondents disagreed the above claim and said that teachers do not exhibit good role to them in the practical PE classes and 32 (9.1%) of the respondents were not sure as shown on the Table 4.25 above.

The interview and observation show that the teachers in these schools were engaged in the practical classes and participate in them. This finding implies that the teachers in the schools are good models for female students and encourage them to be engaged in the practical PE classes and set an example for the students to practice in PE classes.

5. SUMMERY

5.1 Introduction

This chapter summarizes the study, draws conclusions, make recommendations and suggestions for further research. The general objective of this study was to assess the challenges of female students' in practical physical education in the case of Mekonnen Shindi and Bekele Kassa Secondary School in Wemberma Woreda, West Gojjam Zone, Amhara Regional State. The following summery and conclusion were drawn based on the four specific objectives i.e. assessing the perception of female student on practical physical education, examining the extent of teachers effort to enhance female students participation in practical PE session and identifying the major infrastructure challenges on the female student's participation in practical physical education;

5.2 Summary

The first objective was to assess the perception of female students on practical physical education. The female students had exhibited moderate perception on PE practical session as creating fun, not making the feel bad, creating awareness to participate other sport activities, developing critical thinking and creating a good level of confidence.

However, they had negative perception on the counts of; PE as a subject matter is challenging, PE as base for creating discipline and cooperation, and PE ability to solve problems. Whilst, only had positive perception about PE usefulness on physical fitness improvement.

The second objective of the study was to identify the challenges of infrastructure on female students' participation in practical physical education. The study found out that there are many challenges that hinder the participation of female students on practical physical education. These include: insufficient Sports wearing, poor Sports Fields and Facilities, unavailability of Variety Sport Activities, shortage of Sports Equipment, and fear of being bullied. However, theoretical Sessions make conducted in the classroom had made positive contribution on the participation of female students on practical physical education.

The third objective of the study was the role of PE teachers in the promotion of practical PE for female students. Thus, the study found out that the teachers in these schools indeed have carried out their job professionally according to the students' perspective. They gave fair attention and encouragements to female students in practical PE classes, tried their best to

make the practical as fun as possible and carried out according to the scientific principle. They also instruct female students to perform practical PE classes safely, seen by female students as role model and have zero tolerance on bullying female students.

The last objective of the study was providing important suggestion to improve female student's participation in practical physical education. Hence the study found out the following major points that enhance female student participation in practical physical education sessions, these are fulfilling sport field infrastructure, avoiding being beullied by male student, increasing awareness for their parent and themselves about the benefits of making physical exercise apart from the subject matters, preparing and conducting sport festival and competition for female student in the school compound and elsewhere to develop their interest of sport activities.

5.3 Conclusions

The female students in the Bekele Kases and Mekonen Shindi Secondary School have moderate perceptions and understanding towards the PE practical classes. Thus, it seems that the female students strongly favor the theoretical part of the physical education than practical classes.

Based on the findings, the study concludes that the major challenge facing teaching and learning of PE practical session was lack of infrastructure that could facilitate learning process. However, the benefit of PE is widely recognized, the necessary infrastructure were not put in place to facilitate and appealing for female students to participate in the practical PE. The fear of being bullied is another challenge that hinders female students to participate freely in practical physical education session.

It has been shown that as teachers and peers cannot influence female student's participation in physical education as much as expected. In addition, the result of this study shows that, as the stakeholders 'had not support the practical activities of female students. The actions of the teachers in these schools were good and need to be supported by all stakeholders in the schools.

5.4 Recommendations

Based on the above findings the following recommendations are forwarded:

- ✓ The results indicated that the major challenge facing teaching and learning of PE was lack of enough facilities that could facilitate learning process. Hence, the school administration should provide PE teaching/learning resources for the program.
- ✓ The head teachers should properly manage mobilization and allocation of resources.
- ✓ Teaching/learning materials on PE should be provided for teachers and learnersto facilitate practical physical activity session.
- ✓ Providing more choices and programs for participation in physical activities to minimize several barriers which limit participation of female students in physical activities and sports.
- ✓ Ensuring the environment and facilities to be conducive and easily accessible to female students
- ✓ In order to increase PA participation based on the needs of female students, strategies should be developed, which focus on activities that could help to overcome their constraints during practical session.
- ✓ In order to make activities safer and more enjoyable for female students, creating awareness for their family is important that PA is different from religion.
- ✓ The schools, families and PE teachers should work together to encourage PA participation, make sport facilities more accessible for female students, and advocate about the nature and type of sports that female students can able to participate.
- ✓ Enforcing laws (polices) and increasing public awareness of the rights of female students for ensuring their full participation in society regarding to sports.
- ✓ School directorsshould take up a stronger leadership role by formulating plan, policies, principles and procedures that ensure female student participation.

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7. APPENDICES

Appendix -A

Questionnaire Filled by Female Students

Dear Respondents

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

Demographic

Age <14

14- 16

16-18

>18

Grade 9th

10th

11th

12th

Key SA- Strongly Agree A-Agree U- Undecided

DA- Disagree SDA- Strongly Disagree

No.	Perception on practical PE	SA	A	U	DA	SDA
1	Nature of the subject is challenging to do different physical activities.					
2	PE is base for creating discipline and cooperation.					
3	Do you have a great interest in learning PE practical classes as it creates fun.					
If you have any other						
4	PE makes you feel bad about yourself.					
5	PE prepares you to solve problems related to physical problems.					
6	PE creates awareness to you to participate in any sport activities.					
7	PE is creates fun and enjoyment during practical sessions.					
8	PE is a discipline that develop critical thinking and create desire to participate in practical activities.					
9	PE is important for physical fitness improvement if it is properly practiced.					
If you have any other						
10	PE practical classes create a good level of confidence that make you strong enough.					
Challenges of Practical PE						
11	Does Sufficient Sports equipment improve the participation of female student in PE Practical Classes?					
12	Sports fields and facilities are suitable for practical PE classes.					

13	There are variety sport activities and playgrounds in our school which facilitates the participation of practical PE.					
14	Does sufficient Sport clothing improve the perception female student's participation on Practical PE Class?					
If you have any other						
.....						
15	Do you fear being bullied in practical PE classes. The theoretical sessions make it easier for practical PE classes.					
16	Most of the PE practical classes are so intense for me to handle.					
17	The PE practical classes are prone to injuries.					
18	There is insufficient shower, changing spaces and sanitary rooms and materials before and after practical PE classes.					
PE teachers Role						
19	PE teachers give fair attention and encouragements to female students in practical PE classes.					
If you have any other						
20	Teachers make practical PE classes as enjoyable as much as possible.					
21	The practical PE sessions always starts from low to high intensity.					
22	You get regular instructions on using safety gears and do activities safely.					
23	The PE teachers have zero tolerance on bullying.					
If you have any other						
24	The PE teachers are good role model for you to participate in practical PE classes.					

Appendix B

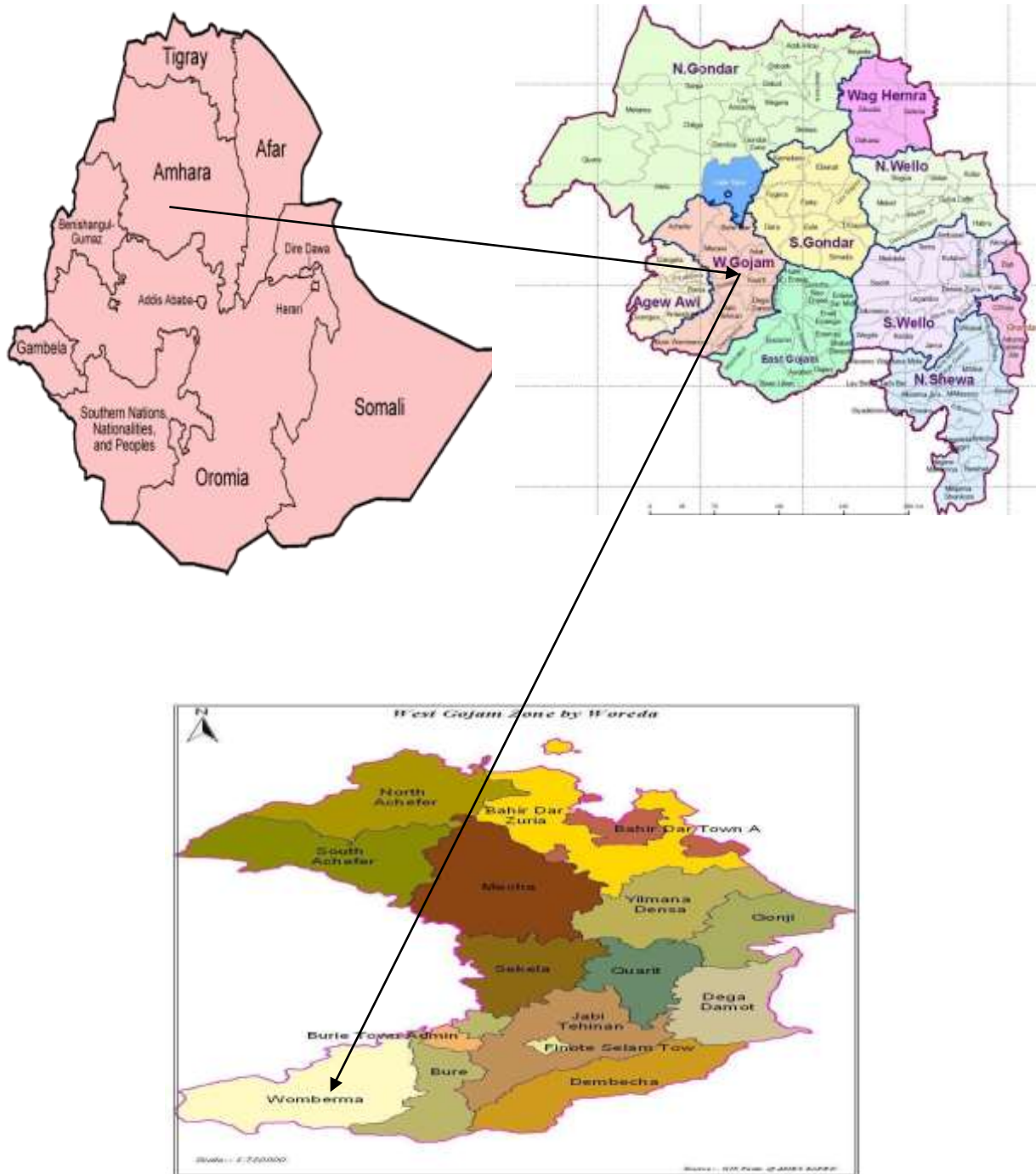
Interview Guide for PE Teachers

1. Do you have enough facilities?
2. Do you have enough materials?
3. What are the main challenges for female students to participate in PE?
4. What do you do to encourage female students in practical PE?
5. Is there bullying in practical PE?
6. What measure do you take in curbing bullying?

Appendix C

Map of the Study Area

Figure 5.1 The Map of Study site



Source: Wemberma Woreda Agricultural Office