



**COLLEGE OF NATURAL AND COMPUTATIONAL
SCIENCES**

DEPARTMENT OF SPORT SCIENCE

**FACTORS THAT AFFECT THE PARTICIPATION OF FEMALE
STUDENTS IN PHYSICAL EDUCATION PRACTICAL CLASS IN
MAREKO WOREDA PUBLIC SCHOOLS**

BY:

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August, 2021

WOLKITE, ETHIOPIA

Declaration

I hereby declare that the study entitled “Factors that affect the participation of female students in physical education practical class in mareko woreda public schools” is the outcome of my own effort under the supervision and guidance of Mr. Mossa Abrar. This study has not been submitted for any Degree or Diploma in other university or institutions. All the necessary sources of materials used for the study have been duly acknowledged.

Name of the student

Signature

Date

Tadele Alemu

Letter of Certification

This is to certify that this senior essay work, “Factors that affect the participation of female students in physical education practical class in mareko woreda public schools”, undertaken by **Tadele Alemu** for in Partial Fulfillment of Requirements for the Degree of Bachelor in sport science at Wolkite University, complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

Approved by:

Name of Advisor

Signature

Date

Mossa Abrar

Approval Sheet

As an examining member of the final research defense program I certify that I have read and evaluated the research prepared by **Tadele Alemu** entitled: “Factors that affect the participation of female students in physical education practical class in mareko woreda public schools”, and recommended that it is accepted as fulfilling the research requirements for the Degree of Bachelor in sport science.

Name of Examiner: _____

Signature: _____

Date: _____

Acknowledgement

I would like to thank God from my Cordial Gratitude and I would like to forward my sincerest thanks to my advisor. Ato .Mossa Aberar for his humble approach and unreserved support in commenting and providing insight on the whole study from proposal to final stage.

My special gratitude goes to Mareko woreda secondary school Directors and physical education teachers as well as students and others Stakeholders, who cooperated me during the data Collection process.

My special thanks go to Ato Roba Ashemo (computer writers) for their unreserved moral, economic, material support who supplied me with all the necessary materials, information and valuable covenants.

Finally, I would like to express my deepest gratitude for my family, who supplied me with all the necessary things. lastly but not list I would like to express my deepest gratitude to my wife and son for her spiritual support and longing for me during my departure in the study leave and to all other whose names are not mentioned here.

Abstract

The major purpose of this research was to assess the factors that affect the participation of female students in physical education class in Mareko woreda secondary and preparatory public schools. The total population of the study were 124 (100%) and 40 (62.5%) sample were taken out of which 120 female students, and 4 physical education teacher were selected for the study. Compressive and random sampling techniques were used in the study. Data collected from the participant were analyzed using tables and interpreted by percentage 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 , availability of sport material, method of teaching physical education are major factors that hinder the participation of female students during physical education class. Hence, it is recommended that depending on the result of findings, concerned bodies such as parents, physical education teachers, Zone and woreda educational bureau, etc, Should create awareness for female students about the benefits of physical education subject. Physical education teachers should apply student centers teaching approach in order to motivate female students

Key words: *Biological factors, and socio cultural factor*

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CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

The main aim of the study was to examine the factors that affect the participation of female students in physical education in practical class in the case of Mareko Woreda secondary and preparatory public school. It was also to find out what facilities and equipment teachers use in the teaching of physical education in the aforementioned school and to suggest ways through which the problem can be alleviated. In addition to this, the study will indicate the prevailing situation that affects the student's participation.

As different scholars indicate, if the school has adequate physical and material resources, they can bring about a positive change in student's participation and performance. Therefore, the school should fulfill different physical and material resources to accomplish its objectives successfully. Considering the above points, this study tries to investigate ways of enhancing female student's participation in physical education class in the case of Koshe Secondary and preparatory school. The subject physical education is a unique one, and so the teaching of physical education is necessary to develop the individual physically, intellectually, and morally. Taking into consideration the numerous physical, mental, social, moral, emotional, and economic benefits to an individual, group, community, and the nation, large gains can be derived from physical education. One would advocate that the teaching of physical education in school should be improved more especially by fulfilling resources, materials, standard levels of safety environments, enough budgets, and preparation of teachers, and so on ... because they can form the contribution of successful achievements of educational goals according to Sidden (1998).

As stated above, all these factors may be rooted from different directions. Even though the major factors that hinder female participation during physical education are sensitive issues, there are some adequate research works that are conducted to identify these factors according to Jones et al (1997).

Therefore, this study was an attempt to assess factors that affect the participation of female students during Physical Education class in the case of Mareko Woreda secondary and preparatory public schools in Gurage zone.

1.2 Statement of the Problem

The purpose of this study is to assess and examine the factors that affect the participation of female students in physical education in practical class at secondary and preparatory schools of Gurage zone, in Mareko Woreda is going on and to identify factors influencing female students in learning physical education in practical class and to suggest possible solution for the problem. The brief study of physical education and its relationship to the general education is needed more appreciate understanding through study of its components parts together with identifying the problem that hindered its future development and favorite progress.

The issue of gender particularly in education has become a concern in many countries. It is a server problem in developing nation like Ethiopia where there is lack of family guidance and counseling in appropriate instructional materials in the field, socio cultural problems and the existence of little research in the area according to Davies (1996).

The researchers also a four year experience as well as physical education teacher in the area, the researcher has observed that factors that affect the participation of female students in physical education class. In Mareko Woreda secondary and preparatory schools female students are fewer participants because of those factors. In light of this fact the researcher become interested to conduct this study. Therefore, this study asses factors that affect the participation of female students in practical class of physical education in Mareko woreda secondary and preparatory public school.

1.3 Research Questions

The following leading question will be answer in order to check the attainment of the stated objectives.

1. Is biological factors influence the participation of female students in Physical education class?
2. Is instructional material and facilities influence the participation of female students in Physical education class?
3. What methods are used to increase the participation of female students in physical education class?
4. Is socio-cultural factors influence the participation of female students in PE class?

1.4 Objectives of the Study

1.4.1 General objective of the study

The general objective of this study was to assess the factors that affect the participation of female students in practical class of physical education in mareko secondary and preparatory public school.

1.4.2 Specific objectives

This study also tried to achieve the following specific objective

- To minimize biological factors that influence female participation in physical education in practical class.
- To improve the availability of material to teach physical education in practical class.
- To identify the role of teaching methods physical education that enhances female participation.
- To minimizing socio-cultural factors that influence female participation in physical education in practical class.

1.5 Significance of the Study

The significance of the study is to

- It gives some ideas about factors that hinder the participation of female students in practical class.
- The study may contribute to fulfil adequate materials for teaching physical education in practical class.
- Provides to address the roles to the teachers in order to enhance female participations.
- Provides a clue for future researchers about socio-cultural factors that affecting the participation of female students during physical education class

1.6 Delimitation of the Study

This study will confine in its scope to secondary and Preparatory school of Mareko Woreda Public School. Additionally the study also is delimited only to investigate the factors that affect participation of female students in practical class.

1.7 Limitation of the Study

The limitations of this study are lack of reference materials and other resources, including related researches in our context, besides these, there are factors that may have negative influence on findings such as internet access, financial constraints and the load of work.

1.8 Organization of the study

The study is organized in to five main chapters. In the first chapter an introduction in which the background, statement of the problem, basic research questions, objectives, significances, delimitations and limitations of the study were included. In the second chapter review of related literature was presented .The third chapter is concerned with the methodology of the study in which the design of the study .Study population sample and sampling techniques, data collections. The fourth chapter is about analysis and interpretation of data methods are included .The last chapter is concerned with the summary, conclusion and recommendation of the study were included.

1.9 Definition of Key words

- **Biological factors:** Anything which affects the function and behavior of a living organism. Internally, this factor can be a physical, physiological, chemical, neurological, or genetic condition which causes a psychological effect (*Hargeaves, 1997*).
- **Socio cultural factor:** environmental conditions that play a part in healthy and adaptive behavior and well-being or in maladaptive behavior and the etiology of mental disorder and social pathology (*Dallie, 1996*).

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. The concepts of physical education

Physical education is an education given through physical activities to develop all aspects of personality. Through physical education, program students can develop not only their physical (body) but also the mental and social aspects of the students can develop. That means physical education is concerned with the development of an individual's potential with physical, social, emotional and intellectual changes that occur as the result of movement experience then it is an important aspect of the total education process. In many nations throughout the world most public schools, colleges and universities recognized the importance of physical education by making it part of the required curriculum according to Wuest Bucher (1999).

Moreover, physical education is important for all ages and abilities of people in the form of physical activity to lead quality of life.

Wuest Bucher (1999:4-6) suggests that traditionally, physical education and sport program focused on providing services to school aged populations in the school setting. Today, physical education and sport has expanded to include persons of all ages and abilities. Involvement in carefully designed programs can enhance the health and quality of life for participants.

School physical education programs focus on promotion of lifespan involvement in physical activity. Students learn the skills, understandings, and attitudes that will enable them to participate in various physical activities throughout their lives.

School physical education programs focus on helping students attain competency in the fundamental motor skills (e.g. throwing, catching...) and movement concepts (e.g. balance) that form the foundation for later development of specialized games, sports and fitness activities. As students progress through school, skill and fitness development is accompanied by an increased knowledge and understanding of physical activities.

In relation to this, Bucher (1999), described physical education as an integral part of the total education process and has its aim; the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities, which have been selected with a view to realizing their outcomes.

They are also responsible to implement the curriculum, and aim to produce quality teachers having subject knowledge and skills to deliver the subject and create all

round personally fulfilled citizens. Physical education and sport as a field of study have its own curriculum for all educational levels.

To this end, the researcher find it worthy to describing physical education as an integral part of the secondary school curriculum, which can contribute a lot significant to educational goals, including the development of each individual to his or her fullest potential and enhancement of each person's quality of life.

2.2. Female Participation during Physical Education Class

According to Jones et al (1997) 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.

Different studies were conducted on the participation of female students in PE for example, in Saskatchewan when, Avery Girolami and Humbert (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.

Another study focusing on participation in physical education (King and Closes, 1992) determined that young female participation in physical activities and is likely to be physically active at age 20. If girls are turned off by physical education in higher preparatory and secondary school. They are much less likely to remain active as adults.

2.3 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 become extinct in secondary curriculum. He argued that in

increasing lack of expectations for significant outcome 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 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.(Ibid)

2.3.1 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 sport. Many reports highlight the positive influence of moderate and regular physical activity on the menstrual cycle. There is no doubt that the benefits of playing sport far outweigh 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(-ve) 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.

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Pregnancy

Anecdotal evidence shows that pregnancy does not hamper performance of women who choose to participate in sport throughout their lives. Leunes 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. It also appears that athletes return to top form rather quickly after having had children.

Geber et al (1974), concluded by saying that females could look forward to having an active and exciting sports life uncomplicated by irregular menses, pregnancy and childbirth.

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 & 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 years the growing rate for girls slows down and if they continue being physically active then they increase their strength. Females have the ability to enhance their physical strength that would eventually enable themselves to perform at high competitive level.

2.3.2 Socio-Cultural Factors

Davies (1996) suggested that during infancy and childhood, children develop attitudes, which are formed through their interaction with their world. Parents and family members play a pertinent role in this regard. As the child develops, school influence becomes more important. When

learners are outside the home they are exposed to different behaviors and attitudes. From primary school to senior secondary school, learners make choices, which can build or destroy them as individuals. Individuals 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. If these, 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 a daily basis (Davies ,1996).

Harris (1994) stated that the family is said to be generally responsible for early sports socialization and interest in sport is often preceded by the parents' interest. Socialization is „the process where by individuals learns 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.

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 (Haris, 1994).

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. They are furthermore provided with role models who encourage and support participation in physical activities. Girls however, may not be encouraged to become involved in physical activities.

Snyder and Spreitzer (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, Harter'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 Nicholls' theory the motive is to demonstrate some level of competence mediated by underlying differences in the personal interpretation of achievement. This theory has attracted a lot of attention but unfortunately has not been empirically tested within the youth sport realm (Higginson, 1985).

A major difference between the two theories is that Nicholls (1984) argues that the demonstration of competence is the most gratifying feeling in the sport fraternity, as opposed to Harter, who emphasizes that the attainment of competence is what, is most rewarding in any world of sport. The demonstration of competence, particularly for learners who have worked extremely hard to reach that level, could be very rewarding.

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

Frydenberg & 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, Engei (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. The link between sport and education plays a crucial role in the holistic development of the learner (Khumalo, 1999).

Gender Role Expectations

The gender schema theory Kiovula (1995), suggested that „the phenomena of sex typing derives in part from gender based schematic processing which form a 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 a vast amount of stimuli that we are exposed to and enable us to structure incoming information. Sex typed individuals thus process incoming information according to how society defines masculinity and femininity (Kiovula, 1995).

expectations and perceptions of „appropriate behavior“ and will ultimately determine behavior patterns. (Ibid)

Gregson 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.

Culture

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 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“ is 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.

According to Kiouvola (1995), the participation of women in sport has always been seen as the presence of women in a man’s world.

Hargreves (1997) suggested that women were excluded from convenient venues and they often had to travel long distance for them to be able to play and this was one of the factors causing females to be sidelined.

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 a cultural space where gender relations are produced, preserved and publicly celebrated, then women’s involvement in sports can be seen as a form of resistance that disturb the apparently already existing logic of male supremacy“ (Kane, 1998).

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 .3.3 Facility and equipment

Facility

Physical conditions of the school playground a great role on students’ activity and responds to teachers to one another and to the studies, in terms of the comfort they feel in their surroundings.

Educational facilities are the physical infrastructures that contribute directly or remotely to the teaching and learning process in the educational system.

The infrastructural facilities and physical environment give educational institutions their appropriate shape and atmosphere for teaching and learning.

These facilities and the environment also describe the quality of the institutions in terms of their staff (students, attraction to outsiders, aesthetics, healthy, safety and relevance (Okorie and Uche, 2004) as cited shumet (2010)

The infrastructural development in higher education is complex and cost intensive. Thus to ensure their quality and maintain global standards is very challenging.

The infrastructural development in higher education involves provision of buildings such as store, office, classrooms and sports facilities. Provision of stimulating learning environment and safety is also a major consideration in infrastructural development. Maintenance, renewal and innovation are other determinants of the quality of the infrastructural development efforts of the institutions that will attract the students, staff and others to the institutions.

Quality assurance of the facilities right from their planning, to development and utilization will ensure effective realization of setting goals in higher education institutions.

Physical education learning experience becomes effective through the proper use of supplementary teaching environment. Each institution should have sufficient facilities to achieve the desire objectives. All such facilities should assist students to learn properly and effectively. Regarding to these concepts, Horine

(1985) as cited shumet (2010) suggested that “The physical education program needs the quality and quantity of facilities that is which priorities must be signed to facilities that can meet the challenges since overcoming obstacles”

Generally facilities must be considered as an integral part of the instructional program.

Equipment

In order to secure the development of physical or mental strength and those social and moral qualities of the students, which may be gained through well directed physical activities, certain spaces, equipment's and supplies are necessary.

According to Knapp (1968:383) “The kind and amount of material resources available affect the type and quality of physical education program and to a large extent the types of method used.

Good physical education programs do exist despite the lack of expensive materials of many kinds. Such programs have come sited by maximum use of natural resources, adapting methods to make optimum use of available limited equipment and facilities and generally sound and creative administrative practices. The fact remains, however, that good educational programs cost money, and in general research indicates that the Higher the budget, the better the school program. Administration must continually strive to provide the best possible facilities equipment and organizational design to assure good learning.”

Therefore, care must be taken in selecting equipment and school should construct those equipment which are helpful in physical development.

Physical education learning experience becomes more memorable through the proper use of supplementary teaching aids. Each teacher should have variety of good instructional materials. All such materials should assist student’s to learn and should not be used as a means of entertainment. When properly used such aids can increase the depth and speed of teaching learning activity and also the status of the subject. NellsonHagn (1966) as cited in Abinet (2004).

2.4 Method of teaching

Group Work

Group work is part of collaborative strategies of teaching learning. It is one of the best ways of encouraging active learning by arranging the learners’ work together in group. It can take many forms involving pairs of students working together, up to ten learners together or it can involve students who work individually and come together in groups to compare and discuss the results of their group. If necessary, random, gender, interest and ability groups can be formed (kyriacou, 1998).

Role- playing

Role- playing is when a student or a group of students are given a role to play out in the class. This could be a situation they have to act out, or a person they have to dramatize. Another way to do role-play is to divide your students in to groups. Giving each group a situation, and have them play out that situation.

That is a great way of learning for kinesthetic and visual learners (HDP: 2008).

Role- playing fosters small group interactions. It allows students the opportunity to act out selected text.

Discussion

Discussion in the classroom is an important kind of active learning strategy (ICDR, 1999). This strategy gives room for the students to exchange, explore and air their views (Nardos, 2000). However, they need to be managed and organized well to be effective. The purpose of discussion is to examine information in order to develop a deep and broader understanding of a topic. However, student should have prior knowledge and experience with a current topic for discussion to be successful.

Brainstorming

This is when the students generate as many ideas as possible about a topic-an ideal storm! It can be a great way to start a class on any given topic. It may be done in a number of different ways: in groups recording their ideas on chart paper, in pairs, or as a whole class, with the teacher (or a student) writing the ideas on the board or chart paper. It is a great way of finding out of the students what they already know on a subject as well as an excellent review activity.

(Bonwell and Eison, 2003). It can be used as a way of finding out what students already know on a subject before you start teaching or as a review activity.

Problem Solving

Aggarwal (1996) suggested that problem solving is an instructional technique where teachers and learners attempt in a conscious, planned and purposeful effort to arrive at some solution.

Learning; through problem solving focuses on activities that are relevant and useful to the life of the learner than just learning by memorizing facts that may have no connection with the learners' life. According to Leu, (2000) problem based learning is derived from the conviction that the learner is an active and creative individual with the will and ability to seek knowledge and self-development. In working with a problem, students can formulate hypothesis, gather relevant data, and organize the data to arrive at a conclusion. In line with the above statement (HDP: 2008) explains that problem solving activities involve students finding solutions to problems.

Problem solving is an essential skill as it creates students who are able to think for themselves independent thinkers who look for solutions rather become trapped in problems.

Project method

A project is a natural, life like learning activity involving the investigation and solving of problem by individuals or a group of students (ICDR, 1999). Ideally, project work should consist of a task to achieve some definite goal of real personal value. The project method involves cooperative investigation of real life situation or problem under the supervision of the teacher. It encourages students to plan and carry out investigations of real life situations in the students' immediate environment individually or in group (Dary and Terry,2000).

In general this approach produces a close contact with real life situations, encourages co-operations in between learners; offers opportunities to play a leadership role.

Cooperative Learning

This is a form of group work in which each group member has a specific task to complete within the group. You may assign different tasks like facilitator, note taker, timekeeper, leader, observer, reporter, or task specific to the topic. Group members can assign tasks if appropriate. The group is responsible for the outcomes, which are evaluated against agreed criteria (HDP: 2008).

In line with the above statement (Slavan E:1994) states that cooperative learning is an instructional methods in which students work together in a small groups to help each other learn. There are quite different approaches to cooperative learning. Most involve students in four-member, mixed ability group, and some use varying group size.

Demonstration

A demonstration is an activity when the teacher demonstrates how to do something in front of their class. The purpose of doing a demonstration is to show the students how to do something in both words and actions. When a teacher demonstrates, he /she should point out the process, gradually.

CHAPTER THREE

3. RESEARCH METHDODOLOGY

3.1 The Research Design

The study attempts to describe the factors that affect the participation of female students in physical education in practical class in the case of Mareko secondary and preparatory Public school female students. To achieve the intended objective of the study descriptive survey method employed to identify and describe factors that affect the participation of female students in physical education class. According to Best and Kahn (1998) stated a descriptive research method focus on investigating the issues and practices by including the large size of the population.

3.2 The Source of Data

The major sources of data for this study are both primary and secondary sources. Primary data are collected form Physical Education teachers, and students. In addition to this, an observation regarding the School playground, library or total facilities of the department of physical education and related matters in the sample school was made.

Secondary data were collected from relevant books, journals relevant documents prepared by MOE.

3.3 Population and Sampling Procedures

The main participants in the study were in Gurage zone in Mareko woreda secondary and preparatory schools of PE teachers and female students. Mareko woreda has three secondary and one preparatory school. They are Mareko secondary, Udassa secondary, Bidara secondary and preparatory schools. Only Mareko secondary school is included in the study. The total target population of the study is 124. That is 120 female students, and 4 PE teachers. Among those 40 (33.3%) female students, and 4 PE teachers directly participate in the study. By using simple random sampling technique all PE teachers are include in the study by using purposive sampling technique.

3.4 Instruments and Procedures of data Collection

The prime aim of this study was to find out the factors that affect the participation of female students in physical education in practical class in the case of Mareko secondary and preparatory Public School at best follows a survey type of descriptive method. This method can be actually practiced regarding the issue under investigation. In order to gather information the researcher used two main instruments of data collection namely; questionnaire and observation.

3.4.1 Questionnaire

The aim of questionnaire is to collect appropriate data from teachers and female students by enabling them expresses their ideas and opinions freely. Thus the researcher questioner will composes both open ended and closed-ended questions.

Open-ended questions will be prepared for school Physical education teachers and female students it will focuses on the major course that teachers, the utilization of teaching materials, facilities selection of students the efforts that tries for their success and other related factors. The second questioner closed ended will focuses on school female students that mainly in relation to availability of materials, reference books, knowledge gaining from their major courses interest towards their subject matter and other related factors will prepares.

3.4.2 Observation

To obtain more information observation is very Hancock (1998) noted that, because of the richness and credibility of information, it can provide, observation being a desirable part of data gathering instrument.

Therefore to obtain more information, observation of the actual teaching and learning process, the practical classes will be uses as a data gathering instrument. For the purposes of observation, cheek list will be employed. Based on this the researcher will observe the school facility, gymnasium, method of teaching ,playground, having reference books and other related factors using the developed checklist for its purpose.

3.5 Procedure of Data Collection

The questionnaires in the study will prepare based on the basic questions and review of related literatures.

The researcher tries to validate the instrument that was developed as follow before the actual data collection was started, the instrument was given to colleagues to get valuable comments and criticism on the strength and weakness of the items based on the comment obtain necessary information will be made and gives to the advisor for further comments, criticism and evaluation.

The purpose of this test was to check the appropriateness of the items and to make the necessary correction based on the feedback hence, some of the question will be refined thus, the instruments was found to reliable measure to collect data for the main study and then administrates as scheduled. A brief orientation about the whole purposes of the study was given for the respondents. A close follow-up were applied to correct problems that arise during the filling of the questions. The distribution and collection of questionnaires were taken in collaboration with the physical education teacher.

3.6 Method of Data Analysis

After collecting and gathering of data from the respondents and from the direct observation the next step were analyzing the given data. Quantitative and qualitative analysis of data were employed. The data obtained from teachers and female students through closed-ended question are analyzing quantitatively. However the data that was gathering through open-ended questions and observation will analyze qualitatively submitted. More over the result of the study were reported by using percentages.

CHAPTER FOUR

4. MAJOR FINDINGS AND ANALYSIS OF DATA

This chapter of the study deals with the analysis of the data gathered through the questioner and observation from different source followed by discussion of the findings.

Furthermore, the main findings of the study are presented with the help of tables followed by descriptive statements for analysis to give answers to basic questions set in the study.

The total population of this study was 120 female students and 4 Physical education teachers. All of the respondents were selected according to their usability that is randomly the researcher distributed 12 questionnaires were filled and returned

Background of Respondents

I. Background of Female Students

Female students attending mareko woreda public school were chosen for the research as a sample.

Table 4. 1: Analysis of information gathered from female students

Sex	Age				Total	
	12-16		17-21		N	%
	N	%	N	%		
Female	23	57.5	17	42.5	40	100

The sample female students who participated in filling the questionnaire were 40 of these number 40(100%) female students returned the questionnaire. Most of the respondents aged 12-16 (57.5%) wee early to join senior secondary schools while; those aged 17-21(42.5%) were in the appropriate age range for secondary schools.

II. Background of Teacher Respondents

The intended teacher's respondents were 4 to fill the questionnaire. Regarding the respondents, the selected schools have two (2) female and 2 male teachers concerning their qualification, one of them 1(25%) of the teachers is masters holders while 3(75%) of the respondent teachers are degree holders in the field.

4.1 Analysis of information gathered from female students

Questionnaires were distributed for female students in mareko public secondary school and their response is summarized in this section.

Table 4. 2: To what extent is your participation in physical education activities especially in practical session?

Item	Respondents	Percentage
Very high	15	37.5%
Medium	5	12.5%
Low	20	50%

According to the above data the results show that majority the respondents 20(50%) said that participation of in physical activity in practical class were low and 5(12.5%) replied that medium and others said that their participation were very high

Table 4. 3: What are the major hindrances when female students practice in the Physical education classes?

Item	Respondent's	Percentage
Cultural influences	10	25%
Family influence	5	12.5%
Social influence	25	62.5%
Total	40	100%

In the above table majority of the respondents replied that factors affect participation of female students in physical education 25(62.5%) of the respondent's answered social influences 10(25%) of the respondents' answered, cultural influence 5(12.5%) of respondents replied that family influences.

The socio-cultural norms, in which females are brought the expectations of their parents is highly influential on their attitude towards physical education. Mensch (1998) stated that, the way girls and boys are treated during their childhood development, how they are expected to behave by their family and the society at large has a great influence on their schooling and future aspirations. Society encourages females to identify and develop the role they are expected to play in their future life similarly, society's positive perceptions and attitudes toward female student's

participation in education in general and in physical education in particular has great impact on nutrition, health, family planning and to promote their future life style in general.

Table 4. 4: To what extent comparing physical education with other subject?

Item	Respondents	Percentage
High	30	75%
Medium	7	17.5%
Low	3	7.5%
Total	40	100%

In the above table 4.4 30(75%) of the respondents' answered 'high' 7(17.5%) of the respondents replied that 'medium' and 3(7.5%) of the respondents replied that 'low'.

Table 4. 5: Does physical education teacher motivate you during physical education period?

Item	Respondents	Percentage
Yes	13	32.5%
No	27	67.5%
Total	40	100%

Based on the above data on table 4.5 27(67.5%) of female student in mareko public school physical education teachers did not give motivation for female students and the others said that some of the teachers give motivation during physical education practical class.

Therefore teachers did not motivate female students during physical education practical class

Table 4. 6: To what extent physical education teacher motivate you?

Item	Respondents	Percentage
Always	2	5%
Sometimes	15	37.5%
Usually	3	7.5%
Never	20	50%
Total	40	100%

According to the above data, only 2(5%) of respondents from Mareko preparatory school replied that Physical education teacher gives motivation always for female students. 15 (37.5%) of

respondents from mareko secondary and preparatory schools respectively said that the degree of motivation giving for female students are “sometimes”. And 3 (7.5%) of respondents from mareko preparatory schools said that the degree of motivation giving for female students are “usually”. Whereas 20(50%) of respondents from mareko secondary and preparatory schools said that physical education teachers did not give Motivation for female students during physical education period. So, based on the above data, physical education teachers did not give motivation for female students during physical education period.

Table 4. 7: Does physical education teacher provide equal chance for you and male students during Physical education period?

Item	Respondents	Percentage
Yes	10	25%
No	30	75%
Total	40	100%

Table 4.7 shows that, 25(25%) of female students from mareko secondary and preparatory schools respectively replied that teachers provide equal chance for both male and female students. Wherea30 (75%) of female students from mareko secondary and preparatory schools said that teachers did not give equal chance for female students during physical education period.

Table 4. 8: Does Physical education teacher understand the natural problem of female students during Physical education period?

Item	Respondents	Percentage
Yes	25	62.5%
No	15	37.5%
Total	40	100%

The above table 4.8 indicated that, 25 (62.5%) of respondents from mareko secondary and preparatory schools said that physical education teachers understand their problems during physical education period. Whereas 15 (37.5%) of respondents from secondary and preparatory schools 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 4. 9: Does your teacher use different kinds of teaching approach in practical class of physical education?

Item	Respondents	Percentage
Yes	15	37.5%
No	25	%62.5
Total	100	%100

In the above table 4.9 15(37.5%) of the students replied that physical education teachers use different teaching approach whereas 25(62.5%) of the students answered that most of the time the teachers did not use different teaching approach in practical class.

4.2 Analysis of information gathered from physical education teachers

Questionnaires were distributed for all physical education teachers who are teaching mareko secondary and preparatory schools and their response is summarized in this section.

Table 4. 10: 10To what extent is the participation of female students compared with their male counter-parts in physical education activities?

Item	Respondents	Percentage
High	1	25%
Medium	3	75%
Low	0	0
Total	4	100%

From the above table 4.10 1(25%) replied that participation of female students compared with male is high whereas 3(75%) replied that medium.

Table 4. 11: Are there adequate materials for female students to participate in different sports such as gymnastic materials (apparatus)?

Item	Respondents	Percentage
Yes	0	0
No	4	100%
Total	4	100%

From the above table 4.11 4(100%) all respondents were replied that not adequate materials for female students to participate in different sports such as gymnastic materials.

Table 4. 12: Are female students given care when they participate in physical education activities?

Item	Respondents	Percentage
Yes	3	75%
No	1	25%
Total	4	100%

According to the table 4.12 3(75%) of the respondents replied that during physical education class majority of the teachers were care their female students in practical class whereas 1(25%) replied that “no”.

Table 4. 13: Extent biological factors (menstrual irregularities) hinder female student to participate actively during physical education class.

Item	Respondents	Percentage
Yes	4	75%
No	0	0
Total	4	100%

Based on the above table 4.13 all of physical education teachers respondents from mareko secondary and preparatory and schools replied that, biological influences are a major factors that affect the participation of female students during physical education class. As shaver (1981) further reported a study had been made on, Hungary on women athletes and it was found that there were disturbance on the set of during the menstrual period doubt women athletes is much greater than the amount of general female population

Table 4. 14: Is there Intramural competition in your school for female students?

Item	Respondents	Percentage
Yes	0	0
No	4	100%
Total	4	100%

From the above table 4.14 4(100%) replied that there is no intramural competition in school for female students

Table 4. 15: Is their Available of teaching materials to motivate female students in school

Item	Respondents'	Percentage
Yes	0	0
No	4	100%
Total	4	100%

From above table all respondents replied that in the school there is no available material to motivate students.

Instructional materials are resources that if used properly can assist a teacher in bringing about an intended desirable behavior change in individual students.

Proper utilization of instructional materials along with other instructional elements is considered to be the means through which teachers appeal to learner understanding and active participation. In adequacy of instructional material shave an impact on the quality of education. To this end, ETP (1994) guidelines, “inadequate facilities, insufficient training of teaches, overcrowded classes, shortage of books and other teaching material all indicate the low quality of 4educaiotn provided.” The above discussion indicate that, instructional material s provide a rich instructional environment where students acquire knowledge skills and attitude by factorizing their teaching learning process to provide them with a wide experiences.

Table 4. 16: Does you providing equal chance for female and male students during physical education class?

Item	Respondents	Percentage
Yes	4	100%
No	0	0
Total	4	100%

According to the above data, all of respondents from mareko secondary and preparatory schools replied that, they provide equal chance for both male and female students during physical education class.

4.3 Analysis of information gathered through Observation

1. Does the teacher show the practical work well?

Physical education teachers need to be as a role model but sometimes with the practical part it seems to be less. So this was the main problem for females that if they didn't get good demonstration they will be expelled through the class. So the research observed there were no good demonstration was taken by PE teachers.

2. Does the teacher use different material and teaching aid?

During the observation time most of the teachers were not used additional materials as long as the subject teacher meet his students always he used nothing except whistle and some balls.

3. Does the teacher give feedback for female student s while they work?

At the research observed sometimes teachers give feedback at the end of the practical class but majority of students who get such feedback were boys

4. Does the teacher give correction at the right time?

Definitely yes but sometimes the teachers were given such correction with hot feeling and also by insulting the students that may affect their participation.

5. Does the teacher motivate female students?

Some teachers try to motivate during practices session for female students but the rest were not interested to motivate the students to participate.

6. Does the playing field for practical class are well constructed?

The school compound had a good football field and volleyball field of play but not hand ball field and the others.

7. Does the teacher give more time for female students?

During the practical session physical education teachers are expected to give more time for female students but except one teacher no one given such opportunity during the observation.

4.4 Discussion

Major hindrances when female students practice in the Physical education classes

The result of the descriptive statistics that hinders female student participation in table 2.3 indicates the numbers of social influence are above family influence and cultural influence. The majority of the respondents replied that factors affect participation of female students in physical education 25(62.5%) of the respondent's answered social influences 10(25%) of the respondents' answered, cultural influence 5(12.5%)

of respondents replied that family influences. This result causes great impacts on female students practical to participate in physical education class.

The socio-cultural norms, in which females are brought the expectations of their parents is highly influential on their attitude towards physical education.

The result of absence of adequate materials indicated in table 4.11 is a great impact on female students to participate in different sports. From the above table 4.11 4(100%) all respondents were replied that not adequate materials for female students to participate in different sports such as gymnastic material. This discourages female students' participation in physical education practical class.

Do the teachers use different kinds of teaching approach in practical class of physical education? From table 4,9 indicated most of teachers are not used different kinds of teaching approached in practical class of physical education this minimize female participation.

CHAPTER FIVE

5 SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

This study was conducted in two public secondary and preparatory public schools with the main objective of assessing the factors that affect female participation in physical education class activity. Specifically the research tried to identify female performance in the physical education class activity, to explore female's participation and to assess the challenges and prospects of female participation in the physical education class activity. In order to achieve the stated objectives, descriptive survey method with qualitative and quantitative approach was used. To collect the required information different instruments of data gathering tools and techniques were employed i.e. questionnaires, and field practical observation, were used. The sample populations were female students, physical education teachers, were approached.

To accomplish this purpose, the following research questions were formulated

- Is biological factors influence the participation of female students in PE class?
- Is instructional material and facilities influence the participation of female students in PE class?
- What methods are used to increase the participation of female students in physical education class?
- Is socio-cultural factors influence the participation of female students in Physical education class?

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.

- ❖ The interest of female students to participate during physical education class was less because of;- Biological factor , Cultural or religious factors; Physical and physiological factors, Teachers approaches (methodology).
- ❖ Most of female students replied that information what way seen in physical education period with other subjects would have low role.
- ❖ 67.5 % of female students said that physical education teachers did not give motivation during practical periods of physical education subject.

- ❖ Almost all (about 75 %) of female students replied that physical education teacher did not provide equal chance for both male and female students during physical education period.
- ❖ Almost all (about 62.5%) of female students replied that physical education teachers understand their problems during physical education period.
- ❖ 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. According to the result of the study, female students don't 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. The finding of the study indicates that in Mareko woreda public secondary and preparatory schools does not have available of sport facility and materials.

5.3 Recommendations

Educating female students has a considerable social return. It is one of the critical pathways to promote social and economic development of the society. As a result, the participation of female students were not given due attention. To mitigate these problems, it would be advisable that the school directors, teachers, Woreda education officers, Sub-city educational experts, youth and sport representatives and other concerned bodies have to consider the following recommendations.

- ❖ To increase classroom interaction, teachers have to encourage and motivate female students to develop positive attitude and to participate in asking and answering questions in physical education classes.
- ❖ During observation, some of the existing facilities were inadequate particularly in those schools. These schools should, therefore, be facilitated by using the government and the

societies resource investing on building classrooms to reduce overcrowdings in sport fields, buying sport materials, making available water supply, separate male female latrines, building cloth changing rooms, teacher guidelines, textbooks and other gender sensitive materials.

- ❖ Female students have to participate in school and outside the school environment in sport activities like their female counter parts or equally to their brothers. Therefore, parents fear of opposite sex relationship and low academic achievement of their daughters has to be changed by creating good communication with the school and by orienting and teaching their daughters to avoid risk behaviors by arranging study program and sex education to encourage them to participate in extracurricular sport activities.
- ❖ In order to increase teacher's capabilities up-grading in regular, extension and summer program in the field should be expanded and introducing the curriculum of physical education by using workshops and seminars should be arranged to create more awareness among physical educators.
- ❖ Scarcity of sport materials and sport field discourage students in general and females in particular, therefore, schools should allocate budget to purchase sport materials including teachers sport suit, to construct sport fields and to prepare intramural sport competitions and should include in their annual plan.

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

A) Yes B) No

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

A) Yes B) No

8. What you advise those who do not engage in physical education class especially in practical period?

9. Does your teacher use different kinds of teaching approach in practical class of physical education?

A. Yes

B. No

APPENDIX B
WOLKITE UNIVERSITY
COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCE
DEPARTMENT OF SPORT SCIENCE

A questionnaire set on “factors that affect female student’s participation in physical education activities in Marekoworeda public schools.

This questionnaire is to be filled by teacher. The purpose of this questionnaire is to gather the available data on the participation of female students in physical education activities. It also aimed at detecting the major problems in the practice of physical education activities of female students. Hence, you are kindly requested to fill-in this questionnaire that accommodates different ideas related to the research. The success of this research depends on your genuine response to the questions.

Thanks you in advance for your cooperation

I. Please write background information on the space provided.

1. Name of the school _____
2. Sex _____
3. Age _____
4. Qualification _____

II. Please circle correct response in the space provided it is possible to answer more than one if it is necessary

1. To what extent is the participation of female students compared with their male counter-parts in physical education activities?
A. high B. Medium C. Low
2. Are there adequate materials for female students to participate in different sports such as gymnastic materials (apparatus)?
A. Yes B. No
3. Are female students given care when they participate in physical education activities?
A. Yes B. No
4. Extent biological factors (menstrual irregularities) hinder female student to participate actively during physical education class.
A. Yes B. No
5. Is there Intramural competition in your school for female students?

A. Yes B. No

6. If your answer to question “6” is not what is reason in your opinion

Explain _____

7. Is their Available of teaching materials to motivate female students in school?

A. Yes B. No

8. Does you providing equal chance for female and male students during physical education

class? A) Yes B) No

APPENDIX C
WOLKITE UNIVERSITY
FACULTY OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE

Observation Check List for Female Student and Teachers

The objective of this observation check list is to get additional information on the Study area.

1. Does the teacher show the practical work well?

Yes No

2. Does the teacher use different material and teaching aid?

Yes No

Yes No

3. Does the teacher give feedback for female students while they work?

Yes No

4. If your answer question number is "yes" please write how they give?

5. Does the teacher give correction at the right time?

Yes No

6. Does the teacher motivate female students?

Yes No

7. Does the teacher give more time for female students?

Yes No

8. Do you believe practical activities are needed for female?

9. Yes No

10. If your answer question number is "yes" please write your reason?

11. Does the playing field for practical classes are well constructed?

Yes No