

COLLEGE OF NATURAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

**CHALLENGES OF FEMALE STUDENTS PARTICIPATION IN FOOTBALL
PRACTICAL CLASS IN CASE OF LARE WOREDA HIGH SCHOOLS**

BY

MINALU ASRAT

**A THESIS SUBMITTED TO COLLEGE OF NATURAL SCIENCE, DEPARTMENT OF
SPORT SCIENCE OF JIMMA UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION**

JIMMA, ETHIOPIA

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JIMMA UNIVERSITY

COLLEGE OF NATURAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

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BY

MINALU ASRAT

ADVISOR: MR. DAGNE GETACHEW (ASS.PROF)

CO-ADVISOR: MR.BESHIR EDEO(M.A)

APPROVED BY

SIGNATURE

DATE

NAME

ADVISOR: _____

CO-ADVISOR: _____

EXAMINER: _____

CHAIRMAN: _____

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ADVISOR NAME: DAGNE GETACHOW SIGNATURE-----DATE-----

CO- ADVISOR: BESHIR EDEO SIGNATURE----- DATE -----

JIMMA, ETHIOPIA

OCTOVER, 2010

Declaration

Research Title: challenges of female students to in football practical class in case of Lare woreda high schools. The undersigned, declare that this research thesis is my original work, not presented for any degree in any universities, and that all the sources used for it are duly acknowledged.

_____	_____	_____
Name	Signature	Date

Confirmation and Approval

This thesis has been submitted for examination with my approval as a thesis advisor.

Principal Advisor:	Signature	Date
_____	_____	_____

Co-Advisor:	Signature	Date
_____	_____	_____

Thesis Evaluators:	Signature	Date
_____	_____	_____

Internal Examiner	Signature	Date
_____	_____	_____

External Examiner	Signature	Date
_____	_____	_____

Chairperson	Signature	Date
_____	_____	_____

ACRONYMS AND ABBREVIATIONS

AIAW: Association of Intercollegiate Athletics for Women

CONCACAF: The Confederation of North Central American Caribbean Association of football

CSA: Central Statistics Agency

FIFA: Federation of International Football Association

NAIAA: National Association of Intercollegiate Athletics Association

NCAA: National Collegiate Athletic Association

NJCAA: The National Junior Collegiate Athletic Association

PHY. ED/PE: Physical Education

UEFA: The Union of European Football Association

USA: United States of America

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Abstract

PE is an education course related to the physique of the human body. It is taken during primary and secondary education and encourages Physico-motor learning in a play or movement, exploration sating to promote health ([http://education, State.university.com.](http://education.State.university.com)) this study is aimed to This study was conducted in Lare district (Kuergeng, Kutugn, Mangok high schools) Of Nuer Zone, Gambella Regional State. In order to collect data on challenges of female student participation in foot ball practical class. Total of 32items for the respondent having of 21 close ended 11 open ended was prepared. Identify the major problem that hinders female student's participation in teaching and learning process of football, indicate the importance of sport equipment's and facilities for the participation and development of female student and suggest a possible measurement and forwarding necessarily recommendations for concerned bodies in this study descriptive survey study was used to achieve these purpose 183 from those 168 are female students, 12 of them are teachers and 3 of them are school adiministireters. Those samples are taken by simple random sampling technique. The data which are gathered from teacher, students and school administrators through interview, observation and questionnaires was analyzed interpreted and discussed. The quantitative data were analyzed by statistical software analysis. The quantitative data collected through open ended and close ended questions which are entered into computer described in terms of percentage, and frequency. Finally, the qualitative data was the finding of this study there are a lot of challenges that hinder female student's in football practical class depending on the data analysed, lack of role model teachers players, lack of sport facility and equipments, socio- cultural influence lack of awerness, lack of knowledge about the benefit of practice and low awareness of the family of female student. For farther improvement teacher should be good role model for the student, the society, teacher and family should be encourage female students, the concerning body should be provide sport material and facilities the program must be designed to develop the interest of female students to help and improve in football practical class.

Key words: Physical education, football, female participation, lare district, kuergeng high schools

CHAPTER ONE

1. Introduction

Back ground of the study

Physical Education Phy. Ed or PE also known in many common wealth countries as physical training or PE is an education course related to the physique of the human body. It is taken during primary and secondary education and encourages Physico-motor learning in a play or movement, exploration setting to promote health. In Singapore pupils from primary school through junior colleges are required to have 2 hours of physical education every week except during examination seasons. Pupils are able to play games like football, badminton, captain ball, and basketball during most session unorthodox sports such as touch ball, fencing and space boarding are occasionally played.

In Australia physical education was first made an important part of curriculum in government primary and secondary schools in 1981. The policy was outlined in a ministerial statement to the Victorian legislative assembly by the ministry for educational services. Physical education is very important to student's health and over all wellbeing. Quality of physical education programs will benefits the life style of young people and in many cases already has good physical education programs provides structure for students to improve students fitness, positive choices, and settings and reaching goals. Physical education is the study of practice and application of the art and science of human movement ('*Harrison Blakemore and Buck .p.15*')wile movement is both innet and essential to an individual's growth and development it is the role of P.Ed to provide or instructional Activities that not only fulfills a unique role in education but is also an integration part of schooling process.([http://education .state University.com.physical education](http://education.state.university.com.physical_education)).

Engaging female students in physical education has been recognized as a challengeFor high school teachers (Rich, 2004; Slater & Triggerman, 2010; Wright, 1999).Historically, female students have been positioned as 'the problem' and often blamed for Their lack of engagement in the physical activity component of PE (*Azzarito, Solmon, &Harrison, 2006; Enright & O'Sullivan, 2010; Flintoff & Scraton 2001; Garrett, 2004; Keay,2007; Wright 1996*). Over time, it has become increasingly recognized by PE researchersthat, "the problem' is more often

located in the curriculum and pedagogical contexts within which girls are expected to participate and relates to the social construction of gender through PE” (*Enright & O’Sullivan, 2010, p. 204*). *Rich (2004, p. 215)*

Claimed that there is “a growing body of research pointing towards the continued prevalence of gender inequality and exclusion in often complex ways within the PE curriculum, structures and practices”. In particular, female students in rural and regional settings have additional factors affecting their participation in PE, such as lack of school sporting facilities and equipment (*Casey et al., 2009*). Our study examines the perspectives of five teachers in a regional New South Wales (NSW) high school regarding factors affecting female participation in PE, as well as the pedagogical and management strategies that these PE teachers report using to address female participation. Our research is informed by theories on the gendered nature of PE and an understanding that gender is socially constructed (*Wright, 1995; 1999; 2001*). This framing allows us to show how traditional notions of gender, femininity and masculinity can be challenged and/or reproduced through PE teachers’ perspectives, as reported through their accounts of their everyday practices.

1.2 Statement of the problem

Physical education is an education given in school curriculum for both men and women considering developing their physical, mental, social and motor skills. Activities included in physical education are team sport like, football, basketball, hand ball, and individual sport. All of the student’s participation in these activities, however, female students does not participate at all specially in team game like football, hand ball, and basketball. They consider as male dominate sport. Football is one of the popular sports in the world when both men and women participate equally. In developed country females are try to show their effort or ability to perform any kind of sport activity and change the awareness of the people towards female football player. And also they are a role model for other female students. To be like them and build their confidence. When we come to see in our country, it does not work well, because only urban students get the opportunity to participate in football practice, because the interest of the people changed from time to time and even, they started participating playing in club level. However, in villages it is the reverse, especially in Gambella region, Nuer zone lare district students doesn’t participate in

sport activities, specifically in football class females does not engage in football practical class. Even the number of female students absent from their class is increased when compared with males depending on this.. The researcher of this study mainly focuses on the factors affecting participations of female students towards football practical classes at kuergeng, mangog, kutign high schools. Therefore the study were conducted to attempt forwarding solutions for the major factors that makes female students not to participate football practical classes assessing their motivation towards football practical classes, discussing the resources that was provided by the school and other stakeholders to encourage female students participation on football practical class and also assessing the role of high school teachers for the effectiveness of female students participation on football.

1.3 Research questions

The research of the study was mainly focus on the factors affecting participation of female students in learning football practical class. Therefore the study was attempts to answer the following research questions.

1. What are the major factors affecting participation of female students in football practical class?
2. Is there enough football equipment's and facilities that can be provided to students guide their participation on football practical class?
3. How the culture and religion affect the interest of female student in football practical class?
4. What are the major roles of teacher for the effectiveness of female student's participation?

1.4 Objective of the study

This study has its own objectives that expressed as General objective and specific objectives.

1.4.1 General objective

The general objective of this study is to analysis and identifying the factor affecting female student's participation towards football practical class. In case of lare woreda high school

1.4.2 Specific objective

The specific objectives of the study are:-

- Identify the major problem that hinders female student's participation in teaching and learning process of football.
- To indicate the importance of sport equipment's for the participation and development of female student
- To suggest a possible measurement and forwarding necessarily recommendations for concerned bodies

1.5 Significance of the study

The finding of this study was identifying the challenges of female student's participation in teaching football practical class. Therefore the outcome of the study were seen as useful contributing for making effective participation and giving opportunity incase develop confidence towards football practical class at kuergeng high schools. So, to this effect the significance of the study was to motivate female students to have a good knowledge and skill about the benefit practicing football, To provide information on what will be expected from female students, teachers and school communities for young generations, and It may give a researcher practical skills of conducting studies on the problems observed on the actual teaching and learning process at school. Moreover, since the finding of this study create pave way for further research; the educational stakeholders use it as an input to take any possible remedial action in order to improve the participation of female students in Physical Education especially in football practical class in Kuergeng high schools. Furthermore, the findings of this research help to cope up the major challenges that affect the participation of female students in Physical Education of football practical class according to their own context.

1.6 Delimitations of the study

This study is confine in its scope to Gambella national regional state Nuer zone lare woreda kuergeng high schools. Additionally the research is also restricted only to investigate challenges of female students towards football practical class. The study were delimited on grade 10

students, physical education teachers, school administrators and woreda sport offices as the population of the study.

1.7 limitation of the study

During conducting study, the following limitations were encountered:

- The shortage of time allocated
- The lack of sufficient materials for literature review as the area is the remote and no internet connection.
- The interest of students to give information about the issue during data gathering.

1.8 Operational definitions

Demonstration- a practical exhibition and explanation of how something works or is performed (<http://wiktionary.orga>)

Facility- building, services, equipments, etc... that are provided for a particular task (oxford dictionary of English)

Factors- circumstance, (oxford dictionary of English)

Game- an activity or a sport with rules in which people or teams compete against each other's.

Gender - the e act of being men or women in sex. (

Interest - the state of wanting to know or learn about something or someone. (

Motivation- willingness of action incentive of educational curriculum considered with bodily development and maintains all aspects of personality.

Performance- the act of performing a play concert or some other term of entertainment

Practice- action rather than ideas

Self-confidence- having confidence in yourself and your ability

Sport: - an activity that uses physical exertion or skills competitively under a state of rules that are not based on athletics.

1.9 Organization of the study

This study was consist of five chapters. Chapter one deals with introduction, statement of the problem, research questions, objective of the study (general and specific), significance of the study, delimitations of the study, and limitations of the study, organization, and operational definitions. Chapter two, deals with the review of the literature. Chapter three contains research methodology. Chapter four is about discussions and analysis of the data

Chapter five, deals with summary, conclusions and recommendations of the study. And recommendations, lastly, a list of materials, questionnaires, checklists, and appendices that is what in the study was attached at the end of the paper

CHAPTER TWO

2. Review of related literature

2.1 The Benefits of Physical Education for Female Students.

The benefits of regular physical activity are well established. Regular participation in PE activities is associated with a longer and better quality of life, reduced risks of a variety of diseases and psychological, intellectual, social, spiritual, physical and emotional benefits. Physical activity may influence the physical health of girls in two ways. First, it can affect the causes of disease during childhood and youth. Evidence suggests a positive relationship between physical activity and a host of factors affecting girls' physical health, including diabetes, blood pressure, and the ability to use fat for energy. Second, physical activity could reduce the risk of chronic diseases in later life. A number of adult conditions, such as cancer, diabetes, and coronary heart disease, have their origins in childhood. In addition, regular activity beginning in childhood helps to improve bone health, thus preventing osteoporosis, which predominantly affects females. (Fairelough, 2005) In recent years, there has been evidence of disturbingly high rates of mental ill health among adolescents and even younger children, ranging from low self-esteem, anxiety, and depression to eating disorders, substance abuse, and suicide. Adolescent girls are particularly vulnerable to anxiety and depressive disorders: by 15 years, girls are twice as likely as boys to have experienced a major depressive episode are. Girls are also significantly more likely than boys to have seriously considered suicide are. Research suggests two ways in which physical activities can contribute to mental health in girls. Firstly, there is consistent evidence that regular activity can have a positive effect upon girls' psychological well-being. Secondly, research has indicated that physical activity can contribute to the reduction of problematic levels of anxiety and depression. (Naderp, 2003) A range of evidence suggests that for many girls, sports and physical activities are positive features of their academic aspirations and achievement. The classic study of the relationship between physical activity and school performance was carried out in France in the early 1950s, in Vanves. Researchers reduced academic curriculum time by 26%, replacing it with physical activities, yet academic results did

not worsen, there were fewer discipline problems, greater attentiveness and less absenteeism. (Weiss, 1987)

Studies that are more recent have found improvements for many children in academic performance when time for physical activity is increased in their school day. A report of three longitudinal studies emphasizes that academic performance is maintained or even enhanced by an increase in a student's level of habitual physical activity. There is considerable evidence of a positive relationship between girls' participation in sports and pro-educational values. Studies from the United State report a host of encouraging findings including: girls who participate in sports are more likely to achieve academic success than those who do not play sports. Other studies have suggested that sports participation can help undermine traditional gender stereotyping in terms of academic aptitude, by demonstrating an association between girls' engagement in sports and improved performance in science and mathematics. (Dwyer, 1966)

Adolescent pregnancy and sexual ill health are major social problems across the globe. Although there is a shortage of research in this area, early studies conducted in the US have found that adolescent girls who participate in sports tend to become sexually active later in life, have fewer partners, and, when sexually active, make greater use of contraception than non-sporting girls. Projects are currently underway in the developing world that use sports participation as a strategy for empowering girls to avoid high-risk sexual behavior. (Fairelough, 2005)

2.1.1. History of Football - The Origins



FIG 1 © FIFA.com in 1863.

The contemporary history of the world's favorite game spans more than 100 years. It all began in 1863 in England, when rugby football and association football branched off on their different courses and the Football Association in England was formed - becoming the sport's first governing body.

Both codes stemmed from a common root and both have a long and intricately branched ancestral tree. A search down the centuries reveals at least half a dozen different games, varying to different degrees, and to which the historical development of football has been traced back. Whether this can be justified in some instances is disputable. Nevertheless, the fact remains that people have enjoyed kicking a ball about for thousands of years and there is absolutely no reason to consider it an aberration of the more 'natural' form of playing a ball with the hands.

On the contrary, apart from the need to employ the legs and feet in tough tussles for the ball, often without any laws for protection, it was recognized right at the outset that the art of controlling the ball with the feet was not easy and, as such, required no small measure of skill. The very earliest form of the game for which there is scientific evidence was an exercise from a military manual dating back to the second and third centuries BC in China.

This Han Dynasty forebear of football was called Tsu' Chu and it consisted of kicking a leather ball filled with feathers and hair through an opening, measuring only 30-40cm in width, into a small net fixed onto long bamboo canes. According to one variation of this exercise, the player was not permitted to aim at his target unimpeded, but had to use his feet, chest, back and shoulders while trying to withstand the attacks of his opponents. Use of the hands was not permitted.

Another form of the game, also originating from the Far East, was the Japanese Kemari, which began some 500-600 years later and is still played today. This is a sport lacking the competitive element of Tsu' Chu with no struggle for possession involved. Standing in a circle, the players had to pass the ball to each other, in a relatively small space, trying not to let it touch the ground.

The Greek 'Episkyros' - of which few concrete details survive - was much livelier, as was the Roman 'Harpastum'. The latter was played out with a smaller ball by two teams on a rectangular

field marked by boundary lines and a Centre line. The objective was to get the ball over the opposition's boundary lines and as players passed it between themselves, trickery was the order of the day. The game remained popular for 700-800 years, but, although the Romans took it to Britain with Women in football(<https://www.fifa.com/about> fifa)

2.1.2 Women's association football

Also commonly known as **women's soccer**, is the most prominent team sport played by women around the globe. It is played at the professional level in numerous countries throughout the world and 176 national teams participate internationally.

The history of women's football has seen major competitions being launched at both the national and international levels. Women's football has faced many struggles throughout its history. Although its first golden age occurred in the United Kingdom in the early 1920s, when one match achieved over 50,000 spectators, The Football Association initiated a ban in 1921 that disallowed women's football games from the grounds used by its member clubs. The ban stayed in effect until July 1971 when, the use of feet was so small as to. . (<https://en.m.wikipedia.org/wiki>.)

2.1.2.1 Early women's football

Women may have been playing "football" for as long as the game has existed. Evidence shows that an ancient version of the game (Tsu Chu) was played by women during the Han Dynasty (25–220 CE). Two female figures are depicted in Han Dynasty (25–220 CE) frescoes, playing Tsu Chu. There are, however, a number of opinions about the accuracy of dates, the earliest estimates at 5000 BCE. Reports of an annual match being played in Scotland are reported as early as the 1790s. The first match recorded by the Scottish Football Association took place in 1892 in Glasgow. In England, the first recorded game of football between women took place in 1895.

Association football, the modern game, also has documented early involvement of women. In Europe, it is possible that 12th-century French women played football as part of that era's folk games. An annual competition in Mid-Lothian, Scotland during the 1790s is reported, too. In

1863, football governing bodies introduced standardized rules to prohibit violence on the pitch, making it more socially acceptable for women to play.

The well-documented early European team was founded by activist Nettie Honey ball in England in 1894. It was named the British Ladies' Football Club. Nettie Honey ball is quoted, "I founded the association late last year [1894], with the fixed resolve of proving to the world that women are not the 'ornamental and useless' creatures men have pictured. I must confess, my convictions on all matters where the sexes are so widely divided are all on the side of emancipation, and I look forward to the time when ladies may sit in parliament and have a voice in the direction of affairs, especially those which concern them most." Honey ball and those like her paved the way for women's football. However the women's game was frowned upon by the British football associations, and continued without their support. It has been suggested that this was motivated by a perceived threat to the 'masculinity' of the game.

A Welsh women's football team pose for a photograph in 1959

Women's football became popular on a large scale at the time of the First World War, when employment in heavy industry spurred the growth of the game, much as it had done for men fifty years earlier. The most successful team of the era was Dick, Kerr's Ladies of Preston, England. The team played in the first women's international matches in 1920, against a team from Paris, France, in April, and also made up most of the England team against a Scottish Ladies XI in 1920, and winning 22-0.

Despite being more popular than some men's football events (one match saw a 53,000 strong crowd), women's football in England suffered a blow in 1921 when The Football Association outlawed the playing of the game on Association members' pitches, on the grounds that the game (as played by women) was distasteful. Some speculated that this may have also been to envy of the large crowds that women's matches attracted. This led to the formation of the English Ladies Football Association and play moved to rugby grounds. . (<https://en.m.wikipedia.org/wiki/>)

2.1.3 Competitions

2.1.3.1 *The Munitionettes' Cup*

In August 1917, a tournament was launched for female munition workers teams in northeast England. Officially titled the **Tyne Wear & Tees Alfred Wood Munition Girls Cup**, it was popularly known as **The Munitionettes' Cup**. The first winners of the trophy were Blyth Spartans, who defeated Bolckow Vaughan 5–0 in a replayed final tie at Middleborough on 18 May 1918. The tournament ran for a second year in season 1918–19, the winners being the ladies of Palmer's shipyard in Jarrow, who defeated Christopher Brown's of Hartlepool 1–0 at St James' Park in Newcastle on 22 March 1919.

2.1.3.2 *The English Ladies' Football Association Challenge Cup*

Following the FA ban on women's teams on 5 December 1921, the English Ladies' Football Association was formed. A silver cup was donated by the first president of the association, Len Bridgett. A total of 24 teams entered the first competition in the spring of 1922. The winners were Stoke Ladies who beat Doncaster and Bentley Ladies 3-1 on 24 June 1922.

2.1.3.3 *The Championship of Great Britain and the World*

In 1937 and 1938, the *Dick, Kerr's Ladies F.C.* played Edinburgh City Girls in the "Championship of Great Britain and the World". Dick Kerr won the 1937 and 38 competitions with 5-1 score lines. The 1939 competition however was a more organized affair and the Edinburgh City Girls beat Dick Kerr in Edinburgh 5-2. The City Girls followed this up with a 7-1 demolition of Glasgow Ladies Ladies in Falkirk to take the title.

2.1.3.4 *The 'revival' of the women's game*

The English *Women's FA* was formed in 1969 (as a result of the increased interest generated by the 1966 World Cup), and the FA's ban on matches being played on members' grounds was finally lifted in 1971. In the same year, UEFA recommended that the women's game should be taken under the control of the national associations in each country.

During the 1970s, Italy became the first country with professional women's football players on a part-time basis. In 1985, the United States national soccer team was formed, and in 1989, Japan became the first country to have a semi-professional women's football league, the L. League - still in existence today.

2.1.4 21st century

At the beginning of the 21st century, women's football, like men's football, is growing in popularity and participation as well as more professional leagues worldwide. From the inaugural FIFA Women's World Cup tournament held in 1991 to the 1,194,221 tickets sold for the 1999 Women's World Cup visibility and support of women's professional football has increased around the globe.

However, as in other sports, women have struggled for pay and opportunities equal to male football players. Major league and international women's football has enjoyed far less television and media coverage than the men's equivalent. In spite of this, the popularity and participation in women's football continues to grow.

2.1.5 Active competitions

Women's football around the world and International competitions in women's football. The growth in women's football has seen major competitions being launched at both the national and international levels.

2.1.6 UEFA Women's Championship

Unofficial women's European tournaments for national teams were held in Italy in 1969 and 1979 and won by Italy and Denmark, but there was no formal international tournament until 1982 when the first UEFA European Competition For Representative Women's Teams was launched. The 1984 Finals was won by Sweden. This competition name was succeeded by the UEFA Women's Championship and today, is commonly referred to as the Women's Euro. Norway won, in the 1987 Finals. Since then, the UEFA Women's Championship has been dominated by Germany, which has won eight out of nine events, interrupted only by Norway in 1993. Germany's 2013 win was their sixth in a row.

2.1.7 Women's World Cup

Prior to the 1991 establishment of the FIFA Women's World Cup, several unofficial world tournaments took place in the 1970s and 1980s, including the FIFA's Women's Invitation Tournament 1988, which was hosted in China.

The first Women's World Cup was held in the People's Republic of China, in November 1991, and was won by the United States. The third Cup, held in the United States in June and July 1999, drew worldwide television interest and a final in front of a record-setting 90,000+ Pasadena crowd, where the United States won 5–4 on penalty kicks against China.

2.1.8 Copa Libertadores de América de Fútbol Femenino

The Copa Libertadores de Fútbol Femenino (Women's Libertadores Cup) is the international women's football club competition for teams that play in CONMEBOL nations. The competition started in the 2009 season in response to the increased interest in women's football. It is the only CONMEBOL club competition for women, and it is sometimes called the Copa Libertadores Femenina. . (<https://en.m.wikipedia.org/wiki/>)

2.1.9 Olympics

Since 1996, a Women's Football Tournament has been staged at the Olympic Games. Unlike in the men's Olympic Football tournament (based on teams of mostly under-23 players), the Olympic women's teams do not have restrictions due to professionalism or age.

England and other British Home Nations are not eligible to compete as separate entities because the International Olympic Committee does not recognize their FIFA status as separate teams in competitions. The participation of UK men's and women's sides at the 2012 Olympic tournament was a bone of contention between the four national associations in the UK from 2005, when the Games were awarded to London, to 2009. England was strongly in favour of unified UK teams, while Scotland, Wales, and Northern Ireland were opposed, fearing adverse consequences for the independent status of the Home Nations within FIFA. At one stage it was reported that England

alone would field teams under the UK banner (officially "Great Britain") for the 2012 Games.^[44] However, both the men's and women's Great Britain teams eventually fielded some players from the other home nations. (<https://en.m.wikipedia.org/wiki>.)

2.1.10 Football Association Women's Challenge Cup (FA Women's Cup)

For more details on this topic, see FA Women's Cup. After the lifting of the F.A. ban, the now defunct Women's Football Association held its first national knockout cup in 1970–71. It was called the Mitre Trophy which became the FA Women's Cup in 1993. Southampton WFC was the inaugural winner. From to 1994 Doncaster Belles reached ten out of 11 finals, winning six of them. Chelsea are the current holders and the most successful club with a record 13 wins. Despite tournament sponsorship by major companies, entering the cup actually costs clubs more than they get in prize money. In 2015 it was reported that even if Notts County had won the tournament outright the paltry £8,600 winnings would leave them out of pocket. The winners of the men's FA Cup in the same year received £1.8 million, with teams not even reaching the first round proper getting more than the women's winners.

2.1.1 Youth tournaments

In 2002, FIFA inaugurated a women's youth championship, officially called the FIFA U-19 Women's World Championship. The first event was hosted by Canada. The final was an all-CONCACAF affair, with the USA defeating the host Canadians 1-0 with an extra-time golden goal. The second event was held in Thailand in 2004 and won by Germany. The age limit was raised to 20, starting with the 2006 event held in Russia. Demonstrating the increasing global reach of the women's game, the winners of this event were North Korea. The tournament was renamed the FIFA U-20 Women's World Cup, effective with the 2008 edition won by the USA in Chile. The current champions are North Korea, who won in Papua New Guinea in 2016.

In 2008, FIFA instituted an under-17 world championship. The inaugural event, held in New Zealand, was won by North Korea. The current champions at this level are North Korea, who won in Jordan in 2016.

2.1.12 Intercollegiate

In the United States, the intercollegiate sport began from physical education programs that helped establish organized teams. After sixty years of trying to gain social acceptance women's football was introduced to the college level. In the late 1970s, women's club teams started to appear on college campus, but it wasn't until the 1980s that they started to gain recognition and gained a varsity status. Brown University was the first college to grant full varsity level status to their women's soccer team. The Association of Intercollegiate Athletics for Women (AIAW) sponsored the first regional women's soccer tournament at college in the USA, which was held at Brown University. The first national level tournament was held at Colorado College, which gained official AIAW sponsorship in 1981. The 1990s saw greater participation mainly due to the Title IX of 23 June 1972, which increased school's budgets and their addition of women's scholarships.

"Currently there are over 700 intercollegiate women's soccer teams playing for many types and sizes of colleges and universities. This includes colleges and universities that are members of the National Collegiate Athletic Association (NCAA), National Association of Intercollegiate Athletics (NAIA), and the National Junior College Athletic Association (NJCAA)."

2.1.13 Attire

The majority of women footballers around the globe wear a traditional kit made up of a jersey, shorts, cleats and knee-length socks worn over shin guards.

2.2 History of Women Sports

In the ancient Olympics, women were not even allowed to watch the competitions. However, the precise history of women sports can traced back to the late nineteenth and early twentieth century. In early 20th century, a separate women's athletic event, the herea games was eventually developed. But there was only few women participated in the sports. However, social changes in Europe and North America favored increased women participation in society as equals with men, as exemplified by the women's rights movement. Although women were allowed to compete in many sports, relatively few showed interest, for a variety of social and psychological reasons that are still poorly understood. (<http://www.northnet.org>)

The women sports history reflects that the women participated in the modern Olympic from 1900 onward. They participated considerably in fewer events. Due to the lack of physical strength and stamina of women led to the disheartenment of women involvement in more physically intensive sports. From 1970s, tennis becomes the most popular professional female sport. But, women's professional team sports achieved popularity for the first time in the 1990s, particularly in basketball and football.

2.2.1 Factors Affecting Females Participation

According to <http://www.teachpe.com/> indicated that at the ancient Olympic Games, women were not allowed to watch the activities let alone participate in them. By the end of the nineteenth century, English women's, from the middle classes, were taking part in sport a Victorian attitudes meant that women often played in cumbersome dresses making movement difficult. In the early twentieth century, the national governing bodies of some sports were formed and there were organized competitions for women, usually separate from men.

2.2.2 Factors related to teachers

Physical education teachers are basic elements for the development of sport activities and for enhancing student's participation in different sport games and activities. So as far as teachers are concerned, the international Bureau of education (1993) remarked that, "no one is in any doubt that the chief agent in the process of educational reform is the teacher." Therefore in order to implement the teaching learning process, teachers play a decisive role, which also the same for physical education teachers that, they are a role model for their own students to enhance the participation level. Posner (1992) also stated that teachers play crucial role in determining the success or failure of curriculum implementation. Thus the teacher with his or her skill, and experience attitude is the most important of all in determining the success or failure for the process of teaching and learning with enhancing female students' participation in it. we must create classes with option competitive and non competitive activities. Segregating group based on ability will help female feel more welcome in their class and they can play with an emphasis on cooperative games (Hannon and Ratliffe)

2.2.3 Effective Teaching In Football

Physical activists are influenced by cultural and this extends to can concern about public safety for women from from cultural diversity and study suggested that the key factor in whether girls

engage and sustain physical activity was whether they had a some sex friend with whom to participate .physical activates often became less important intheir lives as they encouraged by pressure from peer towards their preferred perception of femininity According to(Sulaiman.et.al,2007) when physical education teachers teach the subject, for example in football lesson to enhance the females participation level physical education teachers need to implement effective teaching methods, because applying effective teaching method in the content handball may provides for improvement of female students participation in teaching handball. According to /<http://www.glbal partnership.org> stated, that educating girls has benefits not just for themselves but for their families, communities and countries. With a quality education, girls can make informed choices, improving their country's social and economic well being by promoting the

Health and welfare of the next generation Communicating in a good manner with female students is especially important at the beginning of units during the lesson because presenting the content would increase students' participation, since each student has different needs and interests, the more relevant and meaningful benefits

Present, the more students will be creative. Wuest Bucher (1994) suggested that "Teaching can be defined as those interactions of the teacher and the learners that make learning more successful. Although it is possible for learning to occur without a teacher's involvement, it is generally accepted that teachers facilitate the acquisition of knowledge skills, and attitude." A relatively rigid learning of this game based on natural human motion, has allowed it to be popularized quickly.(yohanis kasahun. Major factors affecting female students page -14)

2.2.4 Lack of time & lack of childcare

Women tend to have less leisure time than men as they take on the greater burden of responsibility for housework, childcare and care of elderly or infirm relatives. Some women therefore tend to be reluctant to sign up for anything over an extended period of time, believing it would be selfish to do so. Having agender-based physical education class will allow more grils toto take physical education will welcome at all time and not embarenced to make amistake in front of compitative boys(O'Brien,2007)

2.2.5 Lack of transport

This is a particular problem for women with young children, elderly women, women and girls with disabilities, and women and girls living in rural areas.

Safety on the streets, on public transport, and in and around sports and community venues is a particular problem for Women Some groups are particularly vulnerable e.g. BME girls and women can become the focus of racist behavior. People with disabilities are often the targets of bullying and abuse. Travelling to and from venues for sports or physical activity can present particular barriers for these groups.

2.2.6 Access to facilities

Women and girls can't play sport if they can't get access to facilities at suitable times. Too often, sports halls priorities male sport so that men get facilities at their preferred times, while women have to make do with less convenient times.

Access to sporting facilities can particularly limited for women and girls with disabilities. Access can be limited by physical barriers such as inaccessible entrances, reception areas, changing rooms and sports facilities, lack of accessible transport and parking, etc. Lack of information in accessible formats for visually impaired and/or hearing impaired people can also create barriers.

2.2.7 Body image

Research shows that in general, female adolescents report greater body image dissatisfaction than males. For girls and women the relationship between body image and physical activity is a vicious circle; the more self-conscious they feel about their bodies, the less likely they are to take part in sport, and yet, participation in sport has a positive effect on girls' perceptions of their bodies.

Western fashion promotes increasingly revealing clothes for women and girls, whereas social norms in some cultures prohibit exposure of the female body. For example, Muslim girls and women who practise Islam are only allowed to appear in front of men in their prescribed dress-code.

Girls and women who are obese or have disabilities may be particularly affected by problems around body image. With an increasingly body-obsessed culture, these women are frequently judged negatively. Generally, girls or women might be turned off the prospect of certain sports because of the revealing clothing which may attract unwanted sexual attention.

2.2.8 Clothing and equipment

Clothing and equipment for sports can be expensive. Images of sportspeople can promote the idea that, unless you're dressed in fashionable clothing designed for a particular sport, you'll look out of place. Some sports clothing is also quite revealing, which create problems for women and girls, linked to the issues about body image.

Strict requirements about clothing can also prevent some BME women from participating. For example, swimming pools which don't allow women to wear T-shirts over their swimming costumes, and clubs which insist members wear tight fitting or revealing uniforms can exclude those who follow the Muslim faith as well as those who are self-conscious of their bodies.

2.2.9 Parental and adult influence

The influence of parents, coaches and other adults affects girls and boys differently. Adolescent females place greater emphasis on self-comparison and comments from adults than do adolescent males, who rely more on competitive outcomes as their basis for personal judgments of physical competence

2.2.10. Female invisibility – media representations and lack of role models in sport

At all levels, and in all roles women, are under-represented in the sports sector. Working in a sector where they are in the minority can give women the sense that they don't belong in the world of sport.

In addition there is an imbalance in the media coverage of women's sport as the focus is almost entirely men's sports. On average, only 4% of sports coverage in national and local print media is dedicated to women's sport. This is significant because the media plays a central role in informing our knowledge, opinions and attitudes about women and sport, which, in turn, influence participation levels. Sportswomen such as Kelly Holmes and Paula Radcliffe, have high media profiles, but in general, a lack of coverage of women's sport.

2.2.11 The male-dominated culture of sport

The culture of sport itself presents a problem. Some women/girls are turned off 'sport' altogether because they see it as a male-dominated activity. It is just not seen as feminine or 'girly' to be interested in sport and, for many girls, being sporty is felt to be at odds with being feminine.

Sadly sport is still rife with homophobia, many boys are called gay for playing “un-manly” sports and girls are often labeled as lesbians if they play almost any sport (apart from a few which are seen as particularly “feminine”).

There are several consequences: some girls avoid certain sports for fear of being perceived as unfeminine or lesbian; some parents discourage their daughters from taking up sport; some lesbian athletes avoid going public about their sexuality in case they experience prejudice from other athletes and coaches, or lose public support/sponsorship. Ultimately, homophobia does increase dropout rates amongst teenage girls and women from participating or excelling in sport.

2.2.12 Lack of self-confidence

Girls, on average, have less self-confidence than boys and rate their performance or ability more negatively than do boys.

Self-confidence is also linked to competition. Although some women enjoy the competitive element of sport, many girls and women are turned off sport because it’s competitive. This is one of the reasons why ‘aesthetic activities’, such as aerobics, gymnastics, yoga, are increasingly popular amongst girls and young women, and why some traditional team sports are less popular.(<https://www.irsport.org>>upload>barres)

2.2.13 Motivation

According to (Morgan and king 198)“people who have high achievement motive greatly participate better than those who are lose interested and tends to persist longer on different tasks .if female students need to motivate towards sport activity to develop their participation and performance and became motivation is an important role to initiates ,guides, arousing ,maintaining goal oriented towards the interest of the student .it involves the biological ,emotional ,social ,and cognitive behavior .according to (kenedrachery).

2.3 Famous female football player in the world

2.3.1 Marta (forward player, Brazil)

Brazil gives the world two of the greatest players, male and famele.pele established his legacy player. Marta nicknamed”pele in skirts “by the Brazilian masters ,can do it all .the world has lost track of how many times she has turned defender around and left her in the dust .that includes dribbling confusing foes with her superb skill ,creating goals thanks to her vision ,and scoring them thanks to a tenacious desire to succeed. women’s world cup and is the competitions all-

times scoring leader with 15 goals .the only thing missing from her trophy cabinet is a major champion ship .although brazil have comes close several times .the Brazilians took second to Germany at the 2007 world cup and mind silver medals at the 2004 and 2008 summer Olympics ,losing to the united statesboth times .having turned 30 in February,marta is expected to be at full throttle at the Rio Olympics.(<https://www.theguardian.com.football> 2016/agust 03/the 20 greatest famele football-players-soccer.....)

2.3.2 Sophia Reisl (female football player) interviewed

Iam an ambitious person who strives to reach the goals I set myself in studies and sports. When you live for a strong purpose, hard work isn't an option, its anecessity.in high school I was taking part in the sport that means I had sports in theory and practice. Since Ihave been little child hood, I dideverythingI was interested in with a lot of passion .and ambition. It was not enough to something to 99%,1year need the last person for accomplished perfection .both in school and soccer I have always intended to give the best possible .yet Iamdeterminedcharacter .I still take care of my environment ,family aswell as friends mean a lot to me. Farthermore, many of my team mattes are like a second family Iwould miss if not in my life. They and also myself describe measreliable, hard working .s and focused conscientious young women who places value's on sincerity, honesty and kindness. My all life s connected to soccer regarding that me and my sister are also coaches of 14 girls soccer team.

I except college sport should be a greatopportunity to combine academic sturdiest with my passion to play soccer on high level. Additionally, itisa greatexperience to go abroad and learn about yourself and other cultures due to my exchange year in Australia for half a year in 2013, I knowabout the value of this kinds of experiences, it would be an unforgettable memory and a great way to broaden my mind and horizon. Added to this, computing in an America college also facilitate my access, to lobar market or taking a master s degree in the future.My soccer goals are easilysaid I want to make the best of my soccer talent and to play in Americancollege .thinking of life goals, Iwould like to change the world for the better due to all the bad that happens. That is one of the reasonways Iam working for as wall NGO with some other young women. Next to this, do not ask for much but a happy life for me and my family and friends (athletes.usa.com/Sophia-resis)

2.4 Ethiopian female football player (loza abera)

She was the only female player in the town of durame of southern region state when she started playing football at the age of just six. Her love for football grew with her as she took part in the school teams and gained two years training in youth project.the high light of her early football career came four years ago whenshe was named best female player during the all Ethiopian game held in Adama city in which she scored 7goals representing SNNPregion .in2012, she started her club football for Hawassa city, where she also received her secondary education, before moving on to join Dedebit Fc two years later. Whatever the competition, loza abera, 19, puts her name into the top goal scorers' chart. She is currently the to goal scorer in the U20 Women World cup Qualifiers with 6 goals.Dawit Tolesa of the reporter sat down with loza for this exclusive coverage. (<http://www.ethiosports.comk/2015/...>)

CHAPTER THREE

3. Research Design and Methodology.

3.1 Map of the Study Area

This study were conducted three high schools of Lare district (Kuergeng, Kutugn, Mangok high schools) Of Nuer Zone, Gambella Regional State, located in western part of Ethiopia. The Woreda is located 77 km away from the regional town, Gambella which is 776km far from capital Addis Ababa. Accordingly, Lare is 853km from Addis Ababa. (Figure 2).

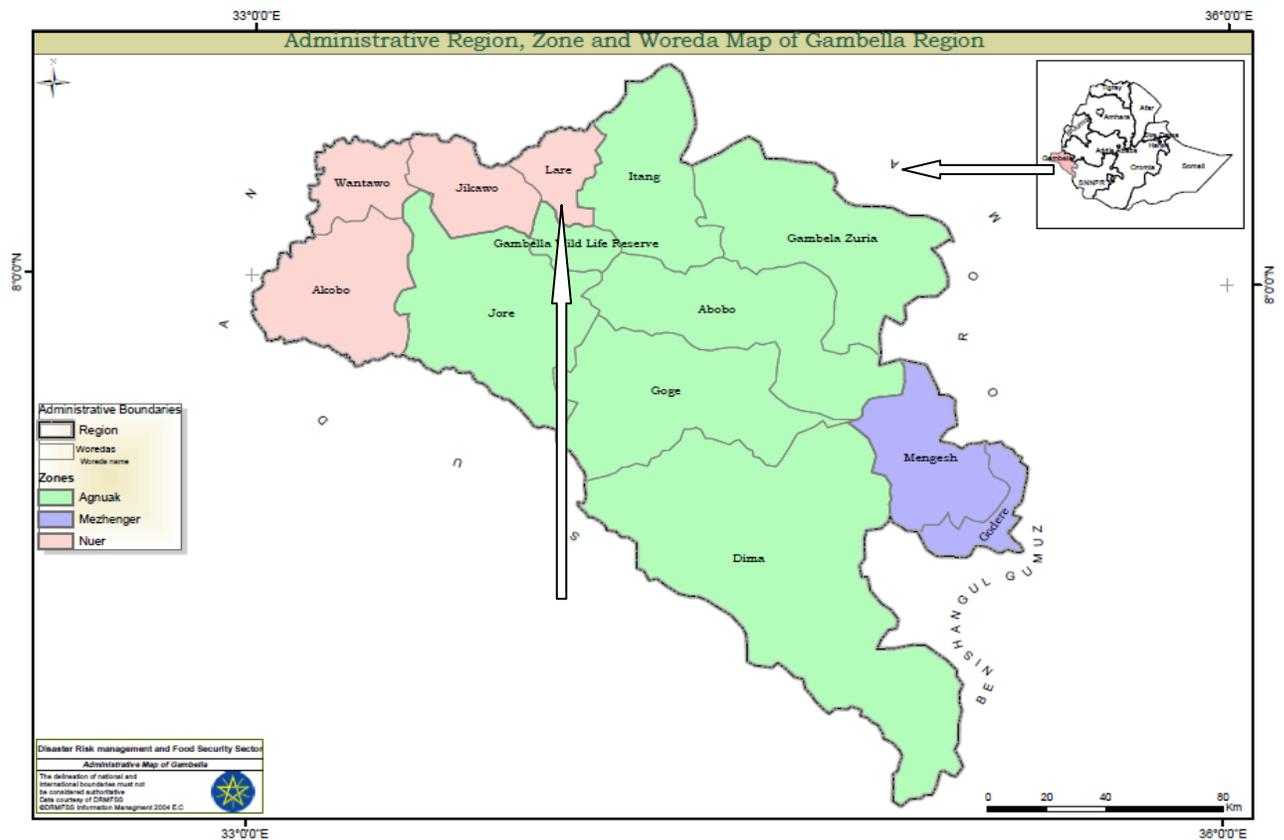


Figure 2 Administrative zones and Woreda map of Gambella region (source: - disaster risk management and food security sector, 2004)

Nuer is one of the three zones of Gambella regional states. Based on the 2007 census conducted by central statistics agency of Ethiopia (CSA, 2007), Lare has a total population of 31,406 of whom 16,145 are men and 15,261 women; with an area of 685.17 square kilometers, a population density of 45.84, which is greater than the zone average of 23.79 persons per square

kilometer. While 6,549 or 20.85% are urban inhabitants, a further 156 or 0.5% are pastoralists. This Woreda is bordered on the south and east by Anuak zone, on the west by the Baro River which separates it from Jekawo and on the north by Jekawo River which separates it from South Sudan.

As the aim of the study is to understand challenges of female students participations in football practical class in case of lare woreda high schools. Descriptive surveys of research were employed to understand how female students participate in football practical class and how teachers demonstrate, give equal opportunities for female students. The design of the research, source of data, sample size, and sampling techniques, instruments and procedures of data collection and methods of data analysis which were used in the study was stated here.

3.2 Research design

In this research descriptive survey of research design involved both qualitative and quantitative techniques were employed because they provide information concerning the status of challenges of female students in football practical class in case of lare woreda high schools. Therefore, both qualitative and quantitative techniques was help the researcher to draw valid conclusions

3.3 Population and sampling techniques

The target populations of this study are physical education teacher, grade ten students and school administrators of lare woreda high schools. The total target population is 1124.by using random sampling technique. From kuergeng out of 28 teachers 0.25%, 7 teachers and out of 225 students 50%, 112 students were taken. In mangok from 8 teachers 0.25%, 2 teachers and from 35 female students 50%, 17 were taken, and in kutugn out 12 teachers 0.25%, 3 of them and out of 78 50%, 39 students taken in 2016/17 academic year and also 3 school administrators. So, the total sample size is 183.

The researcher wants to choose grade ten students, teachers and school administrators. The researcher observed that grade ten students shall take football course (subject) it directly concerned to grade 10 and most of female student's doesn't actively participate in practical class in the school. Therefore, the researcher saw that the study was filling this gap. The respondents were selected randomly from population through lottery method for questionnaire, because it

gives each element in the population an equal chance probability of getting included into the sample and possible of each sample combination on equal probability.

3.4 Data collection Instruments

3.4.1 Questionnaire

In order to collect data on factors affecting female student's participation on foot ball practical class. Total of 32 items for respondents having of 21 close ended 11 open ended were prepared. The researcher was distributed the questionnaire and read the instructions with the students and explain the objectives of the study for the respondent.

3.4.2 Interview

To verify whether or not some of the information collected through questionnaire and elicit more reliable information from the interviews as they describe for this interviews was used.

3.4.3 Observation

Observation is one method of data gathering and it is a systematic purposeful and selective way of watching and teaching and learning football practical class as it occurs so, observation has an advantage to gather information about how female students attend and perform physical exercise specially football and how teachers demonstrate the technique for his/her students and the access of facility, that recorded directly by the researcher himself or herself. In this study the researcher tries to observe when teachers teach to see how often teachers demonstrate the correct skill and how the teachers give equal opportunities for both females and males during practical classes. Can he she give any motivation for female students when they perform football techniques. This help the researcher to check make sure the data obtained from questionnaire and interviews.

3.5 Data collecting procedures

In the time of collecting data first interview were employed as how they learn/ practice football practical class. Then to assess the actual practice, an observation was employed. Finally a data was collected from teachers and students through questionnaire and observation.

3.6 Source of data

The researcher was select three purposefully since the schools are the only place for grade ten students was found. So kutugn, kuergeng and mangok schools selected to investigate the study area. The data sources were grade ten female students, teachers, and school administrators and document analysis.

3.6.1 Primary data

In order to collect information about female students and their educational backgrounds primary data was used through questionnaire, focus group discussions, and observation checklists.

3.6.2 Secondary data

Secondary source of information was used for this study collected from both published and unpublished materials like books, journals, and web services.

3.7 Method of data analysis

The data which are gathered from teacher, students and school administrators through interview, classroom observations and questionnaires were analyzed by statistically or software of analysis. Percentage, and frequency were used to analyze and examine the extent to which female student was affected during football practical class. To identify the major problem hinder female student's participation in teaching and learning process of football class. And to indicate the importance sport equipments for the participation and development of female students. Finally changed to qualitative then conclusions and recommendations were given based on the results

CHAPTER FOUR

4. Result and discussion

This part of the study tried to present, analyzed and interpret the data collected from 1124 population and 168 female students, 12 teachers, and 3 school administrators using questionnaires, interviews, and discussion. The purpose of the study is to assess the factors affecting the participation of female students towards football practical class in Gambella Nuer zone, Woreda Kutugn, Mangog, and Korgang high schools. The achieved data is analyzed by descriptive statistics, the results for each instrument are discussed below.

4.1 Demographic characteristics of survey respondents

Table 1. Background of the respondent

No	Variable	Alternative	Frequency	Percentage %
1	Sex	Female	12	6.55 %
		Male	171	93.45 %
		Total	183	100%
2	Age	14-20	120	65.5%
		20-28	59	32.2%
		29above	4	2.2%
		Total	183	100%
3	Education level	9 th		
		10 th	168	91.8%
		11 th		
		12 th		
		Diploma	2	1.19%
		Degree	13	7.1%
		m.s.c		
		Total	183	100%

As the above table 1, showed the demographic stats of the respondents important to get the relevant information about the female student. The collected result showed as 171(93.4%) of the respondent were female, and 12(6.55%) of the respondent were male. And the age group of the respondent were showed based on the result collected 120(65.5%) of them were 15-20age group, 59(32.2%) of the respondent age group were20-28, and4 (2.2%) of them are above 29.As far as the educational level was concerned, teachers, students, and adiministreters.168 (91.8%) respondent were grade10th students, the data showed that13 (7.1%) are degree teachers, and 2(1.19%) of respondent were diploma teachers. Depending on the result of the back ground of the respondent were important for the researcher to know the fact information from them .the high number of the result collected adequate to dig out the fact data from the concerned problem area.

4.2 Result of the student response

Table. 2. The student’s response on the interest and attitude in football

N	Items	Respondent	Alternatives								p-value
			v. good		Good		Fine		Poor		
1	what is your attitude towards football class		N	%	N	%	N	%	n	%	.00
		Students	89	52.97	32	19.04	10	5.95	37	22.02	
2	How often you participate in football lesson without being absent.	Student	Always		sometimes		Never				0.000
			N	%	N	%	N	%			
			46	27.38	42	25	80	47.61			

How often you participate in football lesson without being absent categories whose column proportions do not differ significantly from each other at the .05 level.

Table 2 items 1, 89(52.97%) of students response rated very good with attitude towards football class. Items1 of the same table, chi-square value($\chi^2=289.466$) and statistics value of =0.000. In which p-value is less than alpha (at significant level of 0.05) with six degrees of freedom. This gives that if they gate chance they try to participate

In the same table items2, 80(47%) of students respond disagree to with participate in football lesson without being absent. With regarding of items 2 of the same table, the chi-square value($\chi^2=296.025$ and p-value =0.000, p-value is respectively less than alpha (at significant level of 0.05) with six degrees of freedom.

TABLE 3. The student’s response on their participation in football

N	Items	Respon ders	Alternatives								
			Require physical		Boys laugh		Lack of motivation		Cultural problem		p-value
3	If your answer for 2 is never, why?	Student s	N	%	N	%	N	%	N	%	
			34	20.23	39	23.21	38	22.61	38	22.61	
4	To improve the experience of female student’s participation they should be practice with?	Student	Boys		Alone		In group				.000
			n	%	N	%	N	%			
			44	26.19	39	23.21	85	50.59			

To improve the experience of female student’s participation they should be practice with? Categories whose column proportions do not differ significantly from each other at the 05 level. In the same table items 1, 39(23.21%) of students totally-of respondents respond disagree to

participate with group and boys, they prefer to participate alone. regarding of items 1 of the same table, the chi-square value($x^2=224.998$ and $p\text{-value} =0.000$, $p\text{-value}$ is less than alpha (at significant level of 0.05) with six degrees of freedom.

According to table3 items 2, 85(50.59%) of students replied in group to improve the experience of female students participation they should be practice with in group. The computed chi-square value($x^2=245.703$ and $p\text{-value} =0.000$. With regarding to items 2 of the same table, $p\text{-value}$ is less than 0.05 with six degrees of freedom. The result shows that, is significance difference. In the respect to this, $p<\alpha$ that means students were not the dependent of the experience of female students participation they should be practice with in group.

Table 4.student response

No	Items	respondent	Alternatives				
			Yes		No		p-value
5	Does your teacher give you equal chance with boys during practical class?	Students	N	%	N	%	.000
			149	88.69	19	11.31	
6	Do you enough ball in your practical class of football?	Student	20	11.9	148	88.1	.680

In the same table4 items 5 ,149(88.69%) of students respond yes regarding to items 5 of the same table, the chi-square value($x^2=16.462$ and $p\text{-value} =.680$, $p\text{-value}$ is less than alpha (at significant level of 0.05) with one degrees of freedom. The result shows that, is no significance difference that mean there is no classification of sex during practice.

According to table 4 items 6,148(88.1)replied No, there is no enough ball in their practical class of football. The computed chi-square value($x^2=77.667$) and $p\text{-value} =.680$. With regarding to items 6 of the same table, $p\text{-value}$ is greater than 0.05 with one degrees of freedom. The result

shows that, is no significance difference. In the respect to this, $p < \alpha$ that means students were not had enough ball in their practical class of football

Table 5.football field

N	Items	Respon ders	Alternatives				
			Yes		No		p-value
7	Does the school have standard football court (field)?	Students	N	%	N	%	
			38	22.6	130	77.4	

Table 2 of items 7, 130(77.4%) of students rated disagree with the school have standard football court (field). Items 7 of the same table, chi-square value($\chi^2=77.667$ and statistics value of = .680 in which p-value is greater than alpha (at significant level of 0.05) with one degree of freedom. This gives that, there is significance difference between the participation of female student and the playing court.

Table 6. Encouragement and Sport Facilities

No	items	Respondent	Alternatives								
			v. good		Good		Poor		v. poor		p-value
			N	%	N	%	N	%	N	%	
8	how much your teacher encourage you to have positive attitude towards football	Students	-	-	10	5.95	119	70.8	39	23.21	.000
9	Does your school have enough sport materials & equipment?						Yes		No		
							N	%	N	%	
							80	47.61	88	52.38	.000

In the same table 6 items 8, 119(70.8) of students respond poor with your teacher encourage you to have positive attitude towards football. With regarding of items 8 of the same table, the chi-square value($\chi^2=4.253$ and $p\text{-value} = 0.086$, $p\text{-value}$ is greater than alpha (at significant level of 0.05) with three degrees of freedom. The result showed that, is no significance difference between the encouragements teacher and the student interest. Therefore, based on responses of the majority, it is possible to conclude that if there is no encouragements from the teacher the student have a negative attitude about football.

According to table 6 items 9, 88(52.38%) of students said no with the school has enough sport materials & equipment. The computed chi-square value($\chi^2=125.684$ and $p\text{-value} = 0.000$. With regarding to items 13 of the same table, $p\text{-value}$ is less than 0.05 with three degrees of freedom. The result shows that, do not is significance difference. in the respect to this, $p < \alpha$ that means students were not the school has enough sport materials & equipment

Table 7 factors affecting female student

No	Items	Respondent	Alternatives								
			culture		Attitude		Economy		Family		p-value
			N	%	n	%	N	%	N	%	
11	what do you think the main problem that female have low participation in football	Students	77	45.83	22	13.09	14	8.33	55	32.73	.000
12	Does your teacher demonstrate the techniques well?	Student					Yes		No		
							N	%	N	%	
							134	79.76	34	20.24	.000

In the same table 7 items 10, 77(45.83%) of students respond agree with the culture problem the main problem that female have low participation in football. With regarding of items 10 of the same table, the chi-square value($\chi^2=156.737$ and p-value =0.000, p-value is less than alpha (at significant level of 0.05) with three degrees of freedom. The result shows that, is no significance difference. indicate as there are factors affecting female students,77(45.8%) of the respondent were said culture tradition to there are other factors that affect the participation of females students, Family plays a very important role in determining the degree of access that female students have good education and their level of achievement in the area they are participated. According to the data collected in 10 there are a lot of problem from deferent side that force female student back away from football practical class. Culture, family view, economy and attitude all are play great role for low participation female student.

According to table 7 items 11, 134(79.76%) of students said “yes “with Physical education teachers has demonstrate the techniques well. The computed chi-square value($\chi^2=155.834$ and p-value =0.000. With regarding to items11 of the same table, p-value is less than 0.05 with three degrees of freedom. The result shows that, is no significance difference. In the respect to this,

$p < \alpha$ that means Physical education teachers has demonstrate the techniques well. This implies that there is no problem regarding the performance of the teacher.

Table .8.the nature of football and the performance of the teacher

N	Items	Respond ent	Alternatives									
			v. high		high		Medium		Low		p-value	
12	to what extent is performance of your teacher		N	%	n	%	n	%	N	%		.000
			Students	73	43.45	50	29.76	33	19.64	12	7.14	
13	do you feel football can cause injury	Student					Yes		No		.000	
			113	67.26	55	32.74						

In the same table8 items12,73(43.45%) of students respond agree with high on to what extent is performance of your teacher. With regarding of items 12 of the same table, the chi-square value($x^2=131.670$ and $p\text{-value}=0.000$, $p\text{-value}$ is less than α (at significant level of 0.05) with three degrees of freedom. The result shows that, is no significance. This shows for the as the development of the students ability and skill was depend on the performance of teacher, however when we compare it during observation noting done.

According to table8 items 13,113(67.26%) of students replied yes with do you feel football can cause injury female student. The computed chi-square value($x^2=162.415$ and $p\text{-value} =0.000$. With regarding to items 14 of the same table, $p\text{-value}$ is less than 0.05 with three degrees of freedom. The result shows that, is not different significance difference. In the respect to this, $p < \alpha$ that means students were feel football can cause injury. That is one reason why they don't want to play.

Table 9. Does the teacher and student have good relation ship

No	Items	Respondent	Alternatives				
			Yes		No		p-value
14	does your physical education & female student have a good relationship	students	N	%	N	%	
			131	77.98	37	22.02	.000

In table9 items14, 131(77.98%) of students respond agree with does your physical education & female student have a good relationship. With regarding of items 14 of the above table, the chi-square value($\chi^2=97.489$ and p-value =0.000, p-value is less alpha (at significant level of 0.05) with one degrees of freedom. The result shows that, is no significance difference. Therefore, based on responses of the majority, it is possible to conclude that having good relationship between physical education teacher& female student have a good chance to interest towards football.

4.3 Result of teachers response

Table. 10. The result of close-ended questions response of the teacher analyzed as follows.

N	Item	Alternative	Frequency	Present %

15	What is your attitude if female student participate in football practical class?	V.high	-	-
		high	-	-
		medium	2	16.6%
		low	10	83.4%
		Total	12	100%
16	How far you motivate female students with their spare time?	Always	2	16.6%
		Sometimes	1	8.3%
		Never	9	75%
		Total	12	100%

According to the teachers response showed in the above table 10item 15 on the attitude of the teacher 10(83.4%) of respondent are respond low, and 2(16.7%) of the respondent said medium. this implies the positive view of teacher on female student during practical class play great role. This one factor of female student to became low interest in football in lare high schools.

Item 16 of the above table showed as how much the teacher motivate the student during practice, 2(16.6%) of them motivate female students always, 1(8.3%) of the respondent were motivate sometimes and 1(75%) of them doesn't motivate female student. most of the teachers are not motivate female student towards football practical class. Motivation is very important to initiate the students in any kind of sport activities and encourage the performance female student.

Table .11 Factors affecting female student

N	Item	Alternative	Frequency	Present %
17	Did you use different mechanism to change the awareness of female students towards football class?	Yes	3	25%
		No	9	75%
		Total	12	100%
18	What challenges restrict you to evaluate the interest of the female students?	Shortage of time	1	8.3%
		There is no Motivation	3	25%
		Lack of material	4	33.3%
		Culture and religious factor	4	33.3%
		Total	12	100%
19	Does your school have enough sport materials?	Yes	-	-
		No	12	100%
		Total	12	100%

According to the above table 11 item 18, show as 3(25%) of the teacher take amusement and mechanism to change the attitude of female student were as 9(75%) of them doesn't take any measurement .Because different reason they face from the society that listed in Item19, above 4 (33.3%)of them are because of cultural and religious factor,4(33.3%)of them respond that lack of material,3(25%) of them respond there is no motivation from the student, and 1(8.3%)of

respondent forward that shortage of time. this data indicate that there are a lot of factors that female student became backward towards sport activity

According to Item 20, the data that was obtained from the teachers, 12(100 %) all of the respondent reflect that there have no sport materials in the school. since school is the place where skill of physical education learned and practiced, however lare high schools have no sport

Table12.teaching practical class of football

N	Item	Alternative	Frequency	Percentage %
20	Do you face problem during practical class of football?	Yes	9	75%
		No	3	25%
		Total	12	100%
21	How often you push female student in physical education class?	Always	3	25%
		Sometimes	6	50%
		Never	3	25%
		Total	12	100%

The data on the above table12 item 20 reveal that out of 12 teachers, responds, 9(75%) responded that they face problem during practical class of football, and the rest of 3(25%) respond that they doesn't face any problem during practice class of football. That indicted as most of teachers in teaching practical class they face different problem specially from female student.

Item21, showed as the teacher encourage female students towards football class, out of 12 respondent 3(25%) respond they encourage

Always,6(50%) them encourage female students, were as3(25%) doesn't encourage them towards football practical class. Average number of the teachers encourages /motivates female students towards football class

4.4 Response of administrators

Table 13.encouragement and availability of sport materials

N	Item	Alternative	Frequency	Percentage %
22	Does your school give different encouragements for female students to participate in sport?	Yes	-	-
		No	3	100%
		Total	3	100%
23	Do you school have enough sport material?	Yes	-	-
		No	3	100%
		Total	3	100%

The above table13 item 22, the data collected from administrator of the school 3(100%) all of them doesn't encourage female students. Item 23 respondent said that. There is no sport material in lare high schools have. This implies that shortage of football material plus lack of encouragement given for female student is very low that is why they don't participate in football practical class.

4.5. Analyses of interview

In this part the researcher presented the qualitative data from students, teachers and school administrator through interview and desiccation. However some of the interviews were presented below.

4.5.1 The student interview

- ❖ According to the student interview, on the role model female football player. They don't know any football player from the society, teacher, parent and their friends this is one reason why they doesn't participate in any kind of sport activity. For example, in most of physical activity boys/male are more interested to copy and learn the skill from their younger brother, teachers, friends, school club player and from the media. Every were they play football to became famous player as well as they know the famous football player in Ethiopia even from the world. However, females don't know anyone who play football when compared to boys/male and, they doesn't observe any female football player in Nuer zone of Gambella region, they have no time to attend the media about sport. Because, they have duty at home that is why girls/female and the society of Nuer zone see as male dominant sport.
- ❖ According to the students desiccation, half of grade female students wants to participate in football practical class were as half of them don't want. There are a lot of reason they do not participate as they said, most of the girls in Nuer zone high school students' high responsibility rather than boys at home. At the age of high school level Nuer girls are marred and they have kid. The responsibility of take care of the kid and other home works .even farming, looking after the cattle ,building of home all are the responsibility of the girls/females. This showed they have no chance to physical activity practical class especially in football.
- ❖ The students explained how cultural traditions such as, child bearing, early marriages then they become low participation education. If female participate football activity the view of society for them were bad even they isolate and rude them, because the culture not allow for girls. The influence of parents, teachers and other adults affects girls and boys different. The students explained the family of female student does not let them towards football practical class because of different reason, parents only motivate boys by fulfilling material like sport wear, ball and other. Were as for girls give negative motivation regarding to the body image and sport wear. That made female less self-confidence.

4.5.2 Teacher and school administrators'

- ❖ The participants in this discussion stated that female student's cannot participate in football if there is no facility and equipment's to demonstrate the techniques. Because of shortage of material the interest and motivation of female students in football practical class were declines. In lare high schools there is no material and equipment's and the concerning body is not solve the problem until know.
- ❖ According to the participants state that on the major factors affect female students listed below;
 - ✓ Cultural and religious influence of the society
 - ✓ The negative attitude female student and society
 - ✓ Shortage of time allocated for practice
 - ✓ Shortage of sport facility
 - ✓ Low self-confidence of female student
 - ✓ They think as only boys dominant activity
 - ✓ Lack of knowledge about the benefit of sport
 - ✓ Low awareness of family of female student
 - ✓ Lack of experienced/role model from parent and teachers
 - ✓ Lack of sport equipment and material

In general, according to the participant the effectiveness female student in sport practical class is influenced by different factors that comes from the school community, society views in cultural traditions ,religion and female student them self

4.6. Interpretation and Analysis of Data Obtained From Teacher through Observation Checklist

1 Does the teacher wear appropriate sport cloth?

- When the teacher of physical education teachers teaches practical of football he wears suitable sport cloth. But the students not wear all the time.

2 Does the teacher demonstrate the skill well?

- In lare high schools, physical education needs to show the techniques well. However, during practical class the performance of the teacher not satisfied and in mangog there is no physical education teacher other subject teacher teach phy.ed. This is the major problem. If there is no phy.ed teacher how they learn the right skill.

3 Does the teacher give equal opportunity for both boys and girls?

- The teacher doesn't give equal opportunity, because female students sometimes from the class. Because female student have burden at home and they forced to absent from the class.

4 Does the teacher use sport equipment's well?

In lare high school there is only one football when we compare with the number of population size in one class room is above 80.to show the skill of football the number of the ball was not appropriate.

5. Does the teacher motivate female student during practice?

- Sometimes, female student doesn't interest to practical class.

6 Does the teacher give positive feedback for the students?

- During practical class the teacher of phy.ed gives positive and negative feedback, that may affect the student and they scared of the teacher when they made mistake while performing the skill. That decreases the interest of the student

7 Does the teacher give correction at the right time?

- In practice class. The teacher doesn't given immediate correction at right time for all students. Giving correction immediate when the student doesn't perform the skill correct. That mean they get the chance to perform the right skill.

8 Do female students interested to participate in football?

- Some of female students do not interest to participate in football practical class. Even they do not wear sport clothing plus when the teacher ordered them towards practical class they answer different reason.

9 Do the playing field of football well-constructed?

- The field is no appropriate for football it seems like volleyball court. so, to show the technique of football the teacher and the student need place to practice.

10 does the teacher prepare tutorial class for female student?

- The teacher doesn't prepare tutorial class because the claimant condition of Gambella is very hot is not comfortable for practice afternoon

11 Do teacher give more emphases for female student during practical class?

- Because of lack of awareness and interest of female student in addition lack of material, shortage of time and other. The teachers do not give more attention for them.

4.7. DISCUSSIONS

This section deals with the finding of the present's investigation discussed in the light of the statement of the problems, guide questions and review of related literature .And the discussion was focused on the major factors affecting female students towards football practical class in order to comes across the major factors affecting female students to identify and suggested possible recommendations. There are a lot of factors that affect female student .that are lack of k confidence motivation, culture lack of sport material (soccer ball, felid volley ball, handball. etc.)

Depending on the data finding discussed as follow:

Lack of role model, parent influence. The attitude of female student on football practical class was better that implies if female student get comfortable opportunity Participate.

According to (athletes, us.com/Sophia-resis/).Interwuedwith Sophia Reisl she said since Iam child I did everything I was interested in with a lot of passion both in school and score I have always intended to give the possible. And the interest of them will increase. here are a lot of evidence if the attitude towards football class good they try to participate in the practice that show them to more competitive and become famous this all are starts from positive attitude .there are role model female football player from Ethiopia, loza Abera she is the best example for all female student regarding to football. According to([htt://www.ethio.com](http://www.ethio.com)).

Attending the practical class of football play a great role for the development of skill .because the techniques of football was demonstrated in practice. So, depending on analysis

most of them are absent from the practical class of football were as minimum number of student present. However .during observation checklist the list number of female student present are not interested to .participate rather they want to home. Physical educations a lot of benefit, skill development's, physical development, social interaction, improve mental health...e.t.c for female student if they participate without absent from the class.

Similarly, some researcher suggested ways in physical activates can contribute to mental health in girls. There is consistence evidence that regular physical activates can have appositve effect up on girl's psychological well-being. Researchers indicate that physical activity can contribute to the redaction of problematic level of anxiety and dispersion. According to (Naderp, 2003)

The first problem for female students towards football practical class was culture and religion. Depending on the data through interview and questioners most of the student restricted by culture and religion .because the culture of the Nuer society doesn't all ow them. They had a duty to respect culture plus, child bearing, early marriages then they become low participation education. If female participate football activity the view of society for them were bad even they isolate and rude them, because the culture not allow for girls. The influence of parents, teachers and other adults affects girls and boys different. The students explained the family of female student does not let them towards football practical class because of different reason, parents only motivate boys by fulfilling material like sport wear, ball and other. Were as for girls give negative motivation regarding to the body image and sport wear. That made female less self-confidence to participate in sport activity. Physical activist are influenced by cultural and this extend to concern about public safety for women from cultural diversity and study suggested that the key factor in whether girls engage and sustain physical activity was whether they had a some sex friend with whom to participate .physical activates often became less important in their lives as they encouraged by pressure from peer towards their preferred perception of femininity. According to (Sulaiman.et.al,2007).

Most of the student doesn't motivate to participated football because of there is no one who motives them. however, According to (Morgan and king 1989) people who have high achievements of motive greatly participate better than those who doesn't interested and tends to persist longer on different tasks. Motivation is important play important role to

initiate, guides, arousing, and maintaining goal oriented towards the interest of student. It involves the biological emotional social, and cognitive behavior .According to(Kenedrachery,200)that implies motivation is the key for the participation in sport .and it play a great role for the development of student towards sport activity.

The basic for all sport activity is sport materials .depending on the the finding in lare high schools there is no sport material regarding football. Therefore this is one problem for the students to interested, and sport material play a great role direct recourse and facility to football. This was supported by Women and girls can't play sport if they can't get access to facilities at suitable times. Too often, sports halls priorities male sport so that men get facilities at their preferred times, while women have to make do with less convenient times. According to (Mizal(in Azeb,1998) any kind of class desiccation class room organization must begin with some attention to resources and facilities that the specific set up demands or effectiveness of physical education teaching.mizal farther describes, that when there is no lack of equipments and materials that appear easy to teach the subject.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Summary

The study was to investigate the major factors that affect female students'

Participation towards football practical class in lare worda high schools. The survey study employed for both quantitative and qualitative research

Approach and it was conducted from lare high schools 168 female students were selected using random sampling method, 12 subject teachers, other teachers, and 3 school administrators as a source of the study were selected purposively. The data collected was analyzed using, mean, percentage, and word, and then based on the data analysis the following major findings were obtained. This study finding the study evidences difference between boys and female students in football practical class participation. Regular physical training is vital role regarding to improve health develop performance, build attractive posture and increase social interaction with others. However, there are different factors that hinder female students towards football practice. the culture, lack of awareness of the society, lack of motivation of female student, shortage of material, and others factors are considered as major impact on the participation of female student

Most of female students showed the performance of the teachers 'ability were medium; the demonstration capacity was also implied to them not enough. The school material, equipment for

the practice class has been also replied by the female students as problems for the less participation in football practical class. Female students were agreed to the idea that physical education teachers were encourage and motivate students specially female to participate in football practical class. The feeling of students concerning football training can be shown with most of them as it causes injuries. To change the lack of interest and to improve female student participation, the teacher show their interest with creating awareness by using different mechanism, preparing inter school competition.

5.2 Conclusion

This chapter deals with conclusion of the study. Based on the result of the data collected, most of female students were not participate in football practical class due to many facts that is:

- Based on the data collected from the participant, female students influenced by cultural and traditional views of the society of Nuer. In addition, the religion leaders, the community and other related institutions may not allow female students to participate in football practical class
- The result of the study also showed as the schools have no sport material and equipments to teach practical class of football skill properly for female Students to participate in football wisely.
- Physical education teachers doesn't used different mechanisms to develop and motivate females experience teaching football practical class
- Female students taught that football was male dominant sport and it needs strength of the body
- The attitude of female students, teachers and parents for Participation in football activity was less.
- Most of female students are responsibility to take care of kid and other home work that was one reason to became far from sport activity

- The motivation and encouragement given by teachers, family, and school administrators were very low.
- Moreover, there is no role model female football player from their family, school, and town. That was one reason they do not interest in football practical class.

5.3 Recommendation

Based on the findings, the following recommendations were forwarded to solve the major factors affecting female students towards football practical class in Lare Woreda high schools.

- The teacher should create a good teaching environment to motivate female students towards football class.
- School administrators and teachers should provide a possible opportunity to provide adequate sport activity and create suitable conditions for all female students towards football practical class.
- Different factors have a direct impact on female students' practical activities of football practical class. These barriers must be solved by the concerned body.
- The program of football practical class must be designed to develop the interest and needs of female students.
- To increase female students' participation, the school community and the concerned body should provide adequate sport material and facilities.
- Physical education teachers should be role models for their students and motivate females in football practical class.

- Female students should be aware about the benefit of physical activities and their safety procedure.
- Physical education teacher, parent of female students and community should be encouraging female students during in football.
- During practical class the teacher should be give positive motivation. Motivation was play a great role for the increment of female student interest towards football class.
- The concerning body should be give the subject for the ph,ed teachers onl

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APPENDIX 1
Jimma University

College of Natural Science

Department of sport science

A questioner to be filled by female students

Dear students ,this questioner is intended to gather information on factors affecting participation of female students towards football practical class ,incase of lare worda high your positive response and participation have agreat value .thank you in advance for your cooperation responding correct information.

Notice

- Please put “x” for close ended question in the box /space provided.
- Write brief response for the question which requires short answer s.

Part 1 respondent back ground

1 age 14-20..... 21-28..... x>29....

Part 2 Main question

1 what is your attitude towards football class?

A, very good b, good c, fine d poor

2 How often you participate in football lesson without being absent?

A, Always b, sometimes c, never

3 if your answer for question “2”is never, why?

A, it requires physical challenges

B, the boys laugh at me

C, lack of motivation

D, cultural problem

4 to improve the experience of female students participation they should be practice with?

A, boy’s b, alone c, in group

5 does your teacher gives you equal opportunity with boys during practical class?

A, yes b, no

6 do you have enough ball in your practical class of football?

A Yes b, no

7 Does the school have football field?

A, yes b, no

8 how much level does your teacher encourage you to have positive attitude towards football?

A, very good b, good c, poor d, very poor

9 does your school has enough sport material and equipments?

A, yes b, no

10 what do you think the main problem of female student in football?

A, culture C, economy B, attitude D, family

11 Does your teacher demonstrate the techniques well?

A, yes b, no

12 To what extent is performance of your teacher?

A, very high b, high

C, medium d, poor

13 Do you feel football can cause injury?

A, yes b, no

14 Does your physical education teacher have a good relationship with you?

A, yes b, no

Part 2 open ended question

15 do you know famous female football player in the world ?if you know mention it?

-
-

16 Do you like to participate in football? Why?

-
.....

17 does your culture restricts you to participate in sport practical class? How?

-
.....

18 does your family encourage you to participate in football practical class?

-
.....

APPENDIX 2

Jimma University

College of Natural Science

Department of sport science

A questioner to be filled by teachers

Dear teachers ,this questioner is intended to gather information on factors affecting participation of female students towards football practical class ,in case of lare worda high your positive response and participation have a great value .thank you in advance for your cooperation responding correct information.

Notice

- Please put “x” for close ended question in the box /space provided.
- Write brief response for the question which requires short answer s.

Part 1 respondent back ground

1 age 14-20..... 21-28..... x>29.....

2 Educational level ; Diploma..... DegreeMaster.....

Part 2 Main question

1 what is your attitude towards female students’ participation in football lesson?

A, V, high b, high

C, medium d, low

2 how far you motivate female students to participate in football?

A, always b, sometimes

C, never

3 Does your schools have enough sport material and equipments?

A, yes b, no

4 if your answer is “No” who is responsible for this?

.....
.....

5? Do you use different mechanism to change the awareness of female students towards football class?

A, yes B, No

6 if your answer for the above question is “yes”, in what way?

.....
7 Which challenge restricted you to evaluate the interest of the female students?

A, shortage of time

B, there is no motivation from female students

C, because of material

D, cultural and religious factors

8 do you face a problem during practical class?

A, yes b, no

9 how often you encourage female students in physical education class?

A, always b, sometimes c, never

10 what are the factor affecting female students to participate in practical class?
.....
.....

APPENDIX 3

Jimma University

College of Natural Science

Department of Sport Science

A questioner to be filled by administrator of lare high schools

Dear participant ,this questioner is intended to gather information on factors affecting participation of female students towards foot ball practical class ,in case of lare woreda high your positive response and participation have a great value .thank you in advance for your cooperation responding correct information.

Notice

- Please put “x” for close ended question in the box /space provided.
- Write brief response for the question which requires short answer s.

Part 1 respondent back ground

1 age 14-28..... 21-28..... x>29.....

2 Educational level ; diploma degree..... Master

Part 2 Main question

1 does your school gives deferent encouragements for female student to participate in sport practical class?

A, yes B, No

2 if your answer is “yes” in what way?

.....
.....

2 do your school have enough sport material?

A, yes B, No

3 If your answer is” yes” list the type of material?

.....
.....
.....

4what do you think the problem hinders female student towards football practical class?

.....
.....
5 Do your school try to solve the problem of female students?
.....
.....
.....

APPENDIX 4

Observational check list for students and teachers in football practical class in Gambella Nuer zone lare worda high schools

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

Table 14: observational check list

NO	Item	Yes	No
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1	Does the teacher wear appropriate sport wear?		
2	Does the teacher demonstrate the techniques well?		
3	Does the teacher give equal opportunity for both girls and boys in practical class?		
4	Does the teacher use sport equipments very well?		
5	Does the teacher give motivation for female students towards football practice?		
6	Does the teacher give positive feedback?		
7	Does the teacher give correction at the right time when the student performed incorrect?		
8	Do female students interested to participate in football practical class?		
9	Does the playing field for football is well constructed?		
10	Does the teacher give tutorial class for female students?		
11	Does the teacher give more emphases for female students during practical class?		

APPENDIX 5

Regional state the map of Gambella

