



WOLKITE UNIVERSITY

**COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCE
DEPARTMENT OF SPORT SCIENCE**

**THE CHALLENGES OF FEMALE STUDENTS PARTICIPATION IN
PHYSICAL EDUCATION DURING PRACTICAL CLASS IN CASE OF
CHEFUNA PRIMARY SCHOOL ON GRADE 8TH**

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APPROVAL SHEET

This is to certify that the research entitled “the challenges of female students’ participation in physical education during practical class in case of chefuna primary school on grade 8th” submitted in partial fulfillment of the requirements for the bachelor degree in sport science, of the department of sport, and has been carried out kedir lalu under my/our supervision.

Therefore i recommend that the student has fulfilled the requirements and hence here by can submit the thesis to the department.

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DECLARATION

I, declare that this research entitled: “the challenges of female students’ participation in physical education during practical class in case of chefuna primary school on grade 8th” is outcome of my own effort and study and that all sources of materials used for the study have been appropriately acknowledged. to the best of my knowledge, this study has not been submitted for any degree in this university or any other university. it is offered for the partial fulfillment of the bachelor degree in sport science.

By: Kediri lalu

Signature_____

Date_____

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Abstract

The purpose of the study challenge of the female students participation in physical education in practical class in chefna primery school grade sevens data was collected through questionnaire, interview and observation checklists. 42 respondents participated as the source of data. 37 female students 4 teachers and were participated in the study. The design of the study weas qualitative and quantitative and the descriptive survey method was used. The data collected were organized, analyzed, tabulated and interpreted using simple percentages. As for as major finding of the study are concerned, significant majority of the respondents stated their views that there is problem of selecting female students, the quality and knowledge of teacher was very low, the teacher of cherfuna primery school has problem practical class female students, there is problem of job teacher attention practical class and the availability of equipment and facility were not adequate shortage.

Key word :-

- Equipment
- Descriptive survey method
- Tabulated
- Respondents

Chapter one

1. Introduction

1.1. Background of the study

Movement is natural activity it is no indication if life activate mirror of personality. Moods and feeling by learning to control his or her movements the child achieves mastery over his/her and his able to use his body use body in creative situation. Sweetly know education is a baring important emits in life and development through every one who can be trained through extensive and successive researcher works which are promoted through education or training process. As a result education can be taken as key for the improvement of life condition (*Gallaber, 1997*).

It is obvious that physical education is one kind of education that involves physical movement .Physical movement through uncreative way can answer for every child the satisfaction of succss.The benefit derived from physical activity is seen not any in development of improved body of life skills but it also involves mental, social and emotional improvement.

Based on the above reason physical education is concerned assisting the students natural process of growth him opportunities to exercises and development his social relationship creativeness and physical fit with the medium of activities through these media many students emotional needs are met. Physical element is always primary importance and its essence of the work boring to improve physical quality flexibility strengthen according to the above mentioned circumstance females student can gain all the necessary knowledge and interest to enhance (*Field Man, 1990*).

My study intend on to see challenge that affect the participation of female students during physical education and sport practical class do this fact could like to find out a certain defect .

1.2. Statement of problem

In Teaching learning Rousses the students challenge of female participation for physical education is the man goal . but at Rape chefun primary school the student for participation is very low to physical education.

The reason why the researcher of this study choose this title is that he has come across less participation of female students at different grade levels during physical education practical activity in addition to these the research realized that the member of female participation during the application of physical education lesson in sport different extra practical activity us less than the male further more during different sport competition. The challenge of female students participation in physical education in during practical class in Rape primary school especial class grade 8 less participate in physical activities compare to mean participate during practical class.

1.3 Objective of the study

1.3.1. General objective

To investigate the challenges of female students participation in physical education during practical class.

1.3.2. Specific objective

The specific objectives of the study are:

- ✓ To indentify challenge female student participation in physical education practical class.
- ✓ To identify the cultural problem of female students' participation on practical class.
- ✓ To identify the psychological influences on female students in practical class.

1.4. Research questions

This study was attempted to answer the following basic research questions:

1. What challenges of female student face to participation in practical class?
2. What is the cultural influence of female students' on practical class participation?
3. What are the psychological influences on female students in practical class ?

1.5. Significance of the study

Some significance of the study includes the following:

- The outcome of this study would be helpful to the female students and for physical education teachers and also for all society.
- It improves the participation of female students on practical class.
- This research is important to develop female students' knowledge and skill.
- This study creates equal participation for both sex in the society.
- After conduct this research to reduce the teachers' teaching load of physical education practical class.
- It provide give good information for the teacher and student
- It also provide information for the concerned body Woreda education bureau school direction etc...

1.6 Scope of the study

The researcher selected specified area and population based on financial ability and time .This study focused on factors of female students' participation on practical class in Rape Chafuna primary school on grade eight female students .

1.7 Limitation of the study

Some limitation of this study was finance, shortage of time, shortage of reference material and lack of experience; because of this the researcher was limited to do the research on Rape Chafuna primary School.

1.8 Operational Definition of Terms

Physical education: In this context it means that is term used to describe an area of educational activity in which the main concern is with body movement (*Abebe wkelkay, 2000*),

Sport: In this context, it means that an institutionalized competitive activity that involves various physical exertion or the use of the relatively complex physical skill a by individual whose participation is motivated by a combination of the intrinsic satisfaction association with the activity itself and the external reward earned through participation (*Butcher, 1972*).

Challenge: the difficulty that students who learned physical education face at school during practice (*Butcher, et .al 1972*).

1.9 Organization of the study

This proposal was consists of three chapters. Chapter one introduction, background of the study, statement of the problem, objectives of the study, significance of the study, limitation and delimitation of the study, operational definition of terms, organization of the study, chapter two: review of related literature. Chapter three methodology of the study: study area, research design, sample techniques, data gather instrument, procedure of data collection, data analysis techniques

CHAPTER TWO

2. REVIEW RELATED LITERATURE

2.1 Introduction

Students in Secondary School are around the 14-20 years .That means pre adolescence for both sexes were transitional period. This age group encountered different adjustment problem bee it social, psychological, emotional education or economical through as group both sexes are international period. In this female student have special problem. The problem was natural credits or acquired environmental, man- made or learner. In order to treat some problem that such age group students face five issues are considered as a major barrier for physical education exercise have been look at in this review this are psychological cultural religious and menstrual barriers (feild man,1990).

2.2 psychological challenges

Apart from its physical important, physical education has get significant positive impact on the psychological development of students stressing this fact co-well under scores. That the the force which interact on the playing felid in the samanin and also were provide for children study of law of motivation and feelings which gradually shape the personality. It is suggested that the altitude of students toward physical education was shaped parents bald usually in manager has shown that attitude was usually on apposition to determine ones will Ingress to do only activity class as the condition ask for and in this psychological factors affects participation in practical activity of that period point ,1990)

2.3 lack of motivation

Motivations are vital force which cause people act either in positive or negative way towards a given stimulus. Motivation may came from the inside feelings of an individual and forces hip to some things. On other hand motivation may also come from out sides of individual such people get satisfaction by doing things. These that female students should motivated to involve themselves in any practical sport activity. As to the about scholar, girls who were brought up on democratic climate develop positive attitude towards any physical activity which they usually

active in other words. Friendly and physical education interested to particular. So parents are expected to rise their children in or results children may enthusing for physical education which turn help them to develop their psychological traits and personality as emphases by manage of the many psychological factors in the personality be experiment important for female students clock over (indicated that girls are apparently represented in achievement related occupation .these are psychologists who believe persons personality changes with the station of its own environments. However, most psychologists believes that both the that and the strength female may psychologists recommended that physical education to get the best result from each person to now him or her well(*Gallaber,1997*).

2.4 physiological challenges

Physiology is the that deals with the fictional aspect the body trough physiology deals with over all functional aspects this part was debated ton only factors related to body composition and strength of female studies that have enjoy five effect on their participation in practical activities in physical education lesson. As it widely known development stages accurate similar age in all life girls except some common salaries boys and girls development at different age spans with boys structure and boys composition. Some clearly observed difference between boys and girls during developmental stages in boy compositions strength females' physical maturity and stele for structure (*Feild man, 1990*).

2.5. Body composition

The human body are composed of several substances like protein, fat, vitamins, etc. The amount of proportion of human being and the moral functioning of body part. Sometimes the distinctive feature, on structure and functions of the (*RJ.coppu, 1947*) says the fact that women were physiological decongest bare from man for more ways that reproductive function and hormonal status. Women have difference in body that it was abutilon that difference in body composition and size are account biro for some of the performance difference between that of male and female gender. This because mostly female are shortly, higher with many tissue and less muscles mass that male (*coppuz, 1947*).

2.6. The importance of physical education and sport activities

2.6.1 Biological significance

Various biologists emphasized that a difference in biological constitution between male and female. Explained the close relationship of culture and biology as "human biology requires human culture". However, the existence of biological difference between sexes does not necessarily mean women are socially and behaviourally weak.

2.6.2 Gender Issues

Described that gender in term of biological, social and cultural perspective. In the last century the biological difference between men and women were considered all important, and curriculum was designed to give the individual a particular place in the social hierarchy (Creedon, 1994).

2.6.3 Biological, Social and Cultural perspective

A study group physical education examined several biological explanations for differences in performance including gender likely to be less perspective than in other subjects, so guidelines and policy statements will need more attention at school level (Creedon, 1994).

2.6.4 Physical and Physiological significance

There is some difference in physical as well as physiological between male and female. These differences have an effect on females to participate in few sports effectively. Anatomical and physiological differences are quite apparent between to sexes particularly after puberty. By improving her strength the female athlete will improve her potential in which she is engaged (Butcher, 1972).

2.6.5 Psychological significance

A part from its physical importance, physical education has got tremendous positive impact on the psychological development of students. Child who has every chance and right to participate in activities is usually active, friendly and interested to participate in any physical activity. So parents are expected to raise their children in a free and democratic environment (Butchar, 1979).

2.6.6 Social Significance

Physical education has undeniable effect to strengthen the social interaction to people in general and females in particular. (Butchar, 1972) underlines that; physical education can have strong positive impact on social characters of female students such as traits of leadership and moral character. Female attendance in physical exercise contest is increasing to a considerable extent in some part of the world.

2.7. Gender Differences

Average gender difference anaerobic function before the age of puberty a regularly not large, however, and to state the obvious, a bread overlap exist between groups of boys and girls. While

the practical significance of these differences can be questioned, understanding gender related influences on aerobic function in children is important from a mechanistic stand point, why should girls and boys have different maximal aerobic power and perform differently an aerobic task in dependent of the influence of puberty?

This has led to the suggestion that girls are less likely to fulfil their potential for fitness because of social rather than biological constraints. In efforts to promote the health related benefits of exercise in children, then the gender gap may have significant implications (*Thomas, 1996*).

2.7.1 Haemoglobin Concentration

Haemoglobin is responsible for the transport of O₂ up take and endurance performance since the average adult male has a haemoglobin concentration of 16.0 percent in female. This implies haemoglobin status has been considered a likely contribute to sex difference in aerobic fitness in adult. (*Thomas, 1996*).

2.7.2 Habitual Activity

Habitual activity in children consistently demonstrates that on the average, boys are routinely more active than girls. It is possible, then that these differences in both maximal aerobic power and field endurance performance. Data from the national federation of state high school association indicate that throughout the 1980s the participation in high school sports by boys was almost double than of girls in USA.

In similar wards, some consider environmental influence as an explanation for lower levels of physical activity and sport participation in girls. Opportunity may not be as great for females as for males and there us lack of appropriate role models for female athletes (i .e. female coaches and official). Sexual stereotype may create psychological barriers for girls, and this can reinforced by peer conduct (*Arnold,1996*).

2.8. Factors Affecting Female Students Learning Physical Education Activities

2.8.1 Cultural Practices

The potential conflicts between various areas of in equality are frequently closed over, particularly when considering different cultures. Teachers who are aware of a discrepancy between the existing practices and specific aspects of culture practices in schools cannot ignore the potential conflict. Cultural identity and gender are crucial in individual make up. If we say that we value a multicar society, we are then in difficultly when we want to question some of the gender related practices that go on within particular cultures.stated that, there are practices in all cultures which cannot be condemned and think teachers have the right hot to feel quality because they do not embrace an aspect of any particular culture. As teachers have embraced all aspect of any particular culture (*Siedentop, 1998*).

2.8.2 Social Factors

There is considerable evidence that social and cultural factors have more bearing than physical differences upon gender based variations in performance and attitude at primary school age. Several researchers have shown that parietal attitude in children's play tends to be gender differentiated. Boys are often allowed more freedom to explore the environment, to display aggressive behaviour and to engage in vigorous activities. It is elaborated that as children grow older they tend to play with children of the same age. (Kamlesh and Sangral, 1997).

2.8.3 Teachers Attitude

In classroom observations have shown that teachers encourage and pay more attention to boys than girls. Because of this girls often may not answer the questions as equally as the boys, not because they do not know but of their socialization that does not allow them to even take the risk of being wrong. Interestingly, male and female teachers are not very different in their views of student's behaviour. Teachers expect good behaviour from girls but feel that boys require encouragement. In general these interactions reinforce physical proximity and conformity in girls and more task oriented behaviours in boys (Fawe, 1996).

2.8.4 Cultivating self esteem

In students cultivating self-esteem in students because feeling of high self-esteem can lead to successful academic performance. Every student cultivating wants to feel important and respected by her/his classmates and teacher. No one wants to be failure. For this reason competent teachers give students plenty of opportunity. They do their best to help even the least successful students find something to be proud of. Recognition of one's success by others is enjoyable. Teachers should see that their students have much success in their school work. The recognition of this success can lead even after repeated failure, to the attainment of the desired goal (Clark and Starr, 1986).

2.8.5 Parent attitude towards their daughters

The attitude of parents toward education of females seems crucial. The trend of education towards improvement in participation of females is still slow. The reason could be many where parents' attitude on the value of their daughter's education is among them. The negative attitude of parents towards girls education is the result of society's view of the roles of males and females, obvious, this role is not delimited by nature rather by culturally and socially accepted norms (Carran and Bordia, 1985).

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.1 Study area

The researcher selected specified area and population based on financial ability and time .This study focused on factors of female students' participation on practical class in Rape Chafuna primary school on grade eight female students .Rape Chafuna primary School is present in SNNPR of Site zone administration Warabe town in Lanfuro warade .Silte zone is far from Addis Abeba 120 killo meter to south and also Lanfuro watade is present the south p direction of Warabe town .Rape Chafuna Primary School is present the south direction of Tora town and far away 7 kilo meter from Tora town .

3.2 Design of the study

The main objective of this study was the challenges of female students' participation in physical education during practical class in case of chefuna primary school on grade 8th To this effect, the investigator will use descriptive survey method. The researcher also believes that the method was the best way to collect reliable information in order to examine the extent of their practice and its impact. Researcher used descriptive data method which is function of the research objective's is defined as a set of advance decision that makes up the master plan specifying the methods procedures for collecting and analysing the needed information (Bruns and Bush ,2002).

3.3 Population, Sample and sampling technique

The researcher was target on Rape Chafuna primary school on grade eight female students .From the total population 73 students of grade 8th.the girl Students was 37 and the remaining were 36 boys. 37 female students were selected by purposive sampling technique and 4 physical education teachers were also consider as the subjects by using simple random sampling techniques.

3.4. Data Source

In this research primary data would use .Primary data are original observations would collected by the first time questionnaire and interview through open ended question with female students and physical education teachers.

3.5. Method of data collection

This research paper would use primary data source which would be collected from distributed interview and questionnaire from female students and all physical education teachers.

3.5.1. Questionnaire

In asset questions which include 3 closed ended, 10 open ended questions for the female students and teachers.

3.5.2. Interview

In the way of patterning information from the respondent by face to face interaction. The research used unstructured interview to peat the information in detail and it was provided for the selected sample teachers.

3.6 Method of data analysis and interpretation

The data that are collect through distributes questionnaires and interview source would be analysed using descriptive statistics which contains table, frequency and percentage grade 8 female students practical class would collected to evaluate the challenge that female students in practical class in Rape Primary school .Finally, that data would gathered, organized, presented, discussed and analysed in order to provide meaningful result.

CHAPTER FOUR

4. DATA ANALYSIS AND INTERPFETATION

4.1. Analysis of student's response.

This section deals with analysis and interpretation data collected from female students in the class. Female student give questionnaire consist of 10 items 3 are closed ended students were found too various for the set of questions and result analysis as follows.

Table one: - identify challenges of female

NO.	ITEM	ALTERNATIVE				TOTAL NO. OF RESPONDENTS	TOTAL PERCENT
		YES		NO			
		NR	P	NR	P		
1	Is there any problem which affect females' participation	35	94.6	2	5.4	100	
2	Is your religion conflict with practical class?	22	59.5	15	40.5	100	
3	your family attitude is positive for your practical class	7	18.9	30	80.1	37	100

Table one: item number one show that the most the respondent responded the culture of society is affects the female student's participation of practical class. According to this item 94.6% of the respondent said 'yes' and 5.4% of the respondent responded 'no'.

Item two on the same table indicate that the majority of student's responded religion is one problem of females' participation 59.5 of the students responded yes and 40.5 of the respondents answered no.

Item three: - on the table one refer that the huge number of the respondent answered that the attitude of the family is negative.

Regarding on the respondent 18.9 of the student said yes and 81.1 of the students said no

NO	ITEM	ALTERNATIVE						TOTAL NO. OF RESPONDENTS	TOTAL PERCENT
		YES		NO		I DON'T KNOW			
		NR	P	NR	P	NR	P		
4	Do you afraid male students during practical class?	33	89.2	4	10.8	-	-	37	100
5	Do you consider your ability is enough for practical class?	34	91.9	3	8.1	-	-	37	100
6	Do you participate freely and actively on practical class?&(6	35	8.1	34	91.9	-	-	37	100

Table two: item four indicate most of the students responded that female students are afraid during practical class. As respondents' answer 89.2 % of the students are said yes and 10.8% of the students are responded no.

On the same table two item five show that the most of students response referred they have not assumed for about their ability of practical class. According to students' response, 91.9% of the students responded yes and 8.1% said no.

Item six on the same table two indicate that the most of students' response they did not participate actively and freely on practical class, which show that 8.1% of the students said yes and 91.9% said no

Table Three: attitude of female students

NO	ITEM	ALTERNATIVE						total no. of respondents	TOTAL PERCENT
		YES		NO		I DON'T KNOW			
		NR	P	NR	P	NR	P		
7	Practical lesson is important?	6	16.2	31	83.8	-	-	37	100
8	Is practical class difficult?	3	8.1	34	91.9	-	-	37	100

Table three: item seven explain that the majority of students considered practical lesson is not important .In the table 16.2% of the students said yes and 83.8% said no. Therefore the response indicates the students did not believe that practical class importunateness.

On the same table three: item number eight indicate that practical lesson is difficult for female student .According to table description, 8.1% of the students responded yes and 91.9% said no.

Analysis and interpretation on psychological influences of females students in practical class

Table4.3. psychological influences of females students in practical class

No	Item	Alternatives	No of respondents	Percentage	Remark
1.	Do you think that are you motivated during practical class of physical education ?	Yes	12	32.4	
		No	25	67.6	
		Total	37	100	

Source, survey 2013 E.c

As shown in the above table, 67.6 % of the respondents replied that they were not motivated during practical class of physical education in the area of the study where as 32.4 % of the respondents replied reversely to the majority of the respondents. So, this shows that students who learned physical education on practical class were not motivated.

No	Item	Alternatives	No of respondents	Percentage	Remark
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2.	What feeling do you have during practical class of physical education ?	Positive	16	43.3	
		Negative	21	56.7	
		Total	37	100	

had positive feeling to practical class of physical education in the area of the study at the given school at the given section where as the remaining 43.3% of the respondents replied reversely to the majority of the respondents. So, this shows that students who learned physical education in school did not have positive feeling to practical class of physical education.

No	Item	Alternatives	No of respondents	Percentage	Remark
3.	Are you satisfied with physical education during its practice ?	Yes	16	43.3	
		No	21	56.7	
		Total	37	100	

As shown in the above table, 56.7 % of the respondents replied that students in the area of the study were not satisfied with physical education during its practice where as the remaining 43.3% of the respondents replied reversely to the majority of the respondents. So, this shows that students in the area of the study were not satisfied with physical education during its practice. Those respondents who replied that students in the area did not satisfied by physical education during its practice stated that due to lack of experience of practical reaching of physical education practically and having negative attitude to wards physical education on behalf of teachers and students respectively were challenges that female students faces.

No	Item	Alternatives	No of respondents	Percentage	Remark
4.	How do you evaluate the physiological influences of practical class of physical education ` on female students ?	Low	5	13.5	
		Very low	8	21.6	
		High	15	40.5	
		Very high	9	16.2	
		Total	37	100	

Based on the above table 4.2, 13.5%, 16.2 % , 21.6 % , and 40.5 % of the respondents respectively evaluated the physiological influences of practical class of physical education ` on female students in the area as low, very high, very low and high respectively. This shows that the physiological influences of practical class of physical education ` on female students was evaluated as high.

4.2. Analysis of the teacher response of the interview

Table Four: frequency of responses on interview

NO	ITEM	YES	NO
1	Do you support female students on practical class?	1	3
2	Do you think all female students have motivation for practical class?		4
3	Is there any challenge that affects female students' practical class?	4	
4	Do you think practical lesson is difficult for female students?		4

Table Fourteen: - one show that three teachers responded 'no' and one teacher responded 'yes'. This implies that 75% of the teachers are did not support female students on practical class.

In age same table fourteen number two indicate that all four teachers answered 'no' Therefore, female students have not good feeling for practical class.

The same table four: item number three implies that four teachers responded 'yes' under this result understand there is some problem which affect female students' physical education practical class.

On the above table four: item number four indicate all four teachers responded 'no' this shows that there is no any difficult practical task on practical class

FINDNG

Regarding psychological influences of females' students in practical class in the area of the study, the finding of this study shows that students who learned physical education on practical class were not motivated and students who learned physical education in school did not have positive feeling to practical class of physical education. In addition, it shows that students in the area of the study were not satisfaed with physical education during its pratcatice as aresult the physiological influences of practical class of physical education ` on female students was evaluated as high. Regarding challenges that hinder female students in physical education during practical class, the finding shows that lack of motivation, the existed culture, lack adequate lecture and lack of practical class as well were the major challenges of female students in area during practical class of physical education.

CHAPTER FIVE

SUMMURT CONCLUSION AND RECCOMENDATION

52. Summary

The study was having an objective of investigating the challenges of female students' participation in physical education during practical class. It was conducted Lamfuro woreda specifically at Rape Chafuna primary school on grade eight female students. Out of 73 students of grade 8th, the researcher 37 female purposely by using purposive sampling technique. In addition. 4 physical education teachers were participated in to the study. The researcher collected the data through questionnaires' and interviews as well as observation. After the researcher colcted the data, the data was analysis and interpreted through both qualitative and quantitative methods. As a result, the researcher come up with major finding and based on the finding of the researcher recommend to the given school

5.3. CONCLUSION

1. According to the results obtained the researcher was to reached some conclusions related with the chapter four analysis if questionnaires, and interview if students and teachers 2. The most of students responded that there are some cultural problems which affect students' practical class participation and also there are some challenges in religious principle so that is affect female students' participation 3.The majority of students responded that the family of female students have no positive attitude for practical class of female students 4. In addition of that the response of respondent indicate the female students did not considered or believed that practical class is important for themselves 5. The most students responded that female students did not participate freely during particular class. And also the majority number of respondent indicated particular class is difficult for female students'. 6. According obtained from the teachers' the interview question response to show the most of teachers answered that they did not give any support for female students and also female students had not interest for particular class. All teachers respondent there is challenge which affect female students' participation.

5.4. Recommendation

- ❖ Based on the analysis and conclusion the researcher reached the following recommendation which is contributed the possible solution for the problems of female students' low participation on practical class.
- ❖ The students should be participating actively and freely and also they should assume themselves equal with male students during particular class. They should not be afraid male students during practical class.
- ❖ The family if female students should be have positive attitude for practical class and they should be appreciate female students .The female students should be have motivation and follow actively .
- ❖ The teacher also should be encourage the female students and they should be support female students.
- ❖ The school also should be create suitable situation fir female students of practical class and also should be prepare all sport equipment or materials for female students' practical lesson.

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- ❖ scholar frank galling (2000) on write that a sian women are not allowed to participatein recreational activities.
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APPENDIX A
Wolkite University

Dear student;

The purpose of this questionnaire is obtain helpful data fir study on the "an exploration of difficulties facing by physical education on practical class" the researcher that you are an important source of information.

Instruction one: put "✓" mark in the table under the alternatives empty box based on your choice for the following question.

No	Item	yes	no				
1	Is there any cultural problem which affects female student's participation?						
2	Is your religion conflict with practical class?						
3	Your family attitude is positive for your practical class?						
4	Do you afraid male students during practical class?						
5	Do you consider your ability is enough for practical class?						
6	Do you participate actively and freely on practical class?						

APPENDIX B
Wolkite University

1	Do you support the female students on practical class?							
2	Do you think all female students have motivation for practical class??							
3	Is there any challenge that is affect female students 'participation?							
4	Do you think practical class is difficult for female students?							