

**PRACTICES AND CHALLENGES OF FEMALE STUDENTS
PARTICIPATION IN PRACTICAL CLASSES OF PHYSICAL
EDUCATION: THE CASE OF SECONDARY SCHOOLS IN BOKE
WOREDA OF WEST HARARGE ZONE IN OROMIA REGIONAL STATE,
ETHIOPIA**

MEd THESIS

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**Practices and Challenges of Female Students Participation in Practical
Classes of Physical Education: The Case of Secondary Schools in Boke
Woreda of West Hararge Zone in Oromia Rigiousal State, Ethiopia**

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I hereby certify that I have read and evaluated this Thesis entitled “**Practices And Challenges Of Female Students Participation In Practical Classes Of Physical Education: The Case Of Secondary Schools In Boke Woreda Of West Hararge Zone In Oromia Riginal State**” Prepared under my guidance by Gemechis Endalu Erena. I recommend that it can be submitted as fulfilling the Thesis requirement.

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DEDICATIONS

This study is dedicated to my Lord and Savior, Jesus Christ. He has been my strength throughout the development this thesis. Without his assistance and blessings, the realization of this thesis would not have been possible.

STATEMENT OF THE AUTHOR

First, I declared that this thesis is my genuine work and that all source of materials used for this have been duly acknowledged. This thesis has been submitted in partial fulfillment of the requirement for MEd at Haramaya University in “Practices and Challenges of Female Students Participation in Practical Classes of Physical Education” and deposited at the University library to be made available to borrowers under rule of library. I solemnly declare that this thesis is not submitted to any other institution anywhere for the award of any academic degree, diploma or certificate.

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BIOGRAPHICAL SKETCH

I, Gemechis Endalu, was born on November 20, 1983 in Western Wollega Zone, Lalo Assabi woreda. He attended his elementary, secondary and preparatory school at Dongoro Gebo primary School, Wollega Adventist Academy secondary school and Wollega Adventist Academy preparatory school respectively. After completed his high school and preparatory school he joined Addis Ababa University, Faculty of natural and computational science, at the Department of the Sport Science in 2004 and graduated with BA degree. Then he was recruited as member of staff served and served for three years in western Hararghe Zone Boke Woreda secondary school. In October 2010, he joined school of Graduate studies at Haramaya University in the department of sport science pursue his MEd.

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ACRONOYMS AND ABBREVIATIONS

| | |
|-------------|-----------------------------|
| A.A | Addis Ababa |
| ASS | Arba Secondary School |
| BGSS | Boke Guddo Secondary School |
| BTSS | Boke Tiko Secondary School |
| MEd | Masters of education |
| MoE | Ministry of Education |
| PE | Physical Education |

TABLE OF CONTENTS

| | |
|---|------|
| DEDICATIONS | iv |
| STATEMENT OF THE AUTHOR | v |
| BIOGRAPHICAL SKETCH | vi |
| ACKNOWLEDGEMENTS | vii |
| ACRONOYMS AND ABBREVIATIONS | viii |
| TABLE OF CONTENTS | ix |
| LIST OF TABLES | xii |
| ABSTRACT | xiii |
| 1. INTORODUCTION | 1 |
| 1.1. Background of the Study | 1 |
| 1.2. Statement of the Problem | 3 |
| 1.3. Scope of the Study | 5 |
| 1.4. Significance of the Study | 5 |
| 1.5. Objective of the study | 6 |
| 1.5.1. General objective | 6 |
| 1.5.2. Specific Objective of the study | 6 |
| 1.6 Definition of Terms | 6 |
| 1.7. Organization of the Study | 7 |
| 2. REVIEW OF RELATED LITERATURE | 8 |
| 2.1. Practical Classes of Physical Education. | 8 |
| 2.2. Physical Education at High Schools Today | 9 |
| 2.3. The Benefits of PE for Female | 9 |
| 2.4. Challenges of Female Students Participation during Physical Education Practical Classes. | 9 |
| 2.4.1. Biological factors | 10 |
| 2.4.2. Environmental factors | 11 |
| 2.4.3. Socio-Economic factors | 12 |
| 2.4.4. Psychological factors | 12 |
| 2.4.5. Factors related with administrators | 13 |
| 2.4.6. Motivation | 14 |
| 2.4.7. Cultural and sociological factors | 14 |

| | |
|---|----|
| 2.5. Gender Issues in Physical Education; Female Students Perspectives and Experiences | 16 |
| 2.6. Co-Educational Physical Education Classes | 17 |
| 2.7. Females in physical Activity | 18 |
| 3. RESEARCH DESIGN and METHODOLOGY | 19 |
| 3.1. Description of the Study Sites | 19 |
| 3.2. Research Design | 19 |
| 3.3. Sources of Data | 20 |
| 3.4. Population of the study | 20 |
| 3.5. Sample Size and Sampling Techniques | 20 |
| 3.6. Inclusion and Exclusion Criteria | 21 |
| 3.7. Data Collection Tools | 21 |
| 3.8. Data Collection Procedures | 22 |
| 3.9 Pilot study | 22 |
| 3.10. Data Analysis | 23 |
| 3.11. Ethical Considerations | 23 |
| 4. RESULT AND DISCUSSIONS | 24 |
| 4.1 Demographic characteristics of surveyed respondents | 24 |
| 4.2. Analysis of Information on Practice of Female Students Participation in practical class of PE | 25 |
| 4.3. Analysis of Efforts made by the physical education teachers to make female students participate in practical classes | 29 |
| 4.4. Analysis of information on Challenges of female students' participation in physical education Practical classes | 32 |
| 4.5. Analyzes of information from Observation | 36 |
| 4.6. Analysis of Information from the Interview | 38 |
| 5. SUMMARY, CONCLUSION AND RECOMMENDATIONS | 39 |
| 5.1. Summary | 39 |
| 5.2. Conclusions | 40 |
| 5.3. Recommendations | 40 |
| 6 REFERENCES | 42 |
| 7 APPENDENDICES | 46 |
| Appendix A | 47 |
| Appendix B | 52 |

| | |
|------------|----|
| Appendix C | 54 |
| Appendix D | 55 |

LIST OF TABLES

| Table | Page |
|--|-------------|
| 1: Summary of population, sample and sampling techniques | 21 |
| 2 Characteristics of female student respondent. | 24 |
| 3 Characteristics of Teachers respondents. | 25 |
| 4: Student respondents on the practices of female students' participation | 26 |
| 5: Students' respondent on practice of female students' participation | 28 |
| 6: Teachers respondents on practices of female students' participation | 29 |
| 7 : Views of Student and other stakeholders about the efforts made by the PE teachers to participate Female students in PC | 30 |
| 8 :Students respondents | 31 |
| 9: Female student Respondents | 32 |
| 10: Teacher Respondents | 34 |
| 11: Observation result analyses of BTSS, BGSS and ASS facilities | 36 |

***Practices and Challenges of Female Students Participation in Practical Classes of Physical Education:
The Case of Secondary Schools in Boke Woreda of West Hararge Zone in Oromia Rigional State,
Ethiopia***

Gemechis Endalu

ABSTRACT

It is evident that Physical education is an essential instrument for female students to lead physically, mentally and socially healthy life. This study was aimed to investigate the practises and challenges of female students during physical education practical class in three schools of boke woreda secondary school. The primary data was used for the study and samples were drawn from boke students, physical education teachers and school principals by using simple random sampling, available sampling and random sampling. From total population of 565, by techniques of sample random sampling, available sampling 238 samples were included in the study. Accordingly, 232 female students, 3 physical education teachers and 3 school principal selected for the study. The data were gathered using questionnaires' from the selected female students and PE teachers and it was analysed using frequency and percentage. Finally, observations were conducted to collect valid information by recording them on well planned checklists and were used for assessing and analysing purpose. The result of this study showed that in all schools of boke woreda, female students' participation in physical education practical class is low. According to the result obtained, there is lack of: facilities, attention by teachers and school principal, conducive environmental factors including social and attitudinal factors. which all contributed towards the exclusion of active participation of female students during physical education practical class. So, facilities and equipment necessary for female students should be fulfilled and PE teachers and school principal should give due attention, encourage and arrange condition for female students' participation in the physical education practical class. And also, school should fulfil sport facility and materials, environmental factors including social and attitudinal factors should be improved by educating the society.

Keywords: Challenges, Female Students, Practices, Participation, Physical Education, Practical Classes, Secondary Schools.

1. INTRODUCTION

1.1. Background of the Study

Physical education is effective learning area that provides students with opportunity to progressively develop knowledge, skills, attitudes and values to become healthy individuals with the ability and confidence to manage their own life style as Wiles and Hawes in 1986, defined. Well provided with an appropriate physical education curriculum, instruction and learning experience student develop a broad spectrum of movement skill, Knowledge, Personal and social skill confidence for engaging health activities throughout their lives.

Physical education empowers student to develop positive attitude towards physical and lifelong habit of participation, it engages them with the ongoing development of knowledge, understanding skill and values to participate in healthy physical activities (KCRK 2005:239). It also helps people develop an appreciation of their cultural heritage and try more satisfying their lives. As the most intellectual believes, any country will come to success if all citizens play their own role without gender discrimination because the number of female is almost half the population of the world. Most educators wrote some gender differences. According to Hailu (2012) his findings indicate that the participation in PA among female students is low and they encounter multitude of barriers to participate in the types of PA they need to maintain. Merchant (2012) “women are perceived relatively less competent less independent, less objective and logical than men”. Men are perceived as lacking inter personal sensitivity, warmth and expressiveness in comparison to women. Moreover, stereotypically masculine traits are more often perceived to be distributed than are stereotypically feminine characteristics. Most importantly, both men and women incorporate both the positive and negative traits of the appropriate stereotype in to their self-concepts. Since more feminine traits are negatively involved than masculine traits, women tend to have more negative self-concepts than do men.”

Women’s sport and fitness foundation (2008), The reasons to this gender gap between men’s and women’s participation rates in sport can be grouped in to practical , personal and social and cultural domains this over view can provide ideas for sport delivers to implement that may encourage and enables women and girls to participate more. Now a day, all secondary school in

our country treats both boys and girls as all grade levels but it is difficult to witness equal participation of boys and girls as well as equal achievement. Hence this research paper will intends to evaluate the participation of female students in the performance of physical education practical activities. It also tries to examine the hindrances to the female student during teaching learning process.

The benefits of participation in physical activities are great, and the potential costs of inactivity can be severe. Many girls around the world are not currently able to take advantage of the benefits of regular sports and physical activities due to several reasons. As O'Brien (2007) suggested these include: inequitable access, self-confidence, lack of motivation, low perceived value of physical activity, lack of opportunities for physical activity, marking scheme, competition, classes, teaching approach, and peers. Therefore, a central challenge facing governments, schools, sports groups and communities is to develop forms of physical activity that are sensitive to girls' needs and interests. Similarly, though, Physical activities can offer a great deal to individuals, communities, and nations, differences in gender-based attitudes and funding towards physical activities can have a significant influence on female student's participation. This in turn, may affect later involvement in physically active, lifestyles, the social and health benefits that may result for them.

According to, (Fraser-Thomas and Beaudoin, 2004) all schools need more funding and within their educational institutions. Though the benefits of physical activity have been discussed for many years, the Secondary school Physical Education in the contemporary secondary school is affected by different factors such as; culture, social attitudes, educational systems, lack of appropriate infrastructures, and lack of support. Thus, it is crucial that we look at the possible solutions that will encourage females, students to take physical education courses in the future (O'Brien, 2007). Effort must put forth to provide courses that will keep female students active while coming to understand the importance of being active habitually for life. Firstly, it is understood that all students need to learn how to be physically active in their everyday life and understand the importance of good overall health and wellness. It is further believed that, learning, memory, concentration, and mood all have a significant bearing on a student's

academic performance, and there is increasing evidence that physical activity enhances each (Sattelmair and Ratey, 2009).

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

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

1.2. Statement of the Problem

According to research digest (2008). Hailu (2012) findings indicates that the participation in PA among female students is low and they encounter multitude of barriers to participate in the type of PA they need to maintain.

According to WHO (1996) Physical education is one of the essential disciplines that enable people to be healthy, both physically and mentally. As a result of unfavorable situation at different levels, majority of female are unable to realize their potential and in most cases remain inactive. Schools are used as a source of future generation for a given country. Moreover, the

issue of gender, particularly, in the education sector has become a major concern. Physical education is one of the main areas that needs due attention of equal participation of both male and female students. The participation of female students is under several problems that resulted unequal participation between them in Ethiopia in general and the study area in particular. Among other problems, lack of family guidance, lack of sports field material, lack of teachers motivation, lack of attitude, lack of tutorials for female student separately, socio-cultural problem and the existence of little research in the area as well as the failure to conduct schools competition at all levels. The last problem i.e. absence of schools competitions has hindered, particularly the females, to show their talent, not to be recruited by schools and so on.

The above problems call for the researchers to conduct a research on the study area. Hence it is very important to get clear understanding of the consequences of the problems, to find out the challenges of female students participation in physical education practical class and to improve problem of female students' participation in practical class in parallel.

Women's participation in physical activity is influenced in a multitude ways, both positively and negatively, directly and indirectly, internally and externally. There are some problems of female student's participation in practical class.

Then these all will be taken into consideration or deal with in order to develop intervention strategies and to minimize the barriers to participate in PA Hailu (2012). In West Hararghe zone particularly Boke woreda females are not allowed to participate in sport activity. They are not allowing participating in practical session of physical education. Male students and few female students are present on attendance during practical session of physical education. The researcher has experience of physical education teaching in this area. Thus, from this experience, the researcher observed less female student participation in practical classes.

As far as the reading and knowledge of the researcher is concerned, there is no research works conducted on Practices and Challenges of Female Students Participation in Practical Classes of Physical Education in Secondary Schools found at Boke Woreda in West Hararghe zone.

Thus, the researcher is interested to assess the current status and various challenges that deter female students' participation in practical classes of physical education in the above mentioned study area.

To address the above-mentioned problems, the following leading research questions have been formulated.

1. What is the practice of Female Students Participation in Practical Classes of Physical Education in Secondary Schools of Boke Woreda?
2. What are the efforts made by the physical education teachers to make female students participate in practical classes in Secondary Schools of Boke Woreda?
3. What are the challenges of female students' participation in physical education Practical classes in Secondary Schools of Boke Woreda?

1.3. Scope of the Study

The study focus on practice and challenges of female student participate in practical classes of PE in Boke secondary school, Oromia regional state. This research study is delimitation geographically to secondary school of three sample of the school. Methodologically, in order to gather adequate and reliable data the researcher was used questionnaire, observation and interview. The total population of the student is 554, 3 selected school, 3 PE teacher and 6 school principals. Among these population of students 232 students selected by simple random sampling, 3 PE teacher by available sampling and 3 school principals selected by random sampling

1.4. Significance of the Study

The outcome of this study is expected to aid in the enrichment of the participation of female students in physical education practical classes. To this end, the significance of the present study will be as follows:

- It provides the building block that develops female student's participation in physical education practical classes.
- It should serve as an input for policy makers at different levels
- It should serve as a career or professional development for the researcher
- Last but not least, this study should serve as a steppingstone (literature) for the further study in the future in similar areas.

1.5. Objective of the study

1.5.1. General objective

The main objective of the study was to find out the challenges of female students participation in practical classes of physical education.

1.5.2. Specific Objective of the study

The specific objective of this study was to:

1. Assess the current practice of Female Students Participation in Practical Classes of Physical Education in Secondary Schools of Boke Woreda
2. Investigate the efforts made by the physical education teachers to make female students participate in practical classes in Secondary Schools of Boke Woreda
3. Identify the challenges of female students' participation in physical education practical classes in Secondary Schools of Boke Woreda

1.6 Definition of Terms

- **Physical education**-is the subject that provides students to develop knowledge, skill, attitude and values to become health individual with mental and social wellbeing Wiles and Hawes in (1986)
- **Practical classes** – refers to physical education classes/subjects performed in the field/outside the class/
- **Culture** - is when the group people have similar beliefs which form part of their tradition and custom Hargreaves (1997)
- **Secondary school**- refers to general secondary education as current structure of Ethiopia educational system (MoE, 1994)
- **Principal**- refers to the leader and manager of school (Wallace Foundation, 2013).
- **Stakeholders** – parents, students and school community
- **Motivation helps** children and young people to focus their attention on a key goal or outcome. Jan 12, 2023

- **Attitude** is the view or feelings that accompanied the tendency to act on a particular object. Soetarno (1994)

1.7. Organization of the Study

This study consists of five chapters. The first chapter deals with introduction, statement of the problem, objectives, significance, limitation of the study, delimitation of the study and definitions of key terms. Chapter two deals with literature review. The methodology and procedures are dealt with in chapter three. Chapter four includes results, analysis of the data and interpretation of the data. Chapter five deals with summary, conclusion and recommendations of the study, and finally a list of reference materials and the questionnaires that was used in the study is attached at the end of the paper.

2. REVIEW OF RELATED LITERATURE

The chapter deals with some important topics which are related to a study on the challenges of female students' participation in practical class of physical education. Therefore, the related literature review is that to establish theoretical basis for the assessment the problem of female student participating in physical activity. It comprises the conceptual definition of education, concept of practical class, female and education, female education in Ethiopia, physical education in high school, female in sport activity, benefits of physical activity and sport, physiological factors, psychological factors, environmental factors, culture influence, and gender equity, physical education and the need of society.

2.1. Practical Classes of Physical Education.

Practical class will take as a fundamental environment where the teacher and the individual learners, the teacher and the group of learners, the teachers and the class as a whole. The learners among themselves are the interacting in open air here the main thing that would be emphasize is, since practical class is the place where the learners would better opportunity to learn physical education. The teacher and the learner would be their own purpose.

Tola · 2021 Female participation during education is a tool to enable citizen to make all a rounded participation in development process. The participation of female in socio-economic programs especially depends on their educational background educating girls and women are critical to achieve the benefits as well as the improvement in the areas of health. The female participation gap in physical education is wide in developing countries. In developing countries with low female participation is one the cause for female to be under privileged underrepresented in development programs. These raise the issue that the role of educational and female participation should be analyzed and studied. Living in an overly obese society, we must do our best as physical educators to promote lifelong physical activity to our students. We must do everything in our power to improve female student's perspectives on and experience in physical education and to life style. (1998) stated that in the school selected for their study, over 80% of the young women who participated in physical education when it was compulsory did not enroll in optional physical education class. Determined that another study focused on participation in

physical education, (King and Closes 1992) young female's participation in physical activities and us likely to be physically active at age 20.

2.2. Physical Education at High Schools Today

Physical education is a part of total instructional program. The various lesson physical education help students acquire necessary development and maintenance by increasing their endurance strength and flexibility on one hand and know the effect of different activities on their personality in regard to self-perception, attitude interest aspiration social and emotional qualities and general feeling of well-being or self-realization on the other hand. Thus students will be able to develop the specialize skills knowledge and positive attitude need to participate in sport in physical activities both at school and in their future life.

According to Clyde Knapp and Leonard (1968-77) stated, "The fundamental purpose of physical education is to promote through selected physical activity. The establishment and maintenances of competencies, attitudes, ideas drives and condition which enable each individual to establish a pattern of living that provides that satisfactory self-expression and adjustment through accomplishment and that contributes to group welfare through home community state national and world citizenship appropriate for each individual".

2.3. The Benefits of PE for Female

The benefits of regular PA are well established. Regular participation in PE activities is associated with longer and better quality of life, reduced risks of a variety of diseases and psychological, intellectual, social, spiritual, physical and emotional benefits. PA may influence the physical health of girls in two ways. First, it can affect the cause of disease during childhood and youth. Evidence suggests a positive relationship between PA and a host of factors affecting girl's physical health, including diabetes, blood pressure, and the ability to use fat for energy. Second, PA could reduce the risk of chronic diseases in later life Wiest Bucher (1999)

2.4. Challenges of Female Students Participation during Physical Education Practical Classes.

According to Sidden top (1998), High school physical education was endangered species. A subject matter that might gradually became extinct in secondary curriculum. He argued that in increasing lack of expectations for significant out come in high school physical education and

own more learning. Concern that students have stopped care about physical education would bring in physical educators have duty to alter the expectations of high school students have due to alter will be in effective if negative attitude towards the course lead students to ignore its value. Attitude is the agent that can change perceptions and the catalyst that can make physical education a positive education experience. Female participation in physical education class is highly influenced by different factors. Like biological factors menstrual, physical, physiological and psychological factors like personality, self-concept etc. and socio-cultural factors like family, school, culture and media and also socio-economic factors.

2.4.1. Biological factors

Students in high schools are around the age of 15-22 years. Their age ranges from pre adolescence to late adolescence periods this period of adolescence for both females and males is a transitional period to adult hood and will characterize by a lot of stress and tension for they encounter different adjustment problems. According to JS Santali · 2013 strenuous exercises did not negatively affect the menstrual cycle, nor did menstruation significantly affect physical performance. For many years strenuous exercises has been believed that delayed onset of the menstrual cycle caused many girls to continue playing sports based on the observation that menarche occurred later in athletes than non-athletes. Girls experience less physical distress associated with their menstrual cycle when they play sport. Many reports highlight the positive influence of moderate and regular physical activity on the menstrual cycle. There is some correlation between strenuous physical activity and delayed menstrual cycle. For long period of time there has been such believe that physical exercise has negative on menstruation and given for the least many years medical perspectives indicated that physical activity during menstruation is not have come to stage to disprove the belief. (Ibid) As shaver (1981) further reported, a study had been made in Hungary on women athletes and it was found that there were disturbance on the set of during the menstrual period doubt women athletes is much greater than the amount of general female population. Eight Physical and Physiological Influence Shaver (1981) argued that the physical fitness of women in sport always been questioned because of a variety of physiological concerns including the menstrual cycle, reproduction, damage to breasts and genitals. There are some difference in physical and physiological aspects between male and female. These differences have no effect on female to participate in different sports. Anatomical

and physiological differences are quite apparent between the two sexes particularly after puberty period early studies argued that females should not be involved in sport, due to the deleterious effects of physical exertion on the frequency of menstruation and the fact that the reproductive organs of female can be affected. These beliefs prevailed for years and later evidence began to prove these early beliefs wrong (Leones & Nation, 1991) Pre-adolescence is (9-11 years) a stage that involves a slow but consistent form of growth. It is a calm period just before rapid onslaught of adolescence. The body is undergoing developmental changes in the skeletal system, muscular system and motor development. Accepting one's physical appearance and being able to deal with the physical changes involved with maturity and growth is one of the most crucial developmental tasks common to most adolescents (Brett Schneider & Hein, 1997). Fryeburg & Lewis (1993) suggested that, Adolescence has been referred to as a period of "storm and stress" and it is also a period when the teenager is confronted with a series of hormonal hurdles and developmental challenges. Adolescents have to deal with a number of issues simultaneously, including the development of an identity, achieving independence away from the family, and at the same time acceptance by the peer group. Most important is the transition from childhood into adulthood, which comes with many psychological and physiological adaptations. 9 Pregnancy Anecdotal evidence shows that pregnancy does not hamper performance of women who choose to participate in sport throughout their lives. Leones and Nation (1991) stated that Irwin, who was a female athlete, won an Olympic medal in diving when she was four months pregnant. Another example is that of Hays who successfully completed the world championship rodeo as a bareback rider when she was eight months pregnant.

2.4.2. Environmental factors

Environment is often taken to mean the external surrounding in which community of the human beings live in and adds carry out every day activity. As education like Nixon (1974:4) witnesses to cultural influences towards female in performing physical activity as follows "cultural influences are instrumental during the adolescent period in deterring the extent to which girls are discouraged from physical activities or at best treated with in differences while boys strongly encouraged and find many types of stimulating rewards so their successfully participation. Gal lager (1974:61) also has similar idea tradition and culture ...affect both the extent of participation

and the choice of activity for example: some cultures disprove of women taking part in physical recreation in public, or in mixed company.

2.4.3. Socio-Economic factors

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

2.4.4. Psychological factors

According to Brandenburg & Brett Schneider (1997), youth identity by identifying a close correlation between identity development in 10 adolescence and developmental tasks. Such tasks include acceptance of one's physical appearance as physical changes occur and understanding that these changes would lead to growth, maturation, and building good value systems as a guide for personal actualization. Brett Schneider (1997) suggested that identity has two definable components, namely personal identity and social identity. Personal identity develops based on continuity of self-experience in the course of life. Social identity evolves from the image that others help to create for the self. The development of an identity during adolescence is a process through which an individual maintains a balance between personal and social identity, which means it is important for the youth to know themselves. Self-knowledge empowers them in the realm of decision-making. Personality Morris & Summers (1995) stated that people have different views as to who can and cannot play sport. It is a common belief that certain personality types are more suited to the sporting arena. Individuals across the spectrum of personality types initially have a tendency to participate in sport and should individuals feel uncomfortable they will withdraw, leaving behind a group that is more homogeneous in their common interest. The decision to play sport might be an individual choice driven, instilled and inspired by external factors that usually have little to do with personality types. External factors include encouragement and motivation from parents, teachers, peers or even role models in the

community. A conducive sporting environment could also be a motivating factor and the media can be a powerful tool to instill an interest and affinity to sport (Harris, 1994). 11 Self-Concept Brett Schneider & Hein (1997) cautioned that self-concept is established when people gather information that changes whenever an individual encounters new experiences, it also represents complete knowledge of a person about self, which enables the individual to know her/his own competencies. „Each person develops perceptions and ideas of his/her abilities, characteristics and personal ways of acting, eventually providing a sense of meaning on a self-rating of quality. Harris (1994) stated that the family to be generally responsible for early sports socialization and interest in sport is often preceded by the parents’ interest. Socialization is „the process whereby individuals learn skills, traits, values, attitudes, norms and knowledge associated with performance of present or anticipated social roles. The sport socialization process contains three components the socialization into sports refers to the social and psychological influences that shape an individual’s initial attraction to sports. These influences include the prevalent attitudes and values within the family or the peer group. The Media Kane (1998) suggested that the media’s portrayal of female athletes plays a fundamental role in the preservation of stereotypes that are formulated by people in relation to female involvement in sport. The media’s portrayal of female sport participants is limited. There is an increasing awareness of young adult sport fiction books; although very few of them have a female sport protagonist as opposed to those with male protagonists which are still found six times more. Fiction portraying female protagonists would be more appealing and such books can encourage girls and make them realize that there are other options in their lives. This will enable teenage girls to counteract the limitations of gender stereotypes and to realize that they can follow their dreams, even in sport. Reading about strong, competent sports women could also encourage more black female adolescents to participate in sports.

2.4.5. Factors related with administrators

One of the human factors that influences implementation understanding the crucial role of school. Administrators in implementation; McLaughlin (1987) notes, “implementation incredibly hard and that successful implementation generally requires a combination of pressure (introducing new idea) and support by school administrators.” supporting this, Berman and McLaughlin (1976) found that project sustenance and success was highly related with principal’s

support. According to them, degrees of implementation were different in different schools. Mainly the action and the concerns of principals were different. In addition, Hoard (1995) he further noted that principal's actions convey the message as to where a planned change is to be taken seriously or not. This will as noted by, Behrman and McLaughlin indirectly affects the willingness and dedication of teachers. This action includes many activity but the main one are developing supportive organizational arrangements, training and ongoing information support, consultation and reinforcement, monitoring and evaluation.

2.4.6. Motivation

The learners more time will spend on learning while motivation is crucial force that determines whether the learner embarks on a task at all. Lift Lowood (1994:53) as cited in Goleta Alemu (1990:6) say motivation is considered as a power house which emerging any education activity. Student motivation is key factor in successful learning. Lado (1982:42) and motivated learners never out any lesson unless something goes beyond their capacity to deal with "when students are motivated to learn, they usually pay attention to the lesson" Carrel (1992:71) as cited in Goleta's (1990:12-18).

2.4.7. Cultural and sociological factors

Culture is when a group of people have similar beliefs which form part of their tradition and custom. According to Hargreaves (1997), culture is seen lived dominance and subordination of particular classes, in the sense that certain cultural beliefs can affect the progress of particular areas in life. Cultural beliefs have a great impact on the involvement of females in sport. As Leonard II (1993) point out the influence of culture on females participation in sport that "female had to be confident and prevented from doing anything that might her delicate reproductive system and that means she had to be prevented from doing virtually physical activity. Edward (2003) explored that cultural influence are claimed that physical education and sport have variety of positive cultural effect they build character encourage team work and team sprite. Kane (1998) argued that sport could be regarded as one of the most important sites for the production of cultural beliefs and practices that equate gender differences. These cultural beliefs 16 make women think that they will never attain the levels of their male counterparts where sport performance is concerned. „A women's place is in the kitchen"" does still a common saying and many cultures still firmly believe it. Participation in sport masculinizes females and is

therefore viewed negatively (Fasting, 1987). The above sentence confirms the fact that masculine and feminine behaviors are culture bound. Most males are accepting of females not participating in sport Brustard (1992) explored that socialization via sport refers to the acquisition of attitudes, values, and knowledge as a consequence of sport involvement. Socialization out of sport involves those influences that contribute to an individual discontinuing his or her sport participation"". The following socializing agents directly or indirectly influence the choice that would be made by teenagers on a daily basis. In this instance it will be the choice to either participate in sports or not. Family Varpatoli (1986) suggested that sport has been trivialized, regarded as separate from life and as unrelated to the broader social context and processes. The family prevails as the primary socializing agent and to a high extent it also defines appropriate gender behavior, which sometimes could include sport. Numerous studies have indicated that other people who are usually seen as role models have influenced many individuals who become involved in sport. The family is said to be generally responsible for early sports socialization, including modeling, reinforcement and the shaping of the observed behavior (Harries, 1994). 13 Buffer et al (1996), also argues that the socializing process at home for both sexes is different. Boys usually get more support and encouragement to get involved in activities, which offer sporting opportunities. Girls however, may not be encouraged to become involved in physical activities. Snyder and Spritzer (1976) stated that girls receive greater encouragement for certain sporting codes which are seen to be more feminine. Girls are encouraged to participate in gymnastics rather than baseball and athletics. There are two important theories that indicate that motivation starts at home. The first theory, Hurter's Competence Motivation Theory (1981), indicates that the learner who receives disapproval from significant others will have a diminished sense of competence. Control will greatly rely on external forms of information and approval, which implies that extrinsic motivation, will enhance performance. Learners who receive parental support will be motivated to perform better than those learners who are not motivated by their parents. Interest in sport by children is usually preceded by the parents' interest (Harris, 1994). The second theory, Nicholls' (1984) Theory of Achievement Orientation states that through achievement the child will display great interest in pursuing challenging opportunities in the future. Nicholls' theory relates to differences in understanding the meaning of competence or ability. Some people think that competence implies performing better than other people and this

is termed an ego-involved orientation. In contrast, other people see competence from a personal point of view, which can lead to personal improvement and this is referred to as task-orientation. According to Higginson (1985) found that parents were the main socializing agents in the early years of both girls and boys. As the individual gets older significance of family support seemed to decrease and peers, coaches and teachers become the main supportive agents. The School Freedenberg & Lewis, (1993) suggested that school is a place to fulfill certain social roles with peers and the opposite sex. Most of the decisions that teenagers make are important for their development and self-actualization and this might have a big impact on their lives at a later stage. If the pressure to participate in sport is not generated at home, then it should come from the coaches, peers and particularly the teachers who are the main driving forces within the education sector. Schools are thus important as it mold's the lives of our developing teenagers. On the other hand, Engel (1994) also indicated that schooling is of fundamental importance in perpetuating the notion that some sports are more „masculine“ or „feminine“ than others. For some schools there is still a discrepancy as to which gender should participate in the different sporting codes. A lot of our schools do not have girls“ soccer, basketball and volleyball teams as these are labeled as boys sporting codes. Schools are institutions in which physical activity is mainly organized within an educational context and thus determines whether learners will participate. Greg son and Colley (1986) argued that during adolescence, there is an adoption of sex roles. These roles could have an effect on behavior for example adolescents whose mothers are involved in sports will also more likely be involved in sports. The socialization process influence gender schema development. Although it is also important to emphasize that gender has not been able to consistently predict behavior, it is undoubtedly one of the factors that influence behavior. Gender differentiation begins at birth and can result in the learning of passive, submissive and nurturing behavior of the girls and the active, aggressive and autonomous behavior of the boys (Kiouvola, 1995). In most homes girls and boys are socialized differently.

2.5. Gender Issues in Physical Education; Female Students Perspectives and Experiences

According to Craig, C, L and C. Cameron (2004) with something that has remained fairly constant in high schools over the last few decades is the low enrolment of female students in post compulsory physical education courses. As physical educators, we need to gain an understanding

as to why girls are choosing not to participate in physical education after it is no longer compulsory. Often those students are not physically active after graduation and in to their adult lives. If we can understand why many girls are leaving high school with negative feelings about physical education, we can implement strategies to deal with the trend accordingly. Research indicated that physical activity leads to obesity, cardiovascular disease and coronary heart disease (Canadian association for health, physical education and recreation 1993). 19 The psychological benefits include improve social skills, improve leadership skills and increased self-esteem. Once physical education becomes optional enrolment tends to decrease more noticeable with adolescent girls than with adolescent boys (Craig and Cameron, 2004). Flintoff (1996) stressed that physical education programs are an important gateway for encouraging young people to develop the knowledge, skills and attitudes necessary for active health living.

2.6. Co-Educational Physical Education Classes

Co-educational activities are activities that take place outside of the regular classroom but reinforce or supplement classroom curriculum in some way. They are ungraded and do not offer any form of academic credit, but they do provide complementary learning of some form Jennifer Levites (2019).

As Myrick (1996) indicated that high school, students convert for physical education the skill level of girls and boys declines. The competitive nature of the boys subsumes the girls “the girls will avoid play while the boys control the activity” Girls feel more comfortable feel less reap more benefits from single. Operating a co-educational physical education class becomes increasingly difficult (Ibid). The influence of peers and the media is substantial in middle schools and high schools today.

According to CEDAW(2017;65) “many other issues come into play including sexual harassment, boy image, self-esteem, major physical changes and more severe degree of gender bias when dealing with co-educational physical education. Girls are generally interested being with friends. Having fun and participating in activities in which ever one is involved. Downing Keating and C. Bennett (2005) suggested that physical education teacher should provide a positive learning environment that motivates all. Students to want to be present learn but perhaps more can concern and attention should be given to the female students in our class, their perhaps the most important consideration when teaching physical education to all students. Promoting class room

community and establishing a safe and caring environment other key components in ensuring that all students feel well come and wanted in energy physical education setting. Greeting students at the door with a friendly smile can put them in a positive frame of mind, and it also conveys that you care and that you are happy they get to know all the students in your class not just the athletically skilled students or those who participate on the school team (Aicinena,1991)

2.7. Females in physical Activity

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

3. RESEARCH DESIGN and METHODOLOGY

3.1. Description of the Study Sites

Boke is one of the woredas in the Oromia Regional state, of Ethiopia. Part of the west Hararghe Zone, Boke is bordered on the south by the Shabelle river which separates it from the Bale zone, on the southwest by Darolebu, on the northwest by Habro, on the northeast by Kuni, and on the east by the Galetti river which separates it from the east Hararghe zone. The 2007 national census reported a total population for this woreda of 151,156, of whom 76,980 were men and 74,176 were women; 6,696 or 4.43% of its population were urban dwellers. The majority of the inhabitants said they were Muslim, with 97.04% of the population reporting they observed this belief, while 2.73% of the population practiced Ethiopian Orthodox Christianity.

The select areas for this study are Boke Tiko Secondary School, Boke Guddo secondary school and Arba secondary school which are found in Boke woreda, Western Hararghe Zone, oromia regional state and 209 km far from A.A. This is done intentionally because it is the place where the researcher works. This will help the researcher to observe the problem in detail and to gather information from the representative samples easily within the time. In addition, the researcher feels that the challenges of implementing active learning strategies occur in this place. Therefore, researcher trusts that if such kind of research will be conducted in such places. Most students and teachers will benefit from the result of the research

3.2. Research Design

For this study, the researcher employed a descriptive survey research design involving a mixed (qualitative and quantitative) approach. Using such an approach is recommended by scholars such as Creswell (2003:128) to assess the current practices (status quo) of the events happening and situations as they are. In addition, Best and Kahn (1998) argued that descriptive research method focus on investigating the issues and practices by including the large size of the population. In this regard, using such a design and approach helps the researcher to study the practices and challenges of female students' participation in practical classes in detail in the study area.

3.3. Sources of Data

Primary source of data was used for this study as the primary source of data collection techniques are used to increase the credibility of the research findings and minimize the risk of erroneous conclusion. Female students, PE teacher and school principals were the primary sources of data.

3.4. Population of the study

For this research the total population of the study include; 554 female students, 3 selected school, 3 physical education teachers, and 6 school principals. Boke woreda three secondary school of boke tiko, boke gudo and arba secondary school

3.5. Sample Size and Sampling Techniques

As the researcher was intended to study that female student's participation in physical education practical classes, the researcher was needed to get real information for his successful information. Therefore to accomplish this study, researcher was select the three secondary school by purposive sampling techniques, used simple random sampling technique to select female students from high schools, available sampling was used for physical education teachers and random sampling was used for school principal. To determine sample size the researcher was employed Slovene's (2003) formula as follows:

$n = N / (1 + Ne^2)$ Where; N= is the population size, n=is sample size, e=is the margin of error

Therefore based on the above formula the sample size was calculated as;

$$n = N / (1 + Ne^2) \quad 554 / (1 + 554(0.05)^2)$$

$$n = 554 / (1 + 554(0.0025))$$

$$= 554 / 2.385$$

$$n = 232$$

Key; p, proportionality, p=sample, SRS =Simple random Sampling

$$P = n/N, 232/554 = 0.419$$

Table 1: Summary of population, sample and sampling techniques

| No | Population | schools | Grade | Population | Sample | Sample techniques |
|----|-----------------------------|--------------|-------|------------|----------|------------------------|
| 1 | Female students | BTSS | 9 | 212 | 89 | Simple random sampling |
| | | | 10 | 228 | 95 | |
| | | BGSS | 9 | 40 | 17 | |
| | | | 10 | 32 | 13 | |
| | | ASS | 9 | 18 | 8 | |
| | | 10 | 24 | 10 | | |
| | | Total | | 554 | 232 | |
| 2. | Physical education teachers | BTSS | | 1 | 1 | Simple random |
| | | BGSS | | 1 | 1 | Sampling |
| | | ASS | | 1 | 1 | |
| | | Total | | 3 | 3 | |
| 3. | School principal | BTSS | | 2 | 1 | Simple random sampling |
| | | BGSS | | 2 | 1 | |
| | | ASS | | 2 | 1 | |
| | | Total | | 6 | 3 | |

3.6. Inclusion and Exclusion Criteria

For this study Subjects for the research was included grade 9 and 10 female students, PE teachers and school principals from Boke Tiko, Boke Guddo and Arba Secondary school. Male students, other subject teachers and others school communities who do not selected by the researcher was excluded from the study.

3.7. Data Collection Tools

In this study, questionnaires, interview guides, and observation were used as the instruments of data collection as discussed below.

- **Questionnaire:** self-developed standardized questionnaire used as the major instrument to collect information from the female students and PE teacher, because it helps to obtain valuable information, opinion and attitudes that challenges female students during PE

practical class. The questionnaire contains both close ended and open-ended questions to help the flow of adequate information. This questionnaire is 17 question for students and 9 question for PE teacher

- **Interview guides:** Interview was conduct to get views and opinion about the problem of, lack of participation during physical education practical class in the study area. Unstructured interview was employed. Because it allows a wider freedom to ask further question. This interview was 4-interview question for PE teacher and school principal.
- **Observation:** Observation was conducted by the researcher. It was used for identifying the problem on the study area during student's practices. Observation area includes football field, volley ball field, handball field, team game facility, gymnastic facility, athletics facility and practices.

3.8. Data Collection Procedures

To collect the necessary data, the researcher was followed the following procedures. First questionnaires for female students and PE teacher, interview questions for PE teacher and school principal, and checklists for observation was prepared. Questionnaire for female student was translated to afan oromo. Next the researcher was contact the concerned bodies or respondents. Following this activity, the researcher was distributed standardized questionnaire for students and physical education teachers whereas an interview that was conducted with school principal and observation take place regarding the school physical education facility and equipment availability and classroom observation. Moreover, the researcher was following up questionnaire during filling up and timely collect back so as to minimize unreturned questionnaires or left-over.

3.9 Pilot study

The purpose of data analysis was used to validate and check the consistency of the data which have to be obtained through questionnaire. To ensure the appropriateness of the items, a pilot study was carried out in one selected secondary school for 18 female students. Based on the response obtained from the pilot study, Correction and revision is made in order to avoid ambiguity of the questionnaire item and to maintain the reliability and validity of the language

coherence. After that questionnaire were distributed to 3 secondary school in boke woreda who selected for this study.

(Baker, 2014) noted that a pilot study is often used to pretest or try out. One of the advantage of pilot study is that can give advance warning regarding weakness in proposed study. These nclude where research protocols might not be followed, or whether proposed methods or instruments are in appropriate or too complicated.

3.10. Data Analysis

Data analysis consists of categories such as tabulating, testing or otherwise, recommending both qualitative and quantitative evidences to address the initial preposition of the study (yin, 2003).After gathering all data through designed data gathering instruments, the analysis was employed systematically for the qualitative and quantitative types of data. Quantitative data was coded, tabulated and analyzed by using descriptive statistics (frequency and percentage). Frequency and percentages was preferred to analyze data, because it is simple and everybody can understand the result presented by frequency and percentage. .moreover, the researcher found this statistics to be an appropriate analyzing tool as it conveys the sought findings of the study under investigation understandably.

Data analysis in qualitative studies basically involves verbal argumentation than numerical explanation. It is ongoing activities that take place during data collection devising of categories and building of theories (Bogdan and Biklen 1992). Hence, the data collected from the participant through interview and open ended question was supplement and strengthen the information obtained from questionnaires and it was analyzed qualitatively using the direct and summarized descriptions of the subject of the study and by the result of the close ended questionnaire keeping its naturalization generalization. Qualitative data analysis a like narrative description or direct quotation of the statements from the participants' opinion was used for data gathering through interview.

3.11. Ethical Considerations

Ethical considerations play a role in all research studies and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore, the researcher has communicated all selected Boke woreda secondary school students, techears and school principals, legally and smoothly.

4. RESULT AND DISCUSSIONS

The primary objective of this chapter is to find out the appropriate responses for the basic questions raised under the statement of the problem from the data gathered through questionnaires distributed to the female students and physical education teachers, structured interview designed for physical education teachers of Boke secondary schools, observation conducted on theoretical and practical periods of physical education.

The researcher set 17 questionnaires for female students and 9 questionnaires for physical education teachers to gather reliable information in breadth and depth. Regarding the return rate, all of questionnaires distributed for both female students and physical education teachers, all of them were properly filled in and returned. Consequently based on the responses obtained from respondents through questionnaires, interviews and observation of the data are presented as follows.

4.1 Demographic characteristics of surveyed respondents

Table 2 Characteristics of female student respondent.

| School | Number of respondents | | | age group | | |
|--------|-----------------------|------------------|-------|-----------|-------|----------|
| | 9 th | 10 th | total | 15-18 | 19-22 | Above 22 |
| BTSS | 89 | 95 | 184 | 171 | 12 | 1 |
| BGSS | 17 | 13 | 30 | 28 | 2 | - |
| ASS | 8 | 10 | 18 | 17 | 1 | - |
| Total | 114 | 118 | 232 | 216 | 15 | 1 |

The above table indicated that 114 (49.1%) participants of female students are grades 9, 118 (50.9%) participants of female students are grade10. Regarding to the age of the respondents 216 (93.1%) of students between age group of 15 – 18, 15(6.5%) of the female students in age group of 19-22 and 1 (0.4%) is above 22 age.

Table 3 Characteristics of Teachers respondents.

| School | Sex | | Age | | | Service year | | | Qualification | | | Marital status | |
|--------|-----|---|-----|-------|-----|--------------|------|-----|---------------|-----|----|----------------|-----|
| | M | F | <25 | 25-30 | >30 | <6 | 6-10 | >10 | Dip | Dig | Ma | Sing | Mar |
| BTSS | 1 | - | - | - | 1 | - | 1 | - | - | - | 1 | - | 1 |
| BGSS | 1 | - | - | 1 | - | - | 1 | - | - | 1 | - | - | 1 |
| ASS | - | 1 | - | 1 | - | - | 1 | - | - | 1 | - | - | 1 |
| Total | 2 | 1 | - | 2 | 1 | - | 3 | - | - | 2 | 1 | - | 3 |

As shown on table 3, three PE teachers are selected for this study. Both of them are degree holders and one is Med. Regarding with the age two PE teachers is in age group 25-30 years whereas 1 PE teacher is in age group of above 30 years. Concerning work experience, three of PE teachers have work experience of 5-10 years.

4.2. Analysis of Information on Practice of Female Students Participation in practical class of PE

Questionnaires were distributed for female students and PE teacher in the Boke secondary schools and their responses are summarized in this section.

Table 4: Student respondents on the practices of female students' participation

| No | Items | | Respondents | | | | Percentage Total |
|----|---|-------|-------------|------|-----|-------|------------------|
| | | | BTSS | BGSS | ASS | Total | |
| 1 | Do you have interest to participate during physical education practical period? | Yes | 173 | 30 | 18 | 221 | 95.3% |
| | | No | 11 | - | - | 11 | 4.7% |
| | | Total | 184 | 30 | 18 | 232 | 100% |
| 2 | Do you have self confidence in participating physical activity? | Yes | 160 | 23 | 18 | 201 | 86.63% |
| | | No | 24 | 7 | - | 31 | 13.36% |
| | | Total | 184 | 30 | 18 | 232 | 100% |
| 3 | Does PE teacher motivate you during physical education period? | Yes | 31 | 6 | 2 | 39 | 16.81% |
| | | No | 153 | 24 | 16 | 193 | 83.18% |
| | | Total | 184 | 30 | 18 | 232 | 100% |
| 4 | Does PE teacher provide equal chance for you and male students during PE class? | Yes | 155 | 25 | 17 | 197 | 84.9% |
| | | No | 29 | 5 | 1 | 35 | 15.08% |
| | | Total | 184 | 30 | 18 | 232 | 100% |
| 5 | Does PE teacher understand the biological problem of female students during PE period | Yes | 121 | 24 | 18 | 163 | 70.25% |
| | | No | 63 | 6 | - | 69 | 29.74% |
| | | Total | 184 | 30 | 18 | 232 | 100% |

Based on the above table 4 item 1, 173 (74.56%) of female students from Boke tiko secondary school, 30(12.9%) of female students from Boke gudo secondary school, and 18(7.75%) of female students from Arba secondary school responded “Yes”. And 11(4.74%) of female students from Boke tiko secondary schools replied “No”. So, as the above data shows 221 (95.25%) of female students of the three schools respondent response “yes”. This indicates that the majority of female students have interest to participate during physical education period.

According to the above table 4 item 2, 201(86.63%) of female students from Boke woreda secondary school responded that have self confidence in participating physical activity, and 13.36% responded haven't full self-confidence during physical education practical period. Then

as the researcher understands the majority of students have full self-confidence from Boke tiko secondary school.

Based on the above table 4 item 3, 39(16.81%), of female students from Boke secondary schools replied that physical education teachers are given motivation for female students during physical education period especially practical period. Whereas 193(83.18%) of female students from Boke secondary schools of respondents responded that PE teachers did not give motivation for female students during physical education period especially practical period. Therefore, teachers not motivate female students during physical education practical period

As the above table 4 item 4 shows that 84.9%; 155 (66.81%) , 25(10.77%),and 17(7.32%) of female students from Boke secondary schools respectively replied that teachers provide equal chance for both male and female students. Whereas 15.08%; 29 (12.5%), 5(2.15%), and 1(0.43%), of female students from Boke secondary schools respectively said that teachers did not give equal chance for female students during physical education practical period.

The above table 4 item 5 indicated that,70.25%, 121 (52.15%), 24 (10.34%),and 18(7.75%) of respondents from Boke secondary schools respectively said that physical education teachers understand their problems during physical education period. Whereas 29.74%, 63(21.15%), and 6(2.58%), of respondents from Boke secondary schools respectively replied that physical education teachers did not understand the natural problems of female students during physical education class especially in practical period. Generally, almost all of students replied that during physical education class, PE teacher understand the natural problems of female students.

Table 5: Students' respondent on practice of female students' participation

| No | Item | | Respondent | | | | percentage |
|----|---|--------|------------|------|-----|-------|------------|
| | | | BTSS | BGSS | ASS | Total | |
| 1 | To what Extent to comparing physical education subject with other subject, as a subject | High | 62 | 11 | 2 | 75 | 32.32% |
| | | Medium | 101 | 15 | 5 | 121 | 52.15% |
| | | Low | 21 | 4 | 11 | 36 | 15.51% |
| | | Total | 184 | 30 | 18 | 232 | 100% |
| 2 | To what extent do PE teachers motivate during PE class? | High | 14 | - | - | 14 | 6.03% |
| | | Medium | 50 | 17 | 13 | 80 | 34.48% |
| | | Low | 120 | 13 | 5 | 138 | 59.48% |
| | | Total | 184 | 30 | 18 | 232 | 100% |
| 3 | To what extent do male students support you during PE period? | High | 52 | 13 | 4 | 69 | 29.74% |
| | | Medium | 96 | 15 | 2 | 113 | 48.7% |
| | | Low | 36 | 2 | 12 | 50 | 21.55% |
| | | Total | 184 | 30 | 18 | 232 | 100% |

According to the above table 5 item 1, 32.32%, of respondents from Boke secondary schools respectively replied that, the way they see female students in physical education period with other periods would have “High”, 52.15% of respondents from Boke secondary schools said that, the way they see female students in physical education period with other periods would have “medium”. and 15.51% said low. Generally, based on the above data female students have medium attitude for physical education period when compared with other subjects.

According to the above table 5 item 2 , only 14(6.03%), of respondents from Boke secondary schools replied that Physical education teacher gives high motivation for female students. 80(34.48%), of respondents from Boke secondary schools said that the degree of motivation giving for female students are “medium”. Whereas 138(59.48%), of respondents from Boke secondary schools said that the physical education teachers give low Motivation for female students during physical education practical period. So, based on the above data, physical

education teachers give low motivation for female students during physical education practical period.

According to the above table 5 items3, 29.74% of female student from Boke secondary school said that the degree to male student support female student during practical class is high, 48.7% said that medium and 21.55% said that low. Then from this respondent the researcher understands the degree of male student support female student is medium.

Table 6: Teachers respondents on practices of female students' participation

| No | Items | | Respondents | | | | Percentage |
|----|---|-------|-------------|------|-----|-------|------------|
| | | | BTSS | BGSS | ASS | Total | |
| 1 | Does female students participate actively during physical education practical class | Yes | - | - | - | - | - |
| | | No | 1 | 1 | 1 | 3 | 100% |
| | | Total | 1 | 1 | 1 | 3 | 100% |
| 2 | Is PE teacher providing equal chance for female and male students during practice | Yes | 1 | 1 | 1 | 3 | 100% |
| | | No | - | - | - | - | - |
| | | Total | 1 | 1 | 1 | 3 | 100% |

Based on the above table 6 items 1, all physical education teachers from Boke secondary schools said that, female students did not actively participate during physical education period.

According to the above table 6 item 2, all of respondents from Boke Woreda secondary schools replied that, they provide equal chance for both male and female students during physical education practical class.

4.3. Analysis of Efforts made by the physical education teachers to make female students participate in practical classes

Questionnaires were distributed for all physical education teachers and female students who are selected in this study in Boke secondary schools in west Hararghe Zone Boke Woreda and their response is summarized in this section.

Table 7 : Views of female Student about the efforts made by the PE teachers to participate Female students in PC

| No | Items | | Respondents | | | | Percentage |
|----|--|-------|-------------|------|-----|-------|------------|
| | | | BTSS | BGSS | ASS | Total | |
| 1 | Your PE teacher help when you participate in different sport activities inside or side of the school | Yes | 74 | 13 | 11 | 98 | 42.24% |
| | | No | 110 | 17 | 7 | 134 | 57.75% |
| | | Total | 184 | 30 | 18 | 232 | 100% |
| 2 | Your teacher prepare training female students separately | Yes | 42 | 9 | 3 | 54 | 23.27% |
| | | No | 142 | 21 | 15 | 178 | 76.72% |
| | | Total | 184 | 30 | 18 | 232 | 100% |
| 3 | School prepare suitable facilities and equipment for age and sex separately | Yes | 65 | 7 | 3 | 75 | 32.32% |
| | | No | 119 | 23 | 15 | 157 | 67.67% |
| | | Total | 184 | 30 | 18 | 232 | 100% |
| 4 | Does a male students support you during physical education practical period | Yes | 148 | 26 | 17 | 191 | 82.32% |
| | | No | 36 | 4 | 1 | 41 | 17.67% |
| | | Total | 184 | 30 | 18 | 232 | 100% |
| 5 | Does school principal support you during PE period | Yes | 91 | 7 | 3 | 101 | 43.53% |
| | | No | 93 | 23 | 15 | 131 | 56.46% |
| | | Total | 184 | 30 | 18 | 232 | 100% |

According to the above table 7 item 1,(42.24%) of female students from Boke woreda said that the PE teacher help female students in physical education class and 134(57.75%) of female students from Boke woreda said that the teacher discourage female students in physical education class. From this respondent the researcher understand the PE teacher not encourage the students for physical education in practical class.

Based on the above table 7 item 2 54(23.27%) of female students from Boke woreda secondary school responded the teacher prepare training program for female students separately, and

178(76.72%) of female students responded that the teacher not give training program for female student separately. From this idea the researcher understand the teacher not prepare training program for female students separately.

According to the above table 7 item 3, 32.32% of female students said that the school prepared suitable facility and equipment for age and sex separately, while 67.67% of female students said that the school not prepared suitable facility and equipment. This indicated that the school not prepared suitable facility and equipment for age and sex separately.

According to the above table 7 item 4, 82.32%, 148 (63.79%), 26(11.2%), and 17(7.32%), of respondents from Boke secondary schools respectively said that male students support female students during physical education practical class. And 17.67%, 36 (15.5%), 4 (1.72%), and 1(0.43%), of respondents from Boke secondary schools respectively replied that male students not support female students during physical education practical class.

According to Table 7 item 5, respondents shows that,43.53%, 91 (39.22%) , 7(3.01%) ,and 3(1.29%), of respondent from Boke secondary schools respectively said that school principals support female students during physical education period. Whereas, 56.46% , 93 (40.08%) , 23 (9.91%) , and 15(6.46%), of female students from Boke secondary schools respectively replied that school principals (administrators) did not support female students during physical education period. Therefore, 131 (56.46%) of total respondents said that school principals did not support female students during physical education class. In order to improve the participation of female students during physical education class, school principals (administrators) should support female students

Table 8 : Students respondents

| No | Items | | Respondents | | | | Percentage |
|----|--|--------|-------------|------|-----|-------|------------|
| | | | BTSS | BGSS | ASS | Total | |
| 1 | What is the degree of you need to sport wears during practical class of physical education | High | 42 | 4 | 2 | 48 | 20.68% |
| | | Medium | 58 | 8 | 6 | 72 | 31.03% |
| | | Low | 84 | 18 | 10 | 112 | 48.27% |
| | | Total | 184 | 30 | 18 | 232 | 100% |

According to the above data, 20.68% of female student from Boke secondary school said that the degree to wear sport wearing is high, 31.03% of female student said that medium and 48.27% of female students responded the degree to use sport wear during practical class of physical education is low.

4.4. Analysis of information on Challenges of female students' participation in physical education Practical classes

Table 9: Female student Respondents

| No | Question | Item | Respondents | | | Total | Percentage | | | Total |
|----|-------------------|--------|-------------|-----|-----|-------|------------|--------|-------|--------|
| | | | BTSS | BGS | ASS | | BTSS | BGSS | ASS | |
| 1 | Biological factor | High | 39 | 8 | 10 | 57 | 16.8% | 3.44% | 4.31% | 24.56% |
| | | Medium | 130 | 21 | 7 | 158 | 56.03% | 9.05% | 3.01% | 68% |
| | | Low | 15 | 1 | 1 | 17 | 6.46% | 0.43% | 0.43% | 7.32% |
| | | Total | 184 | 30 | 18 | 232 | 79.31% | 12.93% | 7.75% | 100% |
| 2 | Cultural factor | High | 124 | 25 | 16 | 165 | 53.44% | 10.77% | 6.9% | 71.12% |
| | | Medium | 50 | 5 | 2 | 57 | 21.55% | 2.15% | 0.9 | 24.56% |
| | | Low | 10 | - | - | 10 | 4.31% | - | - | 4.31% |
| | | Total | 184 | 30 | 18 | 232 | 79.31% | 12.9% | 7.75% | 100% |
| 3 | Economical factor | High | 114 | 18 | 11 | 143 | 49.13% | 7.75% | 4.74% | 61.63% |
| | | Medium | 70 | 12 | 7 | 89 | 30.17% | 5.17% | 3.01% | 38.36% |
| | | Low | - | - | - | - | - | - | - | - |
| | | Total | 184 | 30 | 18 | 232 | 79.31% | 12.93% | 7.75% | 100% |

According to the above table 9, item 1; 57(24.56%) of female students in secondary schools respondents responded “high”. They respectively replied that the degree of biological factor to reduce the participation of female students during physical education period is “High”, 158(68%) of female students from secondary schools replied that the degree of biological factor to reduce the participation of female students during physical education practical period is “Medium”, and 17(7.32%) of female students from this school respondents responded low.

From the above table 9 item 2, 124(53.44%), 25(10.77%), 16(6.9%), of respondents total of 165(71.12%) Secondary schools respectively responded “High”. 50(21.55%), 5(2.15%), 2(0.9%), of respondents a total of 57(24.56%) secondary schools respectively responded “Medium” Whereas 10(4.31%)% of secondary schools of respondents responded “ low”. When we compute the total percentage, more of female students that means,165(71.12%) of respondents respond cultural influence are one aspect of factor that hinder the interest of female students to participate actively during physical education period. As (Leonard II ,1993) point out the influence of culture on females participation in sport that “female had to be confident and prevented from doing anything that might her delicate reproductive system and that means she had to be prevented from doing virtually physical activity.(Edward ,2003) also argued that cultural influence are claimed that physical education and sport have variety of positive cultural effect they build character encourage team work and team sprite.

According to the table 9, item 3, 143(61.63%), 114 (49.13%), 18 (7.75%), 11(4.74%), of female students from secondary schools respectively replied that the degree of economical factor to reduce the participation of female students during physical education practical period are “High”. And 38.36% of female students from Boke woreda secondary schools of female students replied that the degree of economical factor to reduce the participation of female students during physical education period is “Medium”. Generally, as researcher understand from the responses of students almost all hence, 143 (61.63%) of female students hinder by economical factor to participate actively during physical education period. The notion is that social background and availability of opportunities influence the decision to be involved in sport or not (Higginson, 1984)

Table 10: Teacher Respondents

| No | Items | Respondents | | | Total | Percentage | | | Total | |
|----|--------------------|-------------|------|-----|-------|------------|--------|--------|--------|------|
| | | BTSS | BGSS | ASS | | BTSS | BGSS | ASS | | |
| 1 | Cultural factors | High | 1 | 1 | 1 | 3 | 33.33% | 33.33% | 33.33% | 100% |
| | | Medium | - | - | - | - | - | - | - | - |
| | | Low | - | - | - | - | - | - | - | - |
| | | Total | 1 | 1 | 1 | 3 | 33.33% | 33.33% | 33.33% | 100% |
| 2 | Biological factors | High | - | - | - | - | - | - | - | - |
| | | Medium | - | - | - | - | - | - | - | - |
| | | Low | 1 | 1 | 1 | 3 | 33.33% | 33.33% | 33.33% | 100% |
| | | Total | 1 | 1 | 1 | 3 | 33.33% | 33.33% | 33.33% | 100% |
| 3 | Economic factors | High | 1 | 1 | 1 | 3 | 33.33% | 33.33% | 33.33% | 100% |
| | | Medium | - | - | - | - | - | - | - | - |
| | | Low | - | - | - | - | - | - | - | - |
| | | Total | 1 | 1 | 1 | 3 | 33.33% | 33.33% | 33.33% | 100% |

As indicated in the above table 10 items 1, almost all of the total respondents reported cultural influences are major factors to reduce the participation of female students during physical education period. So, different research findings and scholars agree that cultural influence are one aspect of factor that affecting female students participation during physical education practical period. As Leonard II (1993) point out the influence of culture on females participation in sport that “female had to be confident and prevented from doing anything that might her delicate reproductive system and that means she had to be prevented from doing virtually physical activity. Edward (2003) also argued that cultural influence are claimed that physical education and sport have variety of positive cultural effect they build character encourage team work and team sport.

As above table 10 items 2, indicated all of physical education teacher's respondents from Boke Woreda secondary schools replied that, biological influences are no more factors that affect the participation of female students during physical education class

According to the above Table 10 item 3, shows that, three of physical education teachers replied that, the degree of economical factor hinder the participation of female students during physical education practical class are "High. So, Economical factors are one aspect of factors that affecting the participation of female students during physical education class. The notion is that social background and availability of opportunities influence the decision to be involved in sport or not (Higginson, 1984).

4.5. Analyzes of information from Observation

Table 11: Observation result analyses of BTSS, BGSS and ASS facilities

| 1. Team game facility | BTSS | | | BGSS | | | | ASS | | | |
|----------------------------|-----------|------------------------|------------------|-----------|------------------------|------------------|-----------|------------------------|------------------|---|--|
| | Available | Partially available | Not available | Available | Partially available | Not available | Available | Partially available | Not available | | |
| Football game field | | | X | | X | | | | | X | |
| football | | X | | | X | | | | | X | |
| volleyball court | | | X | | X | | | | | X | |
| volleyball | | X | | | X | | | | | X | |
| Basketball court | | | X | | | | X | | | X | |
| Basketball | | | X | | | | X | | | X | |
| Handball court | | | X | | | | X | | | X | |
| Handball | | | X | | | | X | | | X | |
| 2. Gymnastic facility | | | | | | | | | | | |
| Matters | | | X | | | | X | | | X | |
| Parallel bar | | | X | X | | | | | | X | |
| Horizontal bar | | | X | X | | | X | | | X | |
| Swedish box | | | X | | | | X | | | X | |
| Water facility | | | X | | | | X | | | X | |
| Room for changing cloth | | | X | | | | X | | | X | |
| 3. Athletics facility | | | | | | | | | | | |
| Athletics field | | | X | | | | X | | | X | |
| Javelin | | | X | | | | X | | | X | |
| Shot put | | | X | | | | X | | | X | |
| Discus | | | X | | | | X | | | X | |
| Hurdle | | | X | | | | X | | | X | |

According to table 11, analysis result in BTSS secondary school team game facilities football field, volleyball court, basketball court, basketball, handball field, handball is not available; however, only football and volleyball is partially available. When we see athletics and gymnastic facility all in all it is not available. In addition, analysis of the checklist for BGSS secondary school showed that Sport facilities football field, football, volleyball court, volleyball is partially available; and basketball court, basketball, handball court and hand ball court aren't available. Athletics facilities and athletics field is not available. Javelin, shoot put, discus, and hurdle is not available. When we see gymnastic facilities in BGSS secondary school matt, parallel bar, horizontal bar, Swedish box, water facility and room for changing cloth is not available.

As can be noted from table 11, checklist, result analysis shows that ASS school Sport facilities in all team game, gymnastic and athletics are not available. From the above observational checklist presentation, researcher conclude that availability of facilities for physical education can be one factor that influence the participation of female students in physical education practical class in Boke woreda.

As table above shows most of sport facilities in BTSS is not available as school director and other school teachers said the great problem is budget allocation which means in order to fulfill sport facility in school the own sport budget should be there

According to above table there is no more sport facilities. As we have got information gathered from school administration BGSS and Observation check lists there some partially available facility like football field, football, volley ball field, volley ball from team game and horizontal and parallel bar from gymnastic. There are so many problems like budget; attitudinal problem regards PE Subjects in case of time allocation and entrance examination

According to above table there is no sport facility is fulfill in ASS because of lack of different sport fields, un suitable topography of school as we have got information from school administration without sport field fulfilling sport material is nothing.

4.6. Analysis of Information from the Interview

Three school administrators took part in the interviews who are working in Boke Woreda Secondary schools.

As to the attitude of female students for physical education subject, the degree of female students' participation as compared with male students, what factors that affect the participation of female students during physical education class, the level of female participation during physical education class and how to increase the participation of female students during physical education period.

All the three physical Education Teachers and three School principals replied that female students have fewer interests to participate during physical education period as compared with male students. All interviewers said that the reason to reduce or decrease the interests of female students during physical education period are cultural factor, past experience, biological factor, lack of motivation, teaching methodology ,religious factors. In addition to this discontinuous period which means physical education class is conduct one time a week, so it is difficult to improve their performance or skill either practical or theoretical. Not only these reasons physical education departments do not get any support from external bodies except the financial support receive from their respective schools budget, schools have no sufficient physical education teachers to teach physical education, organize and administer, female students tutorial programs. And also schools have no adequate facilities and equipment.

Also interviewers replied that in order to increase the participation of female students during physical education class, teachers or other concerned bodies should create awareness for female students about the benefits of physical education subject, teachers should apply student centered teaching method, school administrators and other concerned bodies should fulfill sport facilities and equipment's for physical education department. In addition to this, ministry of education should increase the number of periods per week and include physical education subject in entrance exam

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

As early indicated in this study, the main objective of this study was to assess the practices and challenges of female student participation in physical education of Boke secondary schools in western Hararghe Zone, Boke Woreda. Furthermore this study also tried to identify and explore the challenges that affecting the participation of female students in physical education practical class. To accomplish this purpose, the following research questions were formulated:

1. What is the practice of Female Students Participation in Practical Classes of Physical Education in Secondary Schools of Boke Woreda?
2. What are the efforts made by the physical education teachers to make female students participate in practical classes in Secondary Schools of Boke Woreda?
3. What are the challenges of female students' participation in physical education Practical classes in Secondary Schools of Boke Woreda?

The researcher also tried to write the review related literature regarding on the participation of female students in PE class, factors affecting the participation of female students in PE class like, religious factor, motivational factors, Biological factors, Psychological factors, Socio-cultural factor and Socio-economic factors, gender issues in PE.

In order to find out the answer for the above basic questions, the researcher was adopted descriptive survey method and a variety of data gathering instruments such as, Questioners, Interview and Observation were employed. The sample population of the study was female students and PE teachers. The data gathered from questioners was analyzed in the form of qualitative and quantitative and physical education teachers did not give Motivation for female students during physical education period. Also based on the above data physical education materials are not appropriate.

- ✓ Physical education teachers realized that engaging in physical education period is tire some and complicated. not only these, they do not understand physical education subject as a subject, because physical education period is given once a week, there is no suitable infrastructures in the schools and students have less awareness of the subject.
- ✓ Most of female students replied that information what way seen in physical education period with other subjects would have low medium.

- ✓ Most of female students said that physical education teachers did not give motivation during practical periods of physical education subject.
- ✓ Some of female students replied that physical education teacher did not provide equal chance for both male and female students during physical education period.
- ✓ Some of female students said that male students did not support female students during physical education class.
- ✓ Almost all of female students replied that physical education teachers understand their problems during physical education period.

5.2. Conclusions

Physical education teachers did not give Motivation for female students during physical education period

Based on the major findings of the study, the following conclusions were drawn.

The result of the study indicates that the interest of female students to participate during physical education practical class was high but there is a problem of biological, Economical, cultural, teachers approach, lack of motivation and scarcity of materials.

According to the result of the study, female students medium understand physical education as a subject, because of physical education period is give once a week and there is no suitable infrastructure in the schools in addition to that they have less awareness for physical education subject.

Based on the findings of the study physical education teacher did not give motivation , tutorial programs for female students in addition to that they did not provide equal chance for both male and female students in physical education class.

The finding of the study indicates that in Boke worda secondary schools does not have available of sport facility and materials.

5.3. Recommendations

Educating female students has considered as educating society in all cases. It is one of the critical path ways to promote social and economic development of the society. This must be a central concern in efforts to improve learning achievements, school effectiveness, and positive attitude for PE subject, teacher motivation, education management and issues to resource allocation and availability of that create good environment where female students can participate in physical

education. As the result, the participation of female students was not given due to attention. To resolve these problems, it would be advisable that concerned bodies have to consider the following recommendations:

- ✓ Improve such factors in order to increase female student's participation in PE.
- ✓ Physical education teachers should create awareness on female students, apply student centered teaching approach in order to motivate (encourage) female students in both practical and theoretical class and strongly exercise tutorial programs.
- ✓ To increase class room interaction, teachers have to encourage and motivate female students to develop positive attitude and to participate in asking and answering questions in PE classes.
- ✓ During observation, some of the existing facilities were in adequate particularly in the schools. These schools should be facilitated by using the government and the society's resource buying sport materials, making available water supply and building cloth changing rooms.
- ✓ Department heads and principals have to orient and encourage teachers to produce and utilize relevant instructional materials which are locally made to promote the teaching learning process in the field of PE.
- ✓ Scarcity of sport materials and sport fields discourage students in general and females in particular, therefore, schools should allocate budget to purchase sport materials including teachers sports suit, to prepare intramural sport competitions and should include in their annual plan.
- ✓ Discriminating PE subject from other subject by depending on the basis of different things like to entrance examination, time allocation of PE subjects to other and facilities in school as well as discriminating female students with male students while participation in physical exercise can hinders the participation of female students.
- ✓ Further studies should be conducted in this area with all coverage of school in side of Western Hararghe Boke Woreda, accommodating more students and teachers.

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7 APPENDENDICES

Appendix A

Questionnaire for female Students

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

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

I. Questions

Note: 1. you are not required to write your name

2. All questions raised here are equally important to attain the objectives of the study. So, it is great help, not to leave any question unanswered or uncompleted.

Thank you in advance for your cooperation!

Part One: Background information

Grade 9

grade 10

Age 15-18

19-22

above 22

Part Two: Direction: - Please choose the correct answer for question with alternatives and write your opinion for open ended questions.

1. Have you interest to participate during physical education period?

A) Yes

B) No

2. If your answer for question No. 1 is „No“, write the factors that you hinder your interest to participate actively during physical education practical class?

a) _____

b) _____

c) _____

d) _____

e) _____

3. Have you self confidence in participating in physical activity?

A) Yes B) No

4. Your PE teacher helps when you participate in different sport activities inside or outside of the school.

A) Encourage B) Discourage

5. Your teacher prepare training female students separately

A) Yes B) No

6. Your schools prepare suitable facilities and equipment for age and sex groups separately?

Yes

No

7. What is the degree of your need to sport wears during practical class of physical education

High

Average

Low

8. How much you affect those challenges to participate actively during physical education practical period?

Mark your choice in the box provided

| No | Factors | High | medium | Low | No factor |
|----|------------------------------------|------|--------|-----|-----------|
| 1 | Administrators factor | | | | |
| 2 | Biological factors | | | | |
| 3 | Economic factors | | | | |
| 4 | Motivational factors | | | | |
| 5 | Environmental factors | | | | |
| 6 | Physical and physiological factors | | | | |

9. to what extent to comparing physical education subject with other subject, as a subject?

A) High B) Medium C) Low

10. Does physical education teacher motivate you during physical education period?

A) Always B) sometimes

11. Based on question No. 5,

To what extent physical education teacher motivate you?

A) Always B) Sometimes C) Usually D) Never

12. Is physical education teacher provide equal chance for you and male students during PE period?

A) Yes B) No

13. Does a male student support you during PE class?

A) Yes B) No

14. To what extent male students support you during PE period?

A) High B) Medium C) Low

15. Does PE teacher understand the natural problem of female students during PE period?

A) Yes B) No

16. Does a school principal support you during PE period?

A) Yes B) No

17. What you advise those who do not engage in physical education practical class?

Maxxantuu A: Gaaffilee barattoota shamarraniin guutaman

Kayyoon isaa Odeeffannoo waa'ee waantota yookaan sabaabota hirmaanna shamarranii barnoota Ispoortii barachuu Daangeessan argachuudha.

Gaaffilee;

1, maqaakee barreessuu hin barbaachisu.

2. gaaffiilee jiran hunda osoo hin guutin irra hindarbin.

Waan nu deggertaniif galatooma.

Gola 9 Gola 10

Umurii 15-18 umurii 19-22 umurii 22 ol

Gaaffilee filannoo armaan gadiif deebii sirri ta'e filadhu, akkasumas bakka duwwaa kan ta'an irratti yaadakee barreessi

1. Ati yeroo wayiitii barnoota Ispoortii barachuuf fedhii ni qabdaa? A. Eyyee B. Lakkii

2. Yoo deebiin kee miti ta'e, sababoota si daangeessan tarreessii

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

3. Wantoota kanaa gadiittii tarreeffaman keessaa kan baay'ee barnoota Ispoortii barachuuf si dangeessan itti marauun agarsiisi.

| Lakk. | Sabaabota | Olaanaa | Giddu-gala | Gad-aanaa |
|-------|----------------------------------|---------|------------|-----------|
| 1 | Aadaa | | | |
| 2 | Haala Baayoloojikaalaawaa | | | |
| 3 | Haala Qabeenya | | | |
| 4 | Fedhii dhabuu | | | |
| 5 | Haalaa naannoo | | | |
| 6 | Dandeettii qaamaa fi xiin-sammuu | | | |

4. Hirmaannaa sochii qaamaa keessatti ofitti amanamummaa guutuu qabda?

A. Eyyee B. Lakkii

5. Hiriyyonni kee mana barumsa keessattis ta'e alatti shaakala sochii qaamaa yeroo gootu si deggeruu ?

A. Na deggeru B, Nan degeran

6. Yeroo sochii qaamaa barsiisaan barattoota shammarraniif qofaatti haala ni mijeessaa?

A. Eeyyee B. Lakkii

7. Manni barumsaa saalaa fi umurii irratti hundaa'ee meeshaalee barbaachisoo ni dhiyeessa?

A. Eeyyee B. Lakkii

8. Yeroo shaakala qaamaa gootu hangam uffata ispoortii fayyadamta?

A. Olaanaa B. Giddu galeessa C. Gad-aanaa

9. Haala akkamiin barnoota Ispoortii gosa barnoota bira wajjiin wal madaalchifta?

A. Olaanaa B. Gidduu Galeessa C. Gad aanaa

10. Yeroo wayiitii barnoota Ispoortii barsiisan kee akka barattuuf si jajjabeessa?

- A. Eeyyee B. Lakki
11. Gaaffii 10^{ffaa} irraatti hundaayitii haala barsiisan kee si jajjabeessu murteessi.
A. Yeroo hunda B. Darbee darbee C. Tasa iyyuu
12. Barsiisan Ispoortii wayiita barnoota Ispoortii barsiisu carraa wal qixxee barattoota dhiiraaf dhalaaf ni kennaa? A. Eeyyee B. Lakki
13. Barattoonni dhiiraahoo akka barattuuf si jajjabeessuu?
A. Eeyyee B. Lakki
14. Barattoonni dhiiraa yoo si jajjabeessu ta'e hagam?
A. Ol-aanaa B. Gad-aanaa C. Giddu-gala
15. Barsiisan Ispoortii rakkoo uumamaan barattoota shamarranii mudatu wayiitii barnootichatti hubannoo ni qabaa? A. Eeyyee B. Lakkii
16. Hoggansi mana barnoota kee yeroo wayiitii barnoota Ispoortii gargarsa siif ni godhaa?
A. Eeyyee B. Lakki
17. Barattoota barnoota Ispoortii barachuu keessatti hirmaanna hin goone maal fa'aa gorsiita?
-
-

Appendix B

Questionnaire for secondary school Physical Education Teachers

The purpose of this questionnaire is to obtain information about the practices and challenges of female students' participation during physical education practical class. Your genuine response contributes much to the success of the research to be under taken. Hence, you are kindly requested to fill the questionnaire. Thank you!

Part i : Back ground information

| School | Sex | | Age | | | Service year | | | Qualification | | | Marital status | |
|--------|-----|---|-----|-------|-----|--------------|------|-----|---------------|-----|----|----------------|-----|
| | M | F | <25 | 25-30 | >30 | >6 | 6-10 | >10 | Dip | Dig | Ma | sing | mar |
| BTSS | | | | | | | | | | | | | |
| BGSS | | | | | | | | | | | | | |
| ASS | | | | | | | | | | | | | |

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

1. Does a female student participate actively during physical education practical period?

A) Yes B) No

2. If your answer for question No. 1 is „No“, write the challenge of female students participation during physical education practical period?

a. _____

b. _____

c _____

d _____

e _____

3. Do you believe that the following challenges affect the participation of female students during physical education practical period?

To what extent those challenges hinder the participation of female students? Mark your choice in the box provided.

| No | Factors | No Factors | High | Medium | Low |
|----|----------------------------------|------------|------|--------|-----|
| 1 | Cultural factor | | | | |
| 2 | Biological factor (Menstruation) | | | | |
| 3 | Economical factor | | | | |
| 4 | Physical and physiological | | | | |

4. Does you providing tutorial program for female students

A) Yes B) No

5. If your answers question no 4 is no write the reason

6. Does you providing equal chance for female and male students during physical education practical class?

A) Yes B) No

7. Does a school principal fulfill sport materials for PE department?

A) Yes B) No

8. If your answer for question No. 7 is „No“, write the reason, why school principals do not fulfill sport material for PE department?

9. What do you advise for female students those who do not participate in PE practical class?

Appendix C

Interview for Physical Education Teacher and school principal

The main purpose of this interview is to collect information regarding to the practices and challenges of female students during physical education practical class

I. Interview Questions

1. Do you believe that female students have good attitude for physical education subject? If your answer is no what is the reason?
2. Do you believe that female students have equal participation with male students during physical education period? If your answer is no what is the reason?
3. To what extent female students participate during physical education period?
4. How to increase the participation of female students during physical education period

Appendix D

Observation: Observational Check Lists

Objectives; To assess the practices and challenges of female students' participation during physical education practical class in sample schools.

Name of school _____

Name of Observer _____

Date of Observation _____

Availability of school facilities

| No | team game facility | Facility Available | Partially available | not available |
|----|--------------------|--------------------|---------------------|---------------|
|----|--------------------|--------------------|---------------------|---------------|

1 football game field

2 foot ball

3 volleyball court

4 volley ball

5 basketball court

6 Basket ball

7 Handball court

8 Handball

| No | Gymnastics facility | Facility Available | Partially available | not available |
|----|----------------------------|--------------------|---------------------|---------------|
| 1 | Matters | | | |
| 2 | Parallel bar | | | |
| 3 | Horizontal bar | | | |
| 4 | Swedish box | | | |
| 5 | Water facility | | | |
| 6 | Room for changing cloth | | | |

| No | Athletics facility | Facility available | Partially available | Not available |
|----|--------------------|--------------------|---------------------|---------------|
| 1 | Athletics field | | | |
| 2 | Javelin | | | |
| 3 | Shot put | | | |
| 4 | Discus | | | |
| 5 | Hurdle | | | |
