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**COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCES**

**DEPARTMENT OF SPORT SCIENCE**

**FACTORS THAT AFFECTING FEMALE STUDENT PARTICIPATION IN  
GYMNASTIC CLASS IN THE CASE OF ABA FRANSUA GENERAL SECONDARY  
AND PREPARATORY SCHOOL IN 12A CLASS**

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## ABSTRACT

Gymnastic is a sport involving the performance of exercise requiring physical strength, flexibility, power, strength, coordination and balance. The objective of the study was to assess factors that affecting female student's participation in gymnastic class in the case of aba fransua general secondary and preparatory school in 12A class. The study design was cross-sectional descriptive study; was conduct in aba fransua general secondary and preparatory school in 12A class students. Data collection was done through structured questionnaire. As the result of this study shows that there was different factors that can affect the participation of the female students in gymnastics. The major factor that was affecting the female students was mainly cultural factor that have economical, religious, environmental and social norm. This was conclude from the respondents during the study in which maximum number of students were respond the culture as the major factor affecting the participation of female students in gymnastics. Also the other factors like environment, family can affect the female student participation in small percent. So this all factors was solve by teaching the students the importance of the gymnastics in their daily life and for their healthy life.

**Keywords:-** Gymnastics, gymnasium, fitness, participation, sport, social factors, socioeconomic status, facilities, federal

# CHAPTER ONE

## 1. INTRODUCTION

### 1. 1. Background and justification of the study

Gymnastic is a sport involving the performance of exercise requiring physical strength, flexibility, power, strength, coordination and balance. The world is becoming a global village and within many professions including gymnastic individuals have multiple opportunities to work and socialize with people from different ethnic back ground, culture, life styles, religion and etc. Due to the increasing cultural diversity it is important for physical education and sport professionals to understand how cultural and social factor of different ethnic groups and countries may influence females from participating in gymnastics. There are factors influencing female's participation in gymnastics. These are as follows...

- ❖ Age
- ❖ Perceive barriers
- ❖ Peer pressures

**Age:-** age is the dominant biological determinant of gymnastic activity in females to attend gymnastic class over all levels of activity steadily decline from above 6 years of age until adolescence, when activity levels drop more steeply whether this decline ought to be understand solely in terms of biological influences is dubious and it is perhaps noteworthy that the decline in gymnastic or physical activities of many females around 11 or 12 years occur almost simultaneously with the period when gender ideology shingly interacts with socialization influences (van mechelen and kemper 1995)

**Perceived barriers:** - both qualitative and quantitative studies have identified girls wish to do other things with their as a frequent exploration for non-participation. Other explanation for in activity included unsuitable weather, school pressures, dissatisfaction with school gymnastic classes, reluctance to get sweaty or disheveled and in accessibility or in convenience of sporting provisions (Graciaetal 1995)

**Peer pressures:** - whilst a peer group can act as power full enforce of norms and behaviors for both boys and girls, there is evidence that the use and view of friendship in different ways.

## **1.2. Statement of the problem**

In gymnastics, females are less participant than males .this low participations of females are concern with different factors. Those different factors that affect the participation of females are may be related to lack of acceptance in the social or may be related to lack of awareness toward the importance of gymnastics. In addition to those factors lack of interest and absence of available material may be the other facto that reduce the participation of female students in gymnastics. So this research is going to identify those specific factors that are affecting the participation of females in aba fransua general secondary and preparatory school in 12A class students.

## **1.3. Research Questions**

That was get answer at the end of research.

1. What are the factors that affect the female students not to participate in gymnastics?
2. What is the major factors that should be strongly target to increase the participation of females in aba fransua general secondary and preparatory school in 12A class students?
3. Does the lack of interest is the major factor in affecting the students?

## **1.4. Objectives of the study**

### **1.4.1. General objective**

The general objective of the study was the investigation of factors that affecting female student participation in gymnastic class in the case of aba fransua general secondary and preparatory school in 12A class students

### **1.4.2. Specific objectives**

This research paper was have the following specific objectives

- ✓ To identify the factor that affects the females participation in gymnastic.

- ✓ To initiate the female students towards gymnastic

#### **1.4. Significance of the study**

This study may provide some useful ideas to the type and nature of the factor which can affect female student toward the gymnastic. After the research was done it helps the female students to improve their interest of performance and the teacher who faced such problems. To increase female participation by investigating the possible reason for the high dropout rate of the gymnastic class was forward different possible solution so that problem was at least minimize drastically

#### **1.5. Scope of the Study**

This study was mainly focus on the investigation of the factor that affecting participation of female students in gubre town in aba fransua general secondary and preparatory school in 12A class students.

#### **1.6. Limitation of the study**

During conducting this study the researcher was face the following limitations, scarcity of materials, financial problems, and its shortage of time, in addition, the absence of adequate and comprehensive domestic research work .the above constraints was affect the qualities of the study.

#### **1.7. Operational definition and acronyms of important terms**

For the purpose of this study the following research terms are operationally defined.

- ❖ **Asses:** the value importance or quality
- ❖ **Coach:** an instructor trainer in sport
- ❖ **Gymnasium:** is a room that individual perform fitness.
- ❖ **Pommel:** the higher fort of the saddle on horse
- ❖ **Recreation:** an enjoyable leisure activity.
- ❖ **Tackle:** make determined effort to dead with difficult problem or situation

# CHAPTER TWO

## 2. REVIEW OF RELATED LITERATURE

### 2.1. Concept of gymnastic

The sport of gymnastic has been popular science in ancient times. The word “gymnastic” means naked art and comes from early Greeks. Gymnastic in modern usage generally refers to bodily movements on apparatus, tumbling on mats trampoline and calisthenics. Gymnastics is divided in to tumbling and apparatus gymnastics.

Gymnastics is one of famous competitive sport. It has three forms of computation in Olympics. These are; artistic, rhythmic and trampoline. In artistic and trampoline gymnastic men and women participate well, but in rhythmic only women can participate. Participating in gymnastic activities develop strength rhythms, balance, flexibility and agility. The early Romans copied the physical training program from the Greeks then they adapted it for military training. In the early 1800s, a form of gymnastic developed in Germany as defined of skill performed both with and without specific kinds of apparatus.

Trampoline gymnastic become in Olympic sport in 2000 E.C. in these gymnastic men and women individually compute by constantly bouncing up and do win on a trampoline while performing summer salts twist and other movements. The rape tic or remedial gymnastic is a serious of selected exercises that help to lesson plan. Educational gymnastic is a program that changes to master tactics involving strength flexibility and conditioning.

**Improve level of flexibility:** female students in the fransua general secondary and preparatory school in 12A class students have low flexibility. This become they are passive in basic gymnastically skill. According to Antol H, 1967 flexible description lack of flexible may result in uncoordinated on awkward movement, gymnastically activities are curtail for improving flexibility so to improve and use naturally gifted flexibility regularly engage in gymnastic.

**Apparatus gymnastic:** is a part of gymnastic involves in relation to one or several equipment’s (benches, beam, bars, valuating boxes).

**Tumbling:** is a part of gymnastic that involves movement’s executed on grass, mats, or carpeting. So it doesn’t require equipment’s to perform.

**Increased feeling of confidence:** in the practice session my students were lacking confidence. According to Meek Mitchell and Heist (1987) students could get balance posture, self-confidence, sense of well-being and reduction of stress when they regularly participate in gymnastic activities.

This chapter provides a review of literature with regard to factors that may influence participation in sport, more specifically gymnastics, and factors pertaining to society by providing an overview of gymnastics, followed by literature presenting the importance of gymnastics. Thereafter follows a description of each gymnastics discipline within the gymnastics fraternity. Literature pertaining to participation and the importance of sport participation is then followed by an overview of social factors. The most important factors that will be discussed in this chapter are those related to social factors, which include accessibility to facilities and equipment, socio-economic status, and certain family dynamics. These social factors may have a direct and/or indirect influence on participation in the sport of gymnastics. A review of literature is central to the forming of an argument using academic texts because literature contributes to each chapter and section as seen in all academic research and dissertations. A review of literature provides detailed research facts relating to the research topic and area of study, which supports rationale, and provides context to research findings. On its own, the selection of literature to review is a respected academic skill because literature should be relevant, current and pertinent to the topic under investigation and discussion (Zhang, Zhu & Cheng, 2011).

### **2.1.1 OVERVIEW OF GYMNASTICS**

“Gymnastics” comes from the ancient Greek verb “gymnazo” meaning to train naked, it is reported in the 7<sup>th</sup> and 3<sup>rd</sup> centuries BC that young men trained and participated in physical activity, fitness and sport as part of physical education, which took place in the outdoor “gymnasion”, meaning gymnasium. These young men were supervised by their coaches whilst training (Russell, 2013). The earliest references to gymnastics activities have been found in paintings and engravings located at various sites within Egypt. According to Russell (2013), “most of them depict female performers tumbling and balancing and are dated from 2300 to 1000 BC”. It has been found in the tombs in Beni-Hassan that drawings showed pictures of people-like figures performing gymnastic-type physical skills such as tumbling, ball passing and juggling skills. These skills are performed frequently within the disciplines of Rhythmic Gymnastics and Tumbling Gymnastics. Figure 2.4 (pg. 28) displays the drawings seen in ancient Egyptian of the gymnasts performing skills in the tombs of Beni-Hassan (Russell, 2013). Ancient Egyptian gymnasts from the tombs of Beni-Hassan (Caine, Russell & Lim, 2013) The sport of gymnastics is comprised of seven disciplines, namely artistic gymnastics (men and women), rhythmic gymnastics, acrobatic gymnastics, trampoline, gymnastics for all and aerobic gymnastics in which children participate on a

competitive or recreational (non-competitive) level (Donti, Theodorakou, Kambiotis & Donti, 2011). Gymnastics can be categorized as a competitive or non-competitive sport depending on the discipline participated in. In competitive gymnastics, children compete against other children from different clubs, regions, and nationalities for ranking, placements, medals and awards. Non-competitive (recreational) gymnastics is operationally defined as the disciplines in which children practice regularly but do not compete against others in any formal competition on a club, regional or national level. Instead, gymnasts participating in noncompetitive disciplines participate in gymnastics festivals in various parts of the world every two to four years, as well as within their communities at fun days, health days, sport promotion displays and events. In non-competitive gymnastics, there are no placements and awards given to gymnasts (Donti et al., 2011).

### **2.1.2 The Importance of gymnastics**

Participation in gymnastics, swimming and athletics is seen to benefit children with regard to learning physical education and physical literacy. Participation in gymnastics enables children to experience positive physical and psychosocial benefits. It is reported that this group of benefits are rarely attained elsewhere, therefore emphasizing the importance of participation in sport, for children (Dowdell, 2011). Gymnastics provides participants with an opportunity to participate in social settings, assisting with social education and experience (Sands, 1999). Gymnastics is viewed by some as an individual sport, though Dowdell and Holt (2005) report that due to the challenge and the time needed to learn specific gymnastics skills, the encouragement of the team is present and thus creating an opportunity for team-work to be developed among the gymnasts. The sport code of gymnastics, provides an opportunity for any participant to learn about teamwork, sportsmanship, fair play, and dedication. Also, participation of children in gymnastics provides opportunities for coaches, trainers and community leaders to teach these characteristics to children in an area outside that of a classroom. However, due to the high level of difficulty of skills and routines found in gymnastics, the learning of these life skills is longer in comparison to other sport codes (Sands,1999). Gymnastics requires and develops a variety of different gross fitness abilities which includes muscular strength, muscular endurance, flexibility, power, co-ordination, speed and agility, as well as balance and a developed kinesthetic sense (Dowdell, 2011). Participants in gymnastics experience many ways in which they are able to manipulate

their body physically to perform skills on apparatus (Dowdell, 2011). The physical demands experienced by gymnasts, and the outcomes set for them, “places gymnasts among the leanest, strongest and most flexible of athletes” (Maffulli, King & Helms, 1994). Gymnastics participants have average levels of aerobic (with oxygen) endurance, and high to very high levels of anaerobic endurance (Jemni, Sands, Friemel, Stone & Cooke, 2006), due to the routine and performance length being 120 seconds maximum, per apparatus. The intensity of gymnastics skills can be high, and due to the duration of performances to be limited to two minutes maximum, a gymnast does not experience enough duration of steady physical activity to activate aerobic endurance, as seen in athletes that participate in long-distance running sports.

Gymnastics-based skills and routine performances require strong abdominal and core body. The training to develop the core is unique to this sport. The gymnast makes use of upper and lower limbs, as alternating bases of support as well as locomotion. A conditioned core enables a gymnast to effectively execute gymnastics skills because the mid-body provides control and stability as the gymnast performs (Dowdell, 2011). Participation in gymnastics can be recommended as a foundational activity for all children for gross motor skills development and the enhancement of fitness components of children. Gymnastics is a sport that offers participants the benefits of enhanced overall muscular strength, and muscular endurance (both aerobic and anaerobic), as well as flexibility, coordination, balance, speed and agility. On a cognitive domain, the gymnast may also experience enhanced focus, goal setting skills, and become oriented around the mastering of tasks (Dowdell, 2011).

## **2.2. Factor that affect female student’s participation in gymnastics.**

**Cultural factor:** - As the result shows the result of cultural factors 58.08% of the student’s respondents responded that culture affect female student’s participation towards gymnastic class.

**Environmental factor:** according to Anders on (2000) training or working environment has been covered. But the designs need to take a count in particular physical environment. The physiologists believe the environment which we live a great impact on psychological attitude of person every environment have economical, religious, cultural and social norm.

### **2.2.1. Psychological factors.**

There are several psychological factors that cause frustrations in female to participate in gymnastic. One of these factors could be filling of interiority; this means that female students are negatively influenced.

### **2.2.2. Gender difference**

The gender difference in different sport competences has tremendous potential to enhance women's sense of competence and control sport after opportunity to develop physical strength and confidence to strive for excellence to accomplish a goal through effort and training to test oneself in completion.

Different males and females are the more important than how actually differ. Although the actual difference between female and male on characteristics such as independence or competitiveness are small and inconsistent. We maintain our stereotypes. Gender differences larger perceived difference thought social processes these perceived exerts strong influence that may elicit further gender difference academic press.

## **2.3 Basic Principles of gymnastic Training**

According Dick .F.W. (1997:39) definition training is a complex long and conscious educational process, with the aim of making use of specifics means to contribute to the achievement of maximum sport performance by players on the basis of balanced developments of personality and also, training is a systematic process of repetitive progressive and acclimatization. For this purpose, the strict implementations of fitness training principles help ensure those sensible, realistic and safe training programs are developed. These principles are:-specificity, overload, progression, variance and principles of long term training are the basic fitness training principles with specific reference of football. The details of each principle are discussed as follows:-

### **2.3.1 The Principles of Individual Difference**

Every player is different, each player responds to the training was vary. Proper training program should be modified to take individual difference into account. Each athlete was respond differently to the same training stimulus. There are many factors that alter the training response:

genetics, maturity, nutrition, environment, sleep, rest, stress, illness or injury and motivation etc.[http://athletics.wikia.com/wiki/principle of individual difference](http://athletics.wikia.com/wiki/principle_of_individual_difference)

### **2.3.2. Principles of Specificity**

It is best way to develop physical fitness is to train the energy system and muscle as closely as possible to the way that they are used in a particular sport and training should be specific to the individual abilities such as :-tolerance to training stress and recoverability. (Dick, 2002)

### **2.3.3. Principles of Overload**

Wondimu (1992:38) has defined overload as any exercise that exceeds in intensity or duration that demands regularity made on organism. Simple it is doing greater than the normal .This principles indicates that the whole point of training to improve level of fitness, but the level of fitness was improve only if the body is overloaded, that means the body should work harder than normal by increasing the amount of to be performed. This can be applied through by increasing the FITT principles of training in each individual session. (Wondimu and Damon, 1992:39)

### **2.3.4. Principles of Progression**

The body was improve only if it put under stress, but the principles of progression underlines the fact that the amount overload attempted should be progressively. Not too much stress the players to soon.

### **2.3.5 The Principles of Reversibility**

It refers to the loss of fitness result after terminating usual training. In time, players were reverting back to your pre-training condition. The biological principle of use and disuse underlines this principle. Simply stated, " If you don't use it, you lose it"

### **2.3.6 The Principles of Recovery:**

States those players must get an adequate rest between workouts in order to regenerate. How much rest players need depends upon their training program, level of fitness, diet and other factors.

## CHAPTER THREE

### 3. METHODOLOGY OF THE STUDY

#### 3.1 DESIGN OF THE STUDY

The study was design to use both quantitative and qualitative forms were use in the process of conduct this study, because the study was conduct based on the information which gather by questions from the 12A class all-female students. These forms of research are used to insight about the situation in the study area to the major factors that affecting female student participation in gymnastic class in the case of aba fransua general secondary and preparatory school in 12A class students

#### 3.2 Description of the study area

Gurage zone is found in the Ethiopian Southern, Nation, Nationalities and peoples Region (SNNPR).Thiss zone is named for the gurage people whose homeland lies in this zone. Gurage is bordered on the southeast by Hadiya and Yem special woreda, on the west, north and peoples east by the oromia region and on the southeast by silt. Its highest point is mount Gurage. Wolkite is administrative center of the zone, Butajira is the largest city in this zone and the former administratively center. Other towns in Gurage include Endibir, Enseno and etc :( Accessed, 5 July 2009).

Wolkite is a town and separate woreda in southwestern Ethiopia. The administrative center of the zone of(SNNPR).It is surrounded by kabana woreda and it was part of former Goro woreda. Wolkite is one of 12 towns with electrical power, one of 11 with telephone service and one of nine that have postal service: website (accessed 4 September 2009).

This study was conduct in gubre town in aba fransua general secondary and preparatory school in 12A class students, which located 165 km south-east of Addis Ababa.

### **3.3 Target population and sample population**

The target population of the study was all the abafansua general secondary and preparatory school in 12A class students in 2020, there are 25 students.

### **3.4. Sample size determination**

The sample size was total population of the female students of 12A class students. We was determine the sample size by using the sample size was determine using senses method. The total number of 12A class students (25), men student number is (18), and women student number is (7). Total number of 12A class students is 100%, men student is 72% and women student number is 28%, research was doing the sample of 12A class all female students.

### **3.5. Sampling technique**

The statistical technique that was used to do the research in well qualified manner teachers and 12A class all female students. The total populations of 12A class female students were 7 and the sample was taken is 12A class female student is 7 and in research decided to use teachers for the purposive technique. By using method all female students and teachers of the class was take and ask using questionnaires method.

### **3.6. Data collection methods**

#### **3.6.1. Questionnaires**

In order to obtain available information to solve the problems, Questionnaire was used as a major means of data collection. The data was collected on seven open ended and two close ended questions for student, four open ended and three close ended questions for teachers.

### **3.7. Methods of data analysis**

The collected data was analysis using descriptive statistics. Descriptive statistics is a part of statistics that deals with method and techniques of organization, presenting, reporting, techniques of organization and arranging the data ad making generalization beyond the data. It is used to compare and describe data using tables and percents. It describes the important features of the given data.

### **3.8 Source of Data**

There are one types of source of data primary sources to collect information from different source. But the use only primary source of data.

#### **3.8.1 Primary Sources**

In Primary source the researcher was used to gather information from players conducted through in prepared questioner and distributed 7 close ended questions for students .

## CHAPTER FOUR

### 4. Data analysis and interpretation

#### 4.1. Background Information of female students

This chapter deals with the analysis and interpretation of data collected through questionnaire that have been filled out by students and teachers. Out of the respondents included, twenty five (25) are abasira general secondary and preparatory school in 12A female students and two (2) are teachers of the physical education. The responses are analyzed and interpreted in the table and chart form.

**Table 1:** Age and sex composition of the students

Item	Response	Frequency	Percentage
Age of students	10 – 17	5	20%
	17 – 20	18	72%
	20 – 25	2	8%
	Above 25	-	-
	Total	25	100%

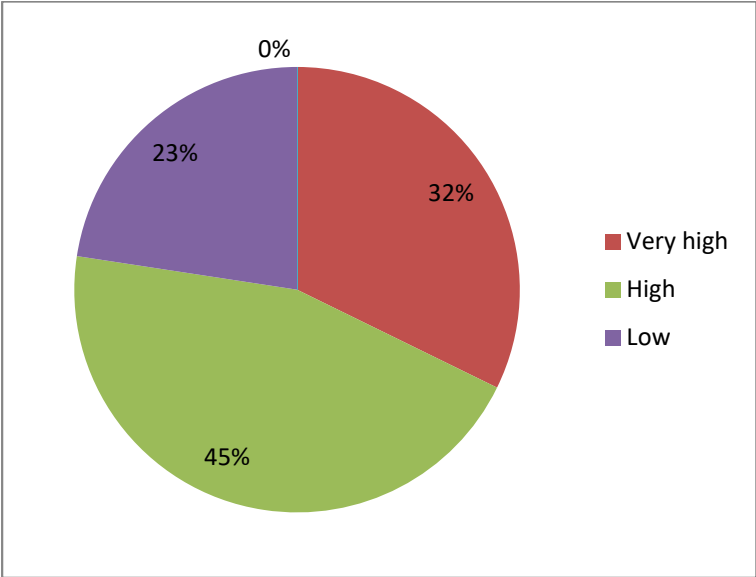
According to table 1, the total number of student involved in the study were 25, based on the analysis of age group most of students were between 17-20 (about 72%) followed by 10-17 (about 20 %). The minimum numbers of students were belonging to 20-25 year, which are about 8%. This indicates the age of the students were determinant factor in the engagement of health-related physical fitness.

**Table 2:** Students response on whether the institute fulfills the equipment to learn gymnastic class well or not

Item	Does the institute fulfill the equipment to learn gymnastic class well?		
Response	Yes	No	Total
Frequency	14	11	25
Percentage	56%	44%	100%

As table 2, a large number of respondents 14(56%) said that they happy that the institute fulfills the equipment's to learn gymnastic class well, but the remaining 11(44%) said that they are not happy by the equipment that the institute fulfills to learn the gymnastic class.

**Figure 2:** Students response to the question: how did you rate your interest in the importance of gymnastic?



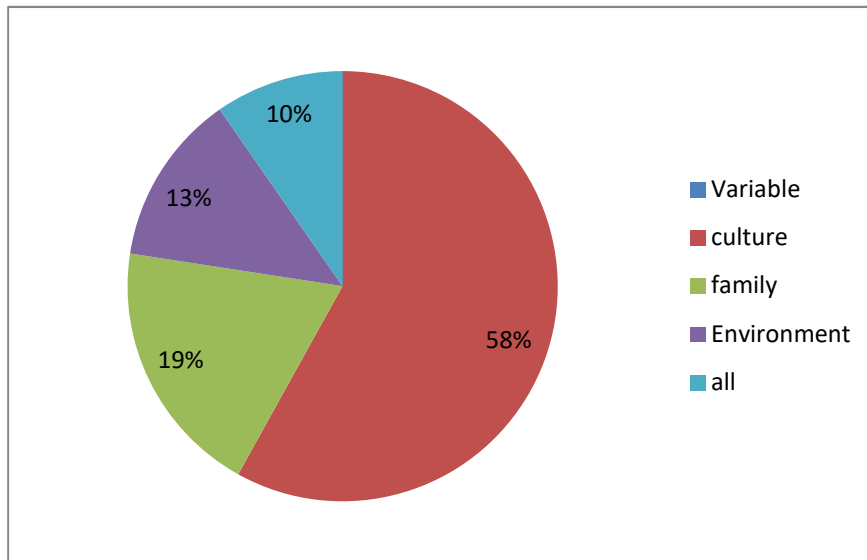
According to the figure 2, most of the students (45.16%) respond that they would have high interest on importance of gymnastic. The result variation may be the difference of experience among the students.

**Table 3:** Students response on the question: does culture affect female student participation in gymnastic practical class?

Item	Does culture affect female student participation in gymnastic practical class?		
Response	Yes	No	Total
Frequency	15	10	25
Percentage	60%	40%	100%

Regarding to the above table 3 of we understand from the respondents culture can affect the participation of female students in gymnastic practical class.

**Figure 3:** Students response on the question: What factor affects female student participation toward gymnastic practices?



Regarding to the figure 3, 58.06 % of the respondents responded as cultural factor, 19.35% Of the respondent responded as family factor, according to the the result most of the respondent culture can mostly affects participation of female students toward gymnastic practical class.

**Table 4:** Students response on the question: does performing gymnastic create flexibility?

Item	Does performing gymnastic create flexibility?		
	Yes	No	Total
Response			
Frequency	20	5	25
Percentage	80%	20%	100%

Regarding to the table 4 above, large numbers of students 20 (80%) responded that gymnastic does not create flexibility performance and 80% of the respondents replies that performance gymnastic were create flexibility. This result shows that most of the students have very good attitude toward gymnastics.

## 4.2. Background Information of Teachers

**Table 5:** Age and sex composition of the teachers

Item	Response	Frequency	Percentage
Age of Teachers	20 – 30	2	100%
	31 – 40	0	
	Above 41	0	
	Total	2	100%

As shown in table 5 above, a total of 2 teachers were responded, out of which 2(100%) 1 male teachers and 1 female teachers involved in the study. None of the teachers were belonging to the age between 31-40, and above 41 years and all of the teachers were belonged the age group between 20-30 (about 100%). This can implies that the teachers are on the appropriate age group to train the students in the good manner.

**Table 6:** Teachers response on the question that says: as a teacher do you encourage and activate the students to participate gymnastic class?

Item	As a teacher do you encourage and activate the students to participate gymnastic class?		
Response	Yes	No	Total
Frequency	2		2
Percent	100%	-	100%

The result shows that the teacher can encourage the female students toward gymnastics. None of the teachers can't encourage the students the female student participation in the gymnastics.

**Table;7** Teachers response on the question that says: How does the female student participation in gymnastic practical class?

Item	How does the female student participation in gymnastic practical class?			
Response	High	medium	Low	Total
Frequency	1	1		2
Percentage	50%	50%		100%

Regarding to the above table 7, 50% of the respondents was said medium, meaning that the participation of female students in gymnastic practical class are medium in this class.

**Table 8:** Teachers response to the question: have you full gymnastic equipment in your institute

Item	Have you full gymnastic equipment in your institute?		
	Yes	No	Total
Response			
Frequency	2	-	2
Percentage	100%	-	100%

As above table 8 shows, the coach's was respond there are enough equipments in their institute. From this it can be concluded that lack of equipments is not the major that affects the participation of female students in the class.

**Table 9:** Teachers response to the question: what is the attitude toward on the participation of female students in gymnastic?

Item	What is the attitude toward on the participation of female students in gymnastic?				
	Excellent	Very good	Good	Bad	Total
Response					
Frequency		1	1	-	2
Percentage		50%	50	-	100%

According the table 9, the teacher responded as the teacher attitude to participate female student in gymnastic were good

### **Discussion and findings**

**Cultural factor:** - As the result shows the result of cultural factors 58.08% of the student's respondents responded Participation in gymnastics can be recommended as a foundational activity for all children for gross motor skills development and the enhancement of fitness components of children So this all factors can be solved by teaching the students the importance of the gymnastics in their daily life and for their healthy life. The discussion, which follows herewith, begins with a summary of the section of the theoretical framework, theme, as well as a summary of the findings. Thereafter, the discussion was elaborate on the findings presented in

the summary. To this end, the findings were based on data collected from focus on the gymnastics coaches, 12A class all female students and gymnasts relating to factors that affect participation, as experienced by them. Arising from the thematic analysis of the focus on the questionnaires' themes within each system of the theoretical framework have emerged. Pseudonyms are used to protect the anonymity of the participants in this study. The effect of female Participation in gymnastics can be recommended as a foundational activity for all female for the enhancement of fitness components of responded Participation in gymnastics can be recommended as a foundational activity for all female gymnasts for motor skills development and the enhancement of fitness components of females. **(Dowdell, 2011).**

## **CHAPTER FIVE**

### **5. Summary, conclusion and recommendation**

#### **5.1. Summary**

The objective of the study was to assess factors that affecting female student's participation in gymnastic class in the case of aba fransua general secondary and preparatory school in 12A class. The study design was cross-sectional descriptive study; was conduct in aba fransua general secondary and preparatory school in 12A class students. Data collection was done through structured questionnaire. As the result of this study shows that there was different factors that can affect the participation of the female students in gymnastics. This are

- Lack of motivation
- Lack of equipment
- Lack of positive attitude toward gymnastic

#### **5.2. Conclusion**

As the result of this study shows that there was different factors that can affect the participation of the female students in gymnastics. The major factor that was affecting the female students was mainly culture. This was concluded from the respondents during the study in which maximum number of students were responded the culture as the major factor affecting the participation of female students in gymnastics. Also the other factors like environment, family can affect the female student participation in small percent. So this all factors can be solved by teaching the students the importance of the gymnastics in their daily life and for their healthy life.

### 5.3. Recommendation of the study

In order to save the factor that affecting female student's participation toward gymnastic practical class, the following possible recommendation have to be forwarded.

- Educated female students about the negative impact on traditional billet culture and other factor may overcome the obstacle in order to participate female student of aba fransua general secondary and preparatory school in gymnastic training time.
- School management Proper guidance and counseling treatment should have to be given for female students to overcome psychological and other factor.
- Teachers and students should give attention to the practical class as other subject.
- Teachers should teach student well the benefit of practical performance.
- Teachers should mainly evaluate the strength and weakness of students.
- Coaches or teachers should orient female students about the way of gymnastic training both in their present and past life experience.

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**Appendix 1**  
**WOLKITE UNIVERSITY**

**COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCES**

**DEPARTMENT OF SPORT SCIENCE**

FACTORS THAT AFFECTING FEMALE STUDENT PARTICIPATION IN GYMNASTIC CLASS IN THE CASE OF ABA FRANSUA GENERAL SECONDARY AND PREPARATORY SCHOOL IN 12A CLASS

**Questionnaire for students**

**The objective** of this study is to solve the problem which affects participation of female students towards gymnastic class. Please respond the following questions accordingly.

Instruction:

1. Don't write your name
2. Answer genuinely

Personal information

Sex: Male  Female

- Age: 18-20  21-24  above 24
- Academic year: 1<sup>st</sup>year  2<sup>nd</sup>year  3<sup>rd</sup>year

Please read the questions carefully and indicate your correct answers to each question by put “✓” and it is possible define it.

1. Do you like to participate in gymnastics practical class?  
Yes  No
2. What initiate you toinvolve in gymnastics activity?  
Sport media  Elite athlete  the social life around you

3. Did you like performing in gymnastics practical class?

Yes  No

4. Do you activity participate in gymnastics practical class?

Yes  No

5. How do you rate your physical performance?

Excellent  Very good  Good  Fair  Bad

6. Please state your reason?

7. What do you do to improve your physical skill?

8. Does your teacher motivate you in gymnastics practical class?

Yes  No

9. How do you rate the motivation level?

Excellent  Very good  Good  Fair  Bad

10. Please state you reason on the above question number "9"?

11. Do you think motivation helps you to practice better?

Yes  No

12. Please state your reason on the above question number "11"?

# Appendix 2

WOLKITE UNIVERSITY

COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCES

DEPARTMENT OF SPORT SCIENCE

FACTORS THAT AFFECTING FEMALE STUDENT PARTICIPATION IN GYMNASTIC CLASS IN THE CASE OF ABA FRANSUA GENERAL SECONDARY AND PREPARATORY SCHOOL IN 12A CLASS

## Questionnaire for physical Education teachers

The objective of this study is to solve the problem which affects participation of female students towards gymnastic class. Please respond the following questions accordingly.

1. As a teacher do you encourage and activate the students to participate gymnastic class?

A. Yes \_\_\_\_\_ B. No \_\_\_\_\_

2. How does the female student participation in gymnastic practical class?

A. Very high \_\_\_\_\_ B. medium \_\_\_\_\_ C. low \_\_\_\_\_ D. high \_\_\_\_\_

3. Have you full gymnastic equipment in your institute?

A. Yes \_\_\_\_\_ B. No \_\_\_\_\_

4. What is the attitude toward on the participation of female students in gymnastic?

A. Excellent \_\_\_\_\_ B. very good \_\_\_\_\_ C. Good \_\_\_\_\_ D. Bad \_\_\_\_\_

5. List any factor that affects the female students in gymnastics?

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6. If your answer for question number one is yes explain it.

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**Thank you very much!!**