

WOLKITE UNIVERSITY

FACULITY OF NATURAL AND COMPUTATIONAL SCIENCEDEPARTMENT OF SPORT SCIENCE

FACTORS THAT AFFECT THE PARTICIPATION OF FEMALE STUDENTS IN PHYSICAL EDUCATION PRACTICAL CLASS; IN BUTAJIRA MILLENNIUM SECONDAR SCHOOL

Prepared BY: ALEMGENA MULUGETA:

Advisors Name:- SAMSON TEREFE

Sub date:-August, 2021

WOLKITE, Ethiopia

Table of contents

Contents **page**

Declaration……..v

Approved Sheet ……..……vi

Acknowledgement……vii

Abstract ……viii

Key words ……viii

CHAPTER ONE 1

1. INTRIDUCTION 1

1.1 BACKGROUND OF THE STUDY 1

1.2 Statement of the problem 2

1.3 Basic Research Questions 3

1.4 Objectives of the study 3

1.4.1 General objective of the study 3

1.4.2 Specific objectives 3

1.5 Significance of the study 4

1.6 Scope of the study 4

1.7 Limitations of the study 4

1.8Definition of the key term 4

1.9 Organization of the Study 5

CHAPTER TWO 6

2. Review of related literature 6

2.1 Female participation during physical education class. 6

2.2 factors affecting the participation of female students during physical education activity 6

2.2.1. Physical and physiological influence 7

2.2.2 Biological factors 7

2.2.3 Psychological factors 9

2.2.4 Socio-cultural factors 10

2.2.5. Socio-economic factors....12
2.2.6 Factors related with administrators....12
2.2.7 Instructional facilities and materials....13
2.2.7 Motivation....13
3. Materials and methods....14
3.1 Description of the Study Area....14
3.2 Research design....14
3.3 Method of the study....14
3.4 Population and Sampling procedures....14
3.5 Sample size and Sampling technique....14
3.6 Sources of data....14
3.7 Procedures of data collection....14
3.8 Tools of data collection....15
CHAPTER FOUR....16
4. Presentation, analysis and interpretation of the data....16
4.1 Analysis of information gathered from female students....16
4.2 General Information about questionnaires....17
4.4 result from the interviews....22
4.5. Result from the observation....23
4.6 Discussions....23
CHAPTER FIVE....24
5. Summary, Conclusion and Recommendations....24
5.1 Summary....24
Reference....28
Questionnaire for female students....30
Appendix....34

List of table

Table **page**

Table 1- General information about the students…….16
Table 2-Do you have interests to participate in physical education class……..17
Table 3-How much were you affected by those factors to participate actively……...17
Table 4- What does the place you were living or you are living right now looks like…….....18
Table 5- To what extent comparing physical education is advantageous than other subject…….....18
Table 6- Does physical education teachers motivate you during physical education class…….....18
Table 7- Based on question no 6 to what extent does physical education teachers motivate you……19
Table 8- Does your religion prohibit wearing short sport cloths……..…….19
Table 9- Does your family gives attention to your participation in physical exercise…….……..…20
Table 10- Does the school have enough equipment and materials to teach physical education……..……20
Table 11- Does your physical education teachers teaching methodology more student center…….……..20
Table 12- Do you participate in physical education practical class when you are on your menstrual period…….…..…… 21
Table 13- Does your physical education teachers provide equal chance for you……...……21
Table 14 Does you believe that you have good attitude for physical education subject…….....21

Declaration

I declare that this research is my original work and all sources and materials used for the purpose have been properly acknowledged and I would like to assure it with my signature.

Student name	ID NO	signature
Alemgena Mulugeta	NCSS016/08	

APPROVAL SHEET

1…….	**……..**	**……**
Name of student	**Signature**	**Date**
2……..	**……..**	**……**
Name of Advisor	**Signature**	**Date**
3……	**……**	**……**
Name of Examiner	**Signature**	**Date**

Acknowledgement

First thanks and praises are to our almighty God and for unreserved gift of coverage to undertake this study. I would like to express my immeasurable gratitude to my advisor Samson Terefe for his continuous, underserved and valuable comments and guidance for the successes of this research.

My deepest gratitude and appreciation also goes to our family members for always giving us their continuous support and encouragement.

Finally I would like to express my gratitude to all my family, especially my mother Fanose Bekele,my brothers Tsegaye Mulugeta and my sisters Meskerem Mulugeta and those who helped us to successfully complete this research, thank you.

Abstract

The major purpose of this research was to assess the factors that affect the participation of female students in physical education class in Butajira millennium secondary schools.

The total population of the study were 421 from those 184 are grade 10 and 237 are grade 9 female students.

Samples were taken out of which 84 female students, 1 school administrators and 2 physical education teachers were selected for the study.

Compressive and random sampling techniques were used in the study.

Data collected from the participant were analyzed by using tables and interpreted by means of both qualitative and quantitative analysis method.

Some of the major findings include the majority of female students in the sample, schools have less interest to participate physical education class, cultural, biological, pregnancy ,menstruation past experience, economical, physical and physiological factors personality and body form are major factors, that hinder the participation of female students during physical education class. Hence, it is recommended that depending on the result of finding concerned bodies such as parents, physical education teachers Butajira educational office. Should create awareness for female students about the benefits of physical education subject and its benefit.physical education teachers should apply student centers teaching approach in order to motivate female students

Key words:- Physical education, participation, Female, student

CHAPTER ONE

1. INTRIDUCTION

1.1 BACKGROUND OF THE STUDY

Education is process and practice geared towards shaping an all rounded personality through harmonious and integrated development of mental physical and social, moral and spiritual power of human being. it is the total process of human experiences imparted by whose knowledge is acquired, skill develop attitudes and values formed. Their fore education is an instrument in tapping individual talent, potential and personality development so that individual can improve these lives and the community at large. Education helps 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 (Sidento 1998). According to Leonard II and Knapp (1968) the fundamental purpose of physical education is to promote through selected physical activity, the establishment and maintaining of competences, attitude, idea, drives and conditions which enables each individual to establish of living that providing satisfactory self adjustment through individual accomplishment and this contributing to group well fare through home, community, state, national and world citizenship experience appropriate for each individuals. According to (StivaChigk1999), restriction or preventing of women or girls from sport and recreational activities is an act of discrimination which violets the enjoyments of their human rights. The promotion of sport and physical education for girls is an important, tool to eliminate socially constructed gender stereo types.

The over all cultural, social, and economic development, of country depending up on the degree to which itensure access and opportunity of education groups within any Disparity. However ,different levels of learning acquisition are still major problems of our country among woman and man. compared to males, female has less access to enter schools, is not provided with equal opportunities at all levels of education and hence do not enjoy the benefits of education this males doing(Tsega Haile, 1991).Female education in the third suffers from low participation, poor performance gender bases which are the society's discriminatory practices on females.

The main objective of physical education is to develop physical, mental, social and skill through physical activities. Since female are Occupied by house hold activities, they have less time to

participating in physical education activities. there are the participation of female students in physical education seeks more attention and can be maximized by providing them access to relevant education and training to promote their participation for the development of the society, (Fekede Eshete,1997)there are major factors, these hinder the participation of female student during physical education class. Biological factors, cultural, social, physical and psychological, economical and school factor.

However, Female can show remarkable improvement in their physical features by making continuous physical exercise .to this physical education playing decisive role.

As stated above all those factors may be rooted for different direction. Even through the major factors that affect female participation during physical education are sensitive issues, there are some adequate research proposal works this are conducted to identify these factors. Therefore, this study attempt to assess factors that affecting the participation of female students during physical education class in case of Butajira millennium secondary school in South Gurage zone Butajira.

1.2 Statement of the problem

Physical education is one of the main areas this needs to attention of equal participation of both male and female students. The participation of female student is under several problems this resulting unequal participation the in Ethiopia. General and the study area inparticular.Millennium secondary school was one of the high schools which thought student from rural area out of Butajira.

Physical education is one aspect of Ethiopia education policy and curriculum to develop the learner's ability such as female students by building up knowledge's and skills.

So far there is no research that conducted on Butajira millennium secondary school. But according to researcher observation in Butajira millennium secondary school most female student are not participated in physical education class. the researcher to conduct the research on factors this affect the participation of female students in physical education class in Butajira millennium secondary school.

1.3 Basic Research Questions

The following leading questions would be answered in order to check the attainment of the stated objectives.

1. What are the major factors that affect the participation of female students in physical education class?

Does a biological factor like menstruation, pregnancy influence the participation of female students in physical education class?

2. Could for teacher's motivation enhance the participation of female students in physical education class?
3. Do instructional material and facilities influence the participation of female students in physical education class?
4. Do socio-cultural factors influence the participation of female students in physical education class?

1.4 Objectives of the study

1.4.1 **General objective of the study**

To assess the factors that affects the participation of female students in physical education class in Butajira secondary school.

1.4.**2 Specific objectives**

This study also tried to achieve the following specific objectives;

1. To observe the major factor that affects the participation of female student in physical education class.

2. To assess biological factors influence the participation of female student in physical education class.

3. To observe the teacher's motivation to enhance the participation of female students in physical education class.

4. To analyze instructional material and facilities influence in physical education class.

5. To identify socio-cultural factors influence the participation of female students in physical education class.

1.5 Significance of the study

Female students would be motivated (helped) to improve factors that decrease their participation in physical education class in Butajira millennium secondary school.

- It may help to promote female students participation during physical education class in all schools around.
- Initiating female students to actively participate during physical education class.
- Female students during physical education class provide for future researchers about the factors that affecting their participation.

1.6 Scope of the study

This research has been comprehensive enough, if it investigates factors that affect the participation of students in physical education practical class.

Howeverthe constraints of time and finance couldn't allow this comprehensive investigation to be done. Therefore the study was conducted only with female students of Butajiramillennium `secondary school. Therefore, the result of the research work highly depended only on the opinion and view of these respondents.

1.7 **Limitations of the study**

The most serious limitations were: lack of reference materials and other resource, including related researches in my context, besides there are factors that are negative influence on finding such as interest access, financial constraints.

1.**8Definition of the key term**

- Physical Education - is
- Games: is any form of play full competition in which the income is determined by physical skill, strategy, or chance singly or in combination.
- Physical activity:-is any bodily movement produced by the contraction of the skeletal muscles this increases energy expenditure above base line level.
- Physical fitness: - is state of health of the body ability to with stand the stress of daily life.

- Play: - isphysical activity which used as amusement.
- Secondary school: - school which have levels from grade 9-10.
- Sport: - is specialized or higher order of play or game with certain special characters.

1.9 **Organization of the Study**

This study consists five chapters. The first chapter deals with introduction, statement of the problem, objectives, significance, scope of the study and definitions of key terms. Chapter two deals with literature review. The methodology and procedures are dealt with in chapter three. Presentation analysis, interpretation of data and general information about questionnaires are deals with chapter four. last chapter, chapter five deals with summary, conclusion and recommendations of the study, and finally list of reference materials and the questionnaires that were being used in the study is attached at the end of the paper.

CHAPTER TWO

2. Review of related literature

2.1 Female participation during physical education class.

According to JONES ETAL(1997) female participation during education is tool for enable citizen to make all rounded participation in development process. The participation of female in socio economic programs especially depends on their educational back ground educating girls and women are critical to archive the benefits as well as the improvement in the areas of health. Female participation gap in physical education is wide in developing countries. In developing countries with low female participation is one of the causes of 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, I must do my best physical educators to promote lifelong physical activity to my students. I must do everything in my power to improve female student perspectives on and experience in physical education and to life style. different studies were conducted on the participation of female students in physical education for example, in SASKATCHEwhen, very GIROLAMI and HUMBERT(1998) stating this in the school selected for their study, over 80% of the young women who participatedin physical education when it was compulsory did not enroll in optional physical education class. Another study focusing on participation in physical education (king and closes, 1992) determined that young female participation in physical activities and as likely to be physically active at age 20. If girl are turned off by physical education in higher preparatory and secondary school. They are much us likely to remain active as adults.

2.2 factors affecting the participation of female students during physical education activity

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 expectation 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 appositive education experience. Female participation in physical education class is

highly influenced by different factors like biological factors, menstrual, physical, and physiological and psychological factors like personality, self concept etc. and socio-cultural factors like family, school, culture and media and also socio-economic factors.

2.2.1**. Physical and physiological influence**

Shaver (1981) argued that the physical fitness of women in sport has always been questioned because of 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 difference 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 (LEUNES and Nation, 1991) pre-adolescence is (9-11 years) stage that involves as low but consistent form of growth. It is 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 and Hein, 1997).

2.2.2 **Biological factors**

Menstruation

According to Hargreaves (1997), 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 sports. Many reports high light the positive influence of moderate and regular physical activity on the menstrual cycle. There is no doubt that the benefits of playing sport far out weight the disadvantages in respect of young developing female bodies. 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 study have been made in hungry on women athletes and it was found that there were disturbance on the set of during the menstrual cycle period doubt women athletes is much greater than the amount of general female population.

Pregnancy

Anecdotal evidence shows that pregnancy does not hamper performance of women who choose to participate in sport throughout their lives. LEUNESand Nation (1991) stated that Irwin, who was 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 champion ship rodeo as bare back rider when she is eight monthpregnant. It also appears that athletes return to top form rather quickly after having had children. Geber EATL (1974), concluded by saying that females could look forward to having an active and exciting sports life uncomplicated by irregular menses, pregnancy and child birth.

Body form

According to Coakley (1986), discussed myths that excluded females from sports, in the process of playing sport; it is believed that females might damage their breasts. There is no evidence that shows that the breasts or reproductive organs are at risk at any point when females take part in sport. Breasts are the least vulnerable organ of the female body. Eitzen and Sage (1993) stated that the uterus is said to be the most shock resistant organ. In fact, males are more susceptible to injury and trauma because their sexual organ is external. Kane (1998), explored that the bone structure of females is definitely smaller and more fragile. Female's gain strength as they mature and several studies have indicated that short- term training programs can increase muscle strength in all children. at the age of 14 year the growing rate for girls slows down and if they continue being physically active then they increases their strength. Females have the ability to enhance their physical strength that would eventually enable themselves to perform at high competitive level.

2.2.**3 Psychological factors**

Youth identity; youth identity has in the past been an area of interest and the concept has been used differently in various approaches thus leading to controversy. and bred Schneider (1997), youth identity by identifying close correlation between identity development in adolescence and developmental tasks. Such tasks include acceptance of one's physical appearance as physical changes occur and understanding that these changes would leading to growth, maturation, and building good value systems as guide for personal actualization.

Personality

Morris and summers (1995) stated that people have different views as to who can or not play sport. It is common belief that certain personality types are more suited to the sporting area. individuals across the spectrum of personality types initially have attendance to participate in sport and should individuals feel uncomfortable they will with draw, leaving behind group that 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 factor include encouragement and motivation from parents, teachers, peers or even role models in the community.

Self concept

Brett Schneider and 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 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 sense of meaning on self- rating of quality. In this sense, the self- concept is the result of naïve theory or an internal model of person, which directs behavior and which is either confirmed or modified on the basis of behavior and experience''. The different encounters and interactions that one has with other people will enable the individual to know more about him- self or her. As an individual associates with other people these encounters will either enable them to improve or change their behavior. Female teenagers are greatly influenced by the evaluation of significant others, they appreciate reinforcement and encouragement based on their own action. (IBID)

2.2.4 **Socio-cultural factors**

Davies (1996) suggested that during infancy and child hood, children develop attitudes, which are formed through their interaction with their world. Parents and family members play pertinent role in this regard. As the child develops, school influence becomes more important. When 12 learners are outside the home they are exposed to different behaviors and attitudes. Primary school to senior secondary school, learners make choices, which can build or destroy them as individuals. Individual adopt attitudes and behavior patterns and these are internalized. Entrenching such behavioral patterns will depend on whether such behavior is approved of in the family dynamics. Patterns are accepted by the family then they would be reinforced. The adoption of attitudes and behaviors in relation to sport is often associated with the need to be accepted by their parents, community and the society they interact with on daily basis (Davies, 1996).

Family

Varpatoli (1986) suggested that sport has been trivialized, regarded as separate from life and as unrelated to the broader social context and process the family prevails as the primary socializing agent and to 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.reinforcementand the shaping of the observed behavior (Haris, 1994). Fryden Berg and Lewis (1993) suggested that school is place to fulfill certain social roles with peers and opposite sex. Most of the decisions that teenagers make are important for their development and self-actualization and this might have big impact on their lives at later stage. The pressure to participate in sport is not generated at home, and 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, Engie (1994) also indicated that schooling is of fundamental importance in perpetuating the motion that some sports are more ''masculine'' or ''feminine'' then other. Some schools there are still discrepancy as to which gender should participate in the different sporting codes. Ourschool does not have girls'' soccer, basket ball and volley ball teams as these are labeled as boys sporting codes.

Gender role expectations

The gender Schema theory Kovula(1995), suggested that the phenomena of sex typing derives in part from gender based Schematic processing which form generalized readiness to process information on the basis of the sex linked associations that constitute the gender schema''''. The selectivity of schematic processing allows us to add meaning to vast amount of stimuli that I am exposed to and enable us to structure incoming information. Sex typed individuals thus process incoming information according to how society defines masculinity and femininity (Kiouvula, 1995). People experiences discomforts whenever they are expected to take part in cross sex activities because know the demands for exceed their ability. This theory clearly establishes expectations and perceptions of ''appropriate behavior'' and will ultimately determine behavior patterns.

Culture

Culture is when group of people have similar beliefs which form part of their tradition and custom. According to Hargreaves (1997), culture is seen lived dominance and sub ordination of particular class in the sense that certain cultural beliefs can affect the progress of particular areas in life. Cultural beliefs have 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 have 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. Despite many negative factors, females who continue to participate in sport are challenging the culture-bound beliefs and are going against deep-seated traditional beliefs. ''if sports are cultural space where gender relations are produced preserved and publicly celebrated and then women's involvement in sports can be seen as form of resistance that disturbs the apparently already existing logic of male supremacy '''(Kane,1998).

The media

Kane(1998) suggested that the media's portrayal of female athletes plays fundamental role in the preservation of stereo types 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 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 are other options in their lives. This will enable teenage girls to counteract the limitation of gender stereo type and to realize that they can follow their dreams, even in sport. Reading about strong, competent sport women could also encourage more black female adolescents to participate sport.

2.2.5. **Socio-economic factors**

Higginson, (1985) suggested the notion is that social back ground and availability of opportunities influence the decision to be involved in sport or not. This implies that the economic back ground 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 also afford to buy the necessary sporting equipment. There are however, many factors that make it impossible for certain female to take part in sport. According to Higginson (1985), argued that even if facilities are available child might not participate in sport, if the parents are UN concerned regarding this facet of the child's development.

2.2.6 Factors related with administrators

Administrators one of the human factors, that influences implementation understanding the crucial role of school. Administrators in implementation; Maclaughlin (1987) notes, ''implementation incredibly hard and that successful implementation generally requires combination of pressure (introducing new idea) and support by school administrators''. Supporting this, Berman and Maclaughlin (1976) found that project sustenance and success is highly related with principal's support. According to them, degrees of implementation are different in different school. Mainly the action and the concerns of principals are different. In addition Hord (1995) he further noted that principal's actions convey the message as to where planned change is to be taken seriously or not. This will as noted by, Berman and Maclaughlin 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.

2.2.7 **Instructional facilities and materials**

According to Motzel in Azeb, (1998) and discussion of classroom organization must begin with some attention to resource and facility, that the specific set up demands its implementation. Motzel further discussed that, when there is no lack of equipment and materials that appear geographically to understanding of the pupil teaching cannot be challenged ended. In light of this statement, Tirusew (1998) also describes that for effective teaching learning to take place, classroom must be adequately organized and conductive enough. The crux of educational quality among others heavily relies up on the environmental conditions and facilities of the classroom. Whenever theoretical issues presented in classroom for students it is practically proved that students get the most out of them when they supported by teaching materials (Havak, 1990). The writer further maintained that class room, should have furniture that is comfortable and easy to move from one point to another and to arrange for different purpose. the most writer argued that classroom should encompasses teaching materials like, text book, guide, map, chart therefore teaching material and other classroom situation are often per amount importance in the process of teaching and learning, where lack of appropriate material result in lack of appropriate material results in hampering effective transmission of knowledge.

2.2.7 **Motivation**

The learners more time will spend on learning while motivation is crucial force that determines whether the learner embarks on task at all. Lift Lowood (1984:53) as cited in Geleta Alemu (1990:6) say motivation is considered as 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 Geletas (1990:12

CHAPTER THREE

3. Materials and methods

3.1 Description of the Study Area

Butajira is found in south nation nationality and people representative of regional state, Butajira Gurage zone. It is 130km from Addis Ababa to the northern part of Ethiopia and it is found the administrative capital of Butajira Gurage zone. Located at north of Addis Ababa and south of HOSSANA, it has an elevation of 112meters above sea level. There are two high schools in Butajira town and this research is conducted on Butajira millennium secondary school

3.2 Research design

This study is conducted to assess factors that impede the participation of female students in physical education practical class in Butajira millennium secondary school. The cross sectional study design method was used for this study, as it was found to be an appropriate technique for collecting vast information and opinion from quite larger number of respondents.

3.3 Method of the study

To achieve the intended objective of the study descriptive method were employed to identify and describe factors that affect the participation of female students in physical education class. According to what best and Kahn (1998) stated descriptive research method focuses on investigating the issues and practices by including the large size of the population.

3.4 Population and Sampling procedures

The main participants of the study were in Butajira millennium secondary school of physical education teachers, school administers and female students. In addition to select sample representatives of female students the researcher used simple random sampling technique.

3.5 Sample size and Sampling technique

The total target population of the study is 421. The number of 9^{th} and 10^{th}students in Butajira millennium secondary school have 9^{th} grades are 237and 10^{th}grades are 184 with total number of 421. From the total population the researcher took 20% sampling that is 84 students by using simple random sampling method and one(1) school administrators and two(2) physical education teachers are there in Butajira millennium secondary school. By using comprehensive sampling technique all physical education teachers and school administrators include in the study.

3.6 Sources of data

Primary source of data collection techniques were used to increase the credibility of the research findings and minimize the risk of erroneous conclusion.

3.7 Procedures of data collection

In order to get valuable data for the study the researchers make request to get permission from school principal and approach to the concerned bodies in the school areas. The researcher

explained the purpose of the research the researcher ensured that the environment being conductive for conducting questionnaire, interview, they are arranged in different rooms and distribute questionnaire to the randomly selected students. Generally questionnaire and interviews would be carried out in harmonious friendly and open atmosphere.

3.8 Tools of data collection

The researcher used different kinds of data collection tools that is questionnaire, structured interview, observation were employed to obtain adequate and variety of information for the study.

3.8.1 Questionnaire

Questionnaire was used as major data collecting instruments due to its convenience to collect adequate data from Eighty-four(84) respondents. To make the data manageable (13) closed ended and (2) open ended total (15) questionnaires were prepared for (84) students to collect data. This tool was selected because it helps to collect data easily from large number of respondents at minimum cost and enables to simply handle and manage the collected data.

3.8.2 Interview

Semi-structured interview guides prepared and conducted with two (2) physical education teachers, and one (1) school administrator. In general the researcher interviewed three (3) participants to identify the level of their awareness regarding the factors that affect the female participation in physical education.

3.8.3 Observation

Observation session was used as it was main supportive tool to gather information about the present status of female students. The researcher observed the physical education practical class, by using observational cheek list.

3.9 Data analysis

In this study the researcher used both quantitative and qualitative analysis. By using quantitative analysis, the Cloth ended questionnaires were analyzed with frequency and percentage. With the help of qualitative analysis all the data collected from questionnaires. Interview and observation were analyzed using words.

CHAPTER FOUR

4. Presentation, analysis and interpretation of the data

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 and school administrator of secondary school observation conducted on theoretical and practical periods of physical education.

4.1 Analysis of information gathered from female students

The researcher was set (15) questions for female students and (4) interview questions for physical education teachers and school administrators to gather reliable information in breadth. regarding the return rate, all of questionnaires distributed for female students, physical education teachers and school administrators 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. Questionnaires were distributed for female students in the Butajira millennium secondary school and their responses are summarized in this section.

Table 1:- General Information aboutthe Students

School	Number of respondents		Age			
	Grade					
	9^{th}	10^{th}	Under 17	18-20	21-25	Above 25
Butajira millennium secondary school	42	42	49	30	5	-
Total	42	42	49	30	5	-

The above table indicated that, 50% participants of female students are grades 9^{th}, 50% participants of female students are grade 10^{th}.regarding to the age of the respondents 58.3% of student's age group of fewer than 17, 35.7% of the female students in age group between 18-20 years of age and 6% of students in age group between 21-25 years.

4.2 General Information about questionnaires

Table 2:-Do you have interest to participate in physical education class?

Items	No of respondents	percentage
Yes	38	45.3%
No	46	54.6%
Total	84	100%

Based on the above table 38(45.3%) of female students from Butajira millennium secondary school responded ''Yes''. and 46(54.6%), of female students respectively replied ''No''. so, as the above data shows that the majority of female students have interest to participate during physical education period.if your answer for question number 1 is ''No'', write the factors that you hinder your interest to participate actively during physical education period.
Almost all female students responded the same things hinder their interest to participate actively during physical education period.

Those are: - cultural factor past Experienceand Biological factors menstruation and pregnancy

Past experience physical and physiological factors, lack of motivation.

Table 3:- How much were you affected by those factors to participate actively?

Factors	Scale						Total
	High	%	medium	%	low	%	
Biological factor (menstruation)	45	53.5%	21	25%	18	21.4%	84
Economical factor	19	22.6%	26	30.9%	39	46.4%	84
Physical and psychological factor	33	39.3%	29	34.5%	22	26.2%	84
Cultural factor	18	21.4%	27	32.1%	39	46.4%	84

As mentioned above, 45(53.5%) of respondents responded as biological factor affect them during practical class and 18(21.4%) of respondents were said no more affecting us. The other is 39(46.4%) of female respondents said that economical factor is not the major factor of our practical class. The 3rdis the major number of female respondents (33(39.3%)) said on physical and physiological factor is our major factor affecting in physical education practical class. the last one about 39(46.4%) of female students were responded no more cultural factor are there.

Table 4:- what does the place you were living or you are living right now looks like?

Item	No of respondents	Percentage
Urban	22	26.2%
Rural	62	73.8%
Total	84	100%

The above table shows that 62(73.8%) of respondents responded as living right now looks like rural area are and 22(26.2%) of female students were responded as living right now looks like are urban area.

Table 5:- To what extent comparing physical education is advantageous than other subject

Response	Respondents	
High	Frequency	Percentage
Medium	21	25%
Low	10	11.9%
Total	53	63.1%
	84	100%

As mentioned in the above table 21(25%) respondents responded as high level comparing physical education with other subject, 53(63.1%) were responded as low level comparing with other subject.

Table 6:- Does physical education teachers motivate you during physical education class?

Item	No of respondents		Percentage	
	9^{th} grade	10^{th} grade	9^{th}grade	10^{th} grade
Yes	11	29	26.2%	69.0%
No	31	13	73.8%	30.9%
Total	42	42	100%	100%

As become see in the above table 9th grade 11(26,2%) and 10th grade 29(69.0%) respondents said as physical education teachers motivate you during physical education period, 9th grade

31(73.8%) and 10th grade 13(30.9%) female students said that no physical education teachers motivate during physical education period.

Table 7:- Based on question no 6 to what extent does physical education teachers motivate you?

Response	Response			
	Frequency		Percentage	
	9th grade	10th grade	9th grade	10th grade
Always	-	11	-	26.2%
Sometimes	5	10	11.9%	23.8%
Usually	6	8	14.3%	19.0%
Never	31	13	73.8%	30.9%
Total	42	42	100%	100%

The above table shows that 9th grade 31(73.8%), 10th grade 13(30.9%) respondent said that never motivate physical education teachers and 9th grade 5(11.9%), 6(14.3%) and 10th grade 10(23.8%), 8(19.0%) female students said some times, usually motivate physical education teachers.

Table 8:- Does your religion prohibit wearing short sport clothes?

Item	No of respondents	Percentage
Yes	38	45.2%
No	46	54.8%
Total	84	100%

Based on the above table 46(54.8%) no religion prohibit wearing short sport clothes, 38(45.2%) have religion prohibit wearing short sport clothes.

Table 9:- Does your family gives attention to your participation in physical exercise?

Item	No of respondent	Percentage
Yes	32	38.1%
No	52	61.9%
Total	84	100%

According to the above table 52(61.9%) majority of students said no family gives attention to participate in physical education exercise, 32(38.1%) have family give attention to participate in physical education exercise.

Table 10:- Does the school have enough equipment and materials to teach physical education?

Item	No of respondent	Percentage
Yes	12	14.3%
No	72	85.7%
Total	84	100%

As mentioned in the above 72(85.7%) respondents responded as have no enough equipment and materials, 12(14.3%) the school has enough equipment and materials to teach physical education.

Table 11:- Does your physical education teachers teaching methodology more student's center?

Item	No of respondents	Percentage
Yes	25	29.8%
No	59	70.2%
Total	84	100%

Based on the above table 59(70.2%) respondent no education teachers teaching methodology more student center, 25(29.8%) respondent said physical education teachers teaching methodology more student center.

Table 12:- Do you participate in physical education practical class when you are on your menstrual period?

Item	No of respondents	Percentage
Yes	26	30.9%
No	58	69.1%
Total	84	100%

Based on the above table 58(69.1%) majority of female students responded as no participate in physical education practical class when you are on menstrual period, 26(30.9%) respondents said as participate on menstrual period.

Table 13:- Does your physical education teachers provide equal chance for you as the male students?

Item	Respondents	Percentage
Yes	22	26.2%
No	62	73.8%
Total	84	100%

Based on the above table 62(73.8%) majority of female students have no physical education teachers provide equal chance for you male students, 22(26%) female students said that have physical education teachers provide equal chance as the male students.

Table 14:- do you believe that you have good attitude for physical education subject?

Item	Respondents	Percentage
Yes	36	42.9%
No	48	57.1%
Total	84	100%

According to the above data 48(57.1%) respondents have no good attitude for physical education subject 36(42.9%), female students have good attitude for physical education subject.

15. what do you think about, why female students didn't participate in physical education practical class?

As the students said factors that affect female students are

-Biological,

-Physical,

-Psychological factors,

-Cultural, and

-Economic factors.

4.4 result from the interviews

The school administrators took part in the interviews who are working in BUTAJIRA millennium secondary school on 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 interviewers replied that female student have fewer interests to participate during physical education class as compared with male students.

All interviewers said that the reason to reduce or decrease the interests of female students during physical education class are cultural factor, past experience, biological factor, lack of motivation, teaching methodology, physical and psychological factors.

In addition to this discontinuous class which means physical education class is conduct one time week, so it is difficult to improve their performance or skill on practical. 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 program. and also schools have no adequate facilities and equipment.

All the 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 class per week and include physical education subject in metric and entrance exam.

4.5. Result from the observation

Observational checklist, analysis result in Butajira millennium secondary school team game facilities basket ball court, and hand ball court is not available.

When we see athletics facility, athletics field, javelin, shoot put and discus partially available. Hurdle and high jump stand and bar are not available. Gymnastic facilities matt and spring board are not available; however, parallel bar and horizontal bar is partially available. Water facility and room for changing cloth is not available.

4.6 Discussions

In this study,an attempt has been made to develop method that can help to identify factors that affect the participation of female students in physical education class. In millennium secondary school there is lack of facilities and materials to teach physical education, this result is supported by (Fitsum2014), instructional materials are resources that can assist teacher in bringing about an intended desirable behavioral change in female students. In this regarded his study pointed out that there was shortage of teaching materials in physical education activities for male and female students to practice which hinder their participation in physical activities.

Female students were not supported by their families to participate in physical education practical class and this result is supported by (Andinet 2014)the major findings of his study regarding some selected school related and out of school factors such as: lack of family guidance and counseling. Physical education teachers did not give motivation for female students during practical period of physical education subject and this result is supported by (HENOK TESFA, 2014).

CHAPTER FIVE

5. Summary, Conclusion and Recommendations

5.1 Summary

As early indicated in this study, the main objective of this study was to assess the factors that affect the participation of female students towards physical education class in Butajira millennium secondary school further more this study also tried to identify and explore the major factor that affect the participation of female students. To accomplish this purpose, the following research questions were formulated:

- Is biological factors influence the participation of female students in physical education class?
- Is socio-cultural factors influence the participation of female students in physical education class
- Is instructional material and facilities influence the participation of female students in physical education class?
- Is motivation enhancing the participation of female students in physical education class?
- What methods are used to increase the participation of female students in physical education class?
- Education is process and practices geared towards shaping an all rounded personality through harmonious and integrated development of mental, physical, social, moral and spiritual power human being.
- It is the total process of human experiences imparted by which knowledge is acquired, skill is developed, attitudes and values formed.

The researcher also tried to write the review related literature regarding on the participation of female students in physical education class, factors affecting the

participation of female students in physical education class like, biological factors, psychological factors, socio-cultural factor and socio-economic factors; gender issues in physical education. In order to find out the answer for the above basic questions, the researcher was adopted descriptive survey method and variety of data gathering instruments such as, questioners, interview and observation were employed. The sample population of the study was female students and physical education teachers. The data gathered from questioners was analyzed in the form of

qualitative and quantitative and interview was described by using narrative approach. The analysis of data leads to the following findings.

The interest of female students to participate during physical education class was less because of

- Biological factor like menstruation and pregnancy
- Previous experience
- Cultural or religious factors
- Physical and physiological factors
- teachers approaches(methodology)\
- lack of motivation

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 subject, because physical education period is given once 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 role. Many of female students replied that physical education teacher did not provide equal chance for both male and female students during physical education class. All physical education teacher respondents replied that the school principals did not fulfill the sport materials and facilities because of financial constraint.

Finally, female students advised those who do not participate in physical education class to participate in like then by teaching and creating awareness the multidimensional use of physical education subject.

5.2. CONCLUSIONS

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 class was less because of biological like menstruation and pregnancy, economic like financial problem, cultural, teachers approach.
- Lack of student's motivation in physical education class.

- According to the result of the study, female students don't understand physical education subject advantage because of physical education period is give once week and there is no suitable infrastructure in the school 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 for female students in addition to that they did not provide equal chance for both male and female students in physical education class.
- Churches and mosques don't permit the students to wear sport kind clothes, like trouser and shorts for girls based on dressing, spiritual.
- Student's family doesn't support them to participate in physical education.
- The teachers teaching method is not student centered.
- Female students couldn't participate in physical education practical class as in time of menstruation because more of the students are from the rural area lack of instructional materials and facilities.

5.3. RECOMMENDATIONS

Educating female students has considerable social return. it is one of the critical path ways to promote social and economic development of the society. To have the students have good view about physical education and to have the students family support their kids, the school and their family have to work together. Churches and mosques have to support the kids to participate in physical education rather than stopping them from participating. When never the physical education teacher teaching and learning process have to motivate them

Physical education teacher should create awareness on female students, apply student centered teaching approach in order to motivate (encourage) female students in practical class.

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 physical education. 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.

The curriculum of physical education subject, increase the number of periods per week and include physical education subject in metric exam in order to increase the participation of female students in physical education class.\

Further studies should be conducted in this area with all coverage of school in side of Butajira accommodating more students and teachers.

Reference

- Aicinena, S. (1991),'' the teacher student attitudes towards physical education ''the physical educator 48, no I (winter): pp 28-3.
- Andinet Dutamo (2014) challenges of female students in learning physical education: the case of gurage zone preparatory schools (SNNPR), Addis Ababa.
- Bredenberg B, And Bredscheider, W. (1997).Internationalreview forthesociology sport. Sportin evolvement and self-concept in German, American adolescents. Pp32, 357-371
- Brettchneider,P And J. Hein.(1997). Physical education and personality development London: Heinemann educational Books Ltd.
- Coakley, J.J. (1986). Socialization and youth sport, in Rees, C.R. sport and social theory. Slouis.
- Davies, E.H. (1996). Attitudes of SouthAfrican children towards sports.South African Journal forresearch in sport, physical education and recreation. PP, 39-47.
- Eitzen, D.S. and sage, G.H. (1993). Sociology of North American sport. Law. Cbrown
- Engei, A. (1994). Sex roles and gender stereo types in young women's participation in sport. Feminism and psychology. Pp3, 439-448.
- Fekede Eshete(1997). The trend of female student participation in physical education activities: the case Of Sidama zone secondary school, Addis Ababa.
- Fitsum Sintayehu (2014) factors that affect the participation of female students the case of Ambo secondary school And Yekatt 12 preparatory school, Addis Ababa.
- Freydenberg E. And Lewis, R. (1993). Boys play sport and girls turn to others: age gender and ethnicity as determinates of coping.Journal of Adolescents. Pp 16,253-266
- Geber, E, Feishin, J, Wyvick, W. (1994). The American women in sport. Addison Wesley publishing CO Massachusetts.
- Hargreaves, J. (1997). Womensport development and cultural diversity. The South African experience. Womenstudies international forum. USA. Pp20,191-195
- Harris, O. (1994). Race, sports and social support. Sociology of sport. Journal. Pp11, 40-47.
- Henok Tesfa (2014) factors that affect the participation of female students in physical education class case of east Belesawored (Amhara), Addis Ababa.
- Higginson, D.C (1998). The influence of socializing agents in the female sport-participation process. Adolescence. pp77,73-82

- Johnes, Costa,D.Mand Guthrie (1997). Increasing female access to education. Washington D.C: world book.
- Kane, M.J. (1998). Fictional denials of female empowerment; feminist analysis young adult sport fiction. Sociology of sport journal. Pp15, 231-262.
- Kiovula, N. (1995). Ratings of gender appropriateness of sport participation. Effects of gender biased schematic processing. Pp33,543-557
- Leonard Ii (1993).Sociological Perspectives Of Sport. New York. Print Press.
- Leonard Ii, And Knap (1968). Teaching Physical Education In Secondary School. USA: Mc Graw Hill Book Company.
- Leunes A and Nation J.R. (1991). Sport psychology: an introduction (3rd ed.) wad worth A. Morris, US shaver, R. (1981). The physiological basis of physical education and athletics. CBE, college publishing Philadelphia, USA: college publishing Philadelphia.
- Sidentop(1998). Introduction to physical education fitness and sport 3rd by may field publishing company London.
- Snyder, EEand Spreitzer, E (1976). Change and variations in the social acceptance in sports. Journal of sports behavior. pp1,1-8
- Stivachitis, Katia Mescagni (1999). Regional iseminaron women in sport for the English speaking Nocss of Africa, Addis Ababa, Ethiopia.
- Tsigie Hailie (1991). An assessment of the academic performance of female students in higher education institution in Ethiopia, Addis Ababa.

APENDEX

Questionnaire for female students

The purpose of this questionnaire is to obtain information about the factors that affecting the participation of female students during physical education class. Your genuine response contributes much to the success of the research to be under taken. All the information collected will be used only for academic or research purpose. Your kind cooperation and honesty make the study reliable and beneficial. In order to insure complete confidentiality, you are kindly requested not to write your name any ware on questioner. Since the success of this study depends on your response, please read on the instruction before attempting to answer the questions and give only one answer to each item unless you are requested to do the other.

Thank you

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

1. Age…….

2. Class……

3. Religion……..

Questions

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

A) Yes B) No

2. If yours 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. How much you are affected by the following factors to participate actively during physical education period? Mark your choice in the box provided.

No	Factors	High	Medium	Low
1	Cultural factor			
2	Biological factor(menstruation)			
3	Economical factor			
4	Motivational factor			
5	Physical and psychological factor			

4. What does the place you were living or you are living right now looks like?

A) UrbanB) Rural

5. To what extent comparing physical education is advantageous than subject?

A) High B) MediumC) Low

6. Does physical education teacher motivate you during physical education class?

A) Yes B) No

7. Based on question no. 6 to what extent physical education teacher motivates you?

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

8. Is your religious prohibiting wearing sport shorts and jerseys?

A) Yes B) No

9. Do your families give attention to your participation in physical exercise?

A) Yes B) No

10. The school has enough equipment and materials to teach physical education?

A) Yes B) No

11. Does your physical education teacher's teaching methodology is more student center?

A) Yes B) No

12. Do you participate in physical education practical class on menstrual period?

A) Yes B) No

13. Does physical education teacher provide equal chance for you and male students during physical education class?

A) Yes B) No

14. DO you believe that you have good attitude for physical education subject?

A) Yes B) No

15. What do you think about, why female students didn't participate in physical education practical class?

…….

…….

Interview for physical education teacher

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

I .Interview questions

1. Do you believe that female students have good attitude for physical education subject?

2. Do you believe that female students have equal participation with male students during physical education practical period?

3. To what extent female students participate during physical education practical period?

4. How to increase the participation of female students during physical education practical period?

Class room and Outdoor Observational Check list

Objectives

To assess the factors that affecting the participation of female students during physical education class in sample schools.

Name of school: Butajira millennium secondary school.

Name of Observer ; Alemgena Mulugeta.

Date of observation: March 26-9-2012

	Availability of school facilities	-	-
Facility	Available	Partially available	Not available
1.Team game facility			
1.1 Football game field		x	
1.2 Foot ball		x	
1.3 Volley ball court		x	
1.4 Volley ball		x	
1.5 Basketball court			x
1.6 Basket ball			x
1.7 Hand ball court			x
1.8 Hand ball			x
2. Athletics facility			
2.1 Athletics field		x	
2.2 Javelin			x
2.3 Shoot put	X		
2.4 Discus	x		
2.5 Hurdle			x
2.6 High jump standard bar			x

3. Gymnastics facility			
3.1 Matter		x	
3.2 Parallel bar			x
3.3 Horizontal bar		x	
3.4 Swedish box			x
4. Water facility			x
5. Room for changing cloth			x