

JIMMA UNIVERSITY  
COLLEGE OF NATURAL SCIENCES  
DEPARTEMENT OF SPORT SCIENCE



FACTORS AFFECTING FEMALE STUDENTS PARTICIPATION IN  
PHYSICAL EDUCATION PRACTICAL CLASS IN CASE OF SOME  
SELECTED SECONDARY SCHOOLS OF HOROGUDURU WOLLEGA ZONE  
OROMIA REGION

BY: BAYENA NIGATU

ARESEARCH REPORT SUBMITTED TO THE DEPARTMENT OF SPORT  
SCIENCE, COLLEGE OF NATURAL SCIENCES, JIMMA UNIVERSITY, IN  
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF EDUCATION IN SPORT SCIENCE

NOVEMBE, 2018  
JIMMA, ETHIOPIA

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## **Abstract**

*The study was conducted on the factors affecting the female students' participation in physical education practical class in the case of five selected secondary schools of HoroGuduruWellga zone. To achieve the intended objective descriptive survey method was used with quantitative and qualitative data collecting approaches for this study. Questionnaire, interview and observations were used as the data collecting instrument for this study. The collected data were analyzed into percentiles, mean and standard deviation. On the basis of analysis made of this study the findings of this study were identified. The findings of this study were the factors that affecting the female student participation in the practical class of physical education were teachers do not provide choice when teaching a physical education in practical class, parents and other influential people expect that female students do not active to do practical activities in physical education, testing the athletic ability of a student in front of colleagues can be very difficult, the possibility of girls humiliated in front of their peers, the lack of considering the importance of providing a learning environment that meets the needs of all female students, physical education lessons do not necessarily promote physical activity for girls, many girls reject an overly competitive teaching climate, it has been found that most females will not take part in a practical class and lack of motivation to improve a skill that is needed for physical education classes affect female participations, factors were decrease the attitude, decrease participation, decrease the involvement, decrease motivation and the confidence of female students participation in the practical class of physical education in the secondary schools and factors were highly affecting the participations of female in the practical class of physical in the secondary schools. The points that recommended for this study were: the factors should be reduced through the commutative efforts of teachers, principals' department heads, parents and community, strategic plan should be designed and implemented to minimize the negative effect of the these factors and factors negatively affect female students participations should be identified and further plan should be done to reduced negative effect of the factors in advance from higher to lower level.*

**Key words:** *factors, affecting, participation, physical education and practical class.*



## **Acronyms and Abbreviations**

CDC Curriculum Development condition

HSES Higher Socio Economic status

LSES Lower Socio Economic Status

NGO Non-Governmental Organization

PE Physical Education

NSW New South Wales

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1 Background of the study

The benefits of participation in physical activities are great, and the potential costs of inactivity can be severe. Many students around the world are not currently able to take advantage of the benefits of regular sports and physical activities due to several reasons. As Hills, L. A. (2007) suggested these include: inequitable access, self-confidence; lack of motivation; low perceived value of physical activity in physical education; lack of opportunities of enough materials for physical activity; marking scheme; competition; co-ed classes; teaching approach; and peers. Therefore, a central challenge facing governments, schools, sports groups and communities is to develop forms of physical activity that are sensitive to girls' needs and interests.

Similarly, though, Physical activities can offer a great deal to individuals, communities, and nations, differences in gender-based attitudes and funding towards physical activities can have a significant influence on female students' participation. This in turn, may affect later involvement in physically active lifestyles, and the social and health benefits that may result for them. When funding is minimized then resources are hard to come by. Even maintaining equipment is very expensive. Therefore, governments, schools, sports groups, and communities face huge challenge full fill the required in put for the success of PE Berg & Latin. (2008).

According to (Wallhead, T., & Buckworth, J. 2004) all schools need more funding and within their educational institutions. Though the benefits of physical activity have been discussed for many years, the Secondary school Physical Education in the contemporary secondary school is affected by different factors such as; culture, social attitudes, educational systems, lack of appropriate infrastructures, and lack of support. Thus, it is crucial that we look at the possible solutions that will encourage females' students to take physical education courses in the future (Hills, L. A. 2007). Effort must put forth to provide courses that will keep female students active while coming to understand the importance of being active habitually for life. Firstly, it is understood that all students need to learn how to be physically active in their everyday life and understand the importance of good overall health and wellness. It is further believed that, learning, memory, concentration, and mood all have a significant bearing on a student's

academic performance, and there is increasing evidence that physical activity enhances each (Sattelmair and Ratey, 2009). In addition, the researcher acknowledged that all students should take physical education properly, in HararAboker Preparatory School, in order to realize positive physicality, while attempting to perform at the highest levels academically Berg & Latin (2008).

Engaging female students in physical education (PE) has been recognized as a challenge for high school teachers (Rich, 2004; Slater & Tiggemann, 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 researchers that, “‘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).

The previous study that had conducted (Casey et al., 2009) had examined 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. PE has long been recognized as gendered in its philosophy, content, organizational structure and through its association with sport (Garrett, 2004; Rich 2004; Wright, 1999).

Research that had been conducted by (Garrett, 2004; Rich 2004; Wright, 1999, Wright, 2001) had informed that an understanding of gender as socially constructed has shown as teachers had played a role in constructing gender and (re)producing relations of power through their teaching

practices. Such an approach asks teachers to reflect on the consequences of their practice, rather than simply 'blame' the female students as problematic. This approach aligns with a poststructuralist perspective (among others) in that it recognizes that what it means to be male or female, masculine or feminine, is socially and historically located and open to change (Azzarito et al., 2006; Rich, 2004; Wright, 1999).

According to have also concluded that Fear of assault, lack of facility, gender, race, and high entrance fee are some other factors which affect the participation of different groups of people in sport activities.

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

Many socio-cultural, psychological, and contextual factors affect female students' participation in PE. Factors affecting female students in PE have been shown to relate to social constructions of gender and gender stereotypes (Larsson, Fagrell, & Redelius, 2009).

In addition, female students have reported feelings of embarrassment, low perceived ability, concerns over body image, lack of interest in the activities being offered and the dominance of boys in class as affecting their involvement in PE (Flintoff & Scraton, 2006; Wright 1995; Wright & Macdonald, 2010). Finally, the location of the school (i.e., a regional as opposed to a metropolitan setting) can impact female students' engagement in PE (Casey et al., 2009). With regard to the latter, in rural or inland townships, where the population is lower than metropolitan regions, female students tend to feel increased embarrassment when they are required to learn a new activity in front of peers that they socialize with or see in the community on a regular basis (Casey et al., 2009). Furthermore, females in rural and regional settings are typically provided with limited PE activities that tend to comply with gender stereotypes of femininity and masculinity (Casey et al., 2009).

Regarding the factors affecting female students participation in physical education practical class, certain previous researcher had been conducted study on it, for example, DerejeGurmesssa, (1999) had conducted study at Adama on this area and reached on finding that as there are many factors that affect the female students participation in physical education practical class. In his finding he was primarily focus on the social and economic factors affecting the female student's participation in physical education. In addition, FrewHailu (2001)

had also conducted study at Shashamane on factors affecting female students participation in physical education practical class and reached conclusion that female students are affected by factors such as gender thought , political , social and economic aspect of the school in which they are attending and social condition of the community .

Even though , this study is also conducted on factors affecting female students participation in physical education practical class of some selected secondary schools , this study is unique from the previous researcher by : first of all this study was focused on finding the solution for those factors and attempt to implement the possible solution for the factors affecting female students participation in physical education practical class. The other important thing that makes differ this research from the previous study is that , the current study was primarily focused on the progressively application of practical class of female students that can be perform by subject teachers of these selected school.

As the researcher there were factors that initiated me to conducted study on factors affecting female students participation in physical education practical class in case of some selected secondary school of Horo Guduru Wollega zone is that , most female students in our school were reluctant or shy when they were commanded to engaged on practical activities on the field, they were too shocked and bored about the physical education practical class .Therefore, this and other related reason initiated me to conduct study on the factors affecting female students participation in physical education practical class in these selected secondary school .

The current study was conducted to identify the factors that affecting the female students' participation in the physical education practical class in the particular settings of this study. The current study was focus on the participation of female students in the practical class of physical education in the secondary school. Therefore, the main objective this study is to assess the factors affecting the female students' participation in the practical class of physical education in the case of HoroGuduruWollega zone secondary schools. Thus the following research questions to be answered

### **1.3 Research Questions**

1. What are the factors that affecting the female student participation in the practical session the secondary schools?

2. How do these factors affecting the practical session for female students?
3. At what extent these factors affecting the of female students participation in the practical class of physical education?

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

##### **1.4.1. General Objective**

The general objective this study was to assess the factors that affecting female students' participation in the practical class of the physical education in the case of Horo Guduru Wollega zone some selected secondary schools.

##### **1.4.2. Specific Objectives**

The specific objectives of the study were:

- To identify the dynamic factors affecting female students' participation in physical education practical in practical class.
- To identify how these factors affect the participation of the female student's in the practical class of the physical education in the secondary schools of the selected study area.
- To evaluate the extent to which these factors affect female student's participation in practical class of physical education at the study area.

#### **1.5 . Significance of the study**

The purpose of this study was to investigate dynamic factors affecting the of female students participation in the in practical class of physical education in some specifically selected secondary schools of Horo Guduru Wollega Zone. After its completion this study is expected to have various significances for female students, teachers, principal's government and other researchers who need to conduct further investigation specifically at the selected secondary schools.

In addition to this, the findings of this study are significant since it high lights the achievements that could be enhanced and the challenges that deserve the attention of government to assist

female students to increase their participation in physical education and provide better support for them.

Generally, this study would be very significant for HoroGuduruWollegazone secondary schools' physical education teachers, principals, and female students because the result of the study would provide significant information about the dynamic factors affecting female student participation in the physical education practical class.

### **1.6. The scope of the study**

To make this study manageable geographically, the study was delimited to assess the impending factors affecting female student participation in physical education in practical class, in Dedu, Kawo, Konbolcha, Kenate and Gebate secondary schools. Though the researcher was interested in conducting the study at large, the study was limited by various factors such as financial problems, time limitation and resource inadequacy that the researcher would face while conducting the investigation regularly. Resulted from this the study was delimited to the selected five secondary schools geographically. Theoretically the study was restricted on factors affecting the female students' participation in practical class of physical education at the study area.

This Zone is selected as study area for its accessibility and conducive environment for the researcher to conduct the study. Accordingly, out of thirty five secondary schools in Zone, the researcher selected five secondary schools found in three Woredas for study. The study also confined to female students of secondary schools who were in the system of learning processes, because, the researcher believe in getting relevant information from them and turnover of students is more reflected than primary schools. As a result, the researcher selected secondary schools of the zone to investigate assess the impending factors affecting female student participation in physical education in practical class.

### **1.7. Limitations of the study**

The researcher had conducted this study side by side with regular work. Then shortage of time was one of the limitations of this study. Lack of adequate local studies that which had helped the researcher was another limitation of this study. Uncooperativeness of respondents, infilling the questioners return on time was some of problem. Initially, it was difficult to collect all the questioners as planned

## 1.8. Operational definition of Terms

The researcher had presented operational definitions for different terminologies which have been used regularly while conducting the study.

**Factor** is a circumstance, fact or influence that contributes to a result. Factor is constituent or element that brings about certain effects or results, or indicates a specific multiple, number, or quantity. ([www.businessdictionary.com/definition/factor.html](http://www.businessdictionary.com/definition/factor.html)).

**Participation** is the action of taking part in something (<https://dictionary.reverso.net/english>).

Physical education is instruction in physical exercise and games, especially in schools (<https://dictionary.reverso.net/english>).

**Physical education** is instruction in the development and care of the body ranging from simple callisthenic exercises to a course of study providing training in hygiene, gymnastics, and the performance and management of athletic games (<https://dictionary.reverso.net/english>).

**Practical class** is the lesson by which human beings determine how to act (<https://dictionary.reverso.net/english>).

## 1.9. Organization of the Study

The study was organized in five chapters. The first chapter deals with introduction of the research report including, background of the study, statement of the problem, objective of the study, delimitation of the study, organization of the study, limitations of the study and operational definition of terms found in the study. The second chapter covered related literature review in which the researcher included some previously conducted studies that which had the close relation with the study being conducted. The third chapter of the research report deals with research design and methodologies. It contained sub parts such as; study area description, sample size and, Population of the study, methods of data collection, methods data analysis, and procedures of data collection.

The fourth chapter presented analysis and presentation of the data obtained from informants of the study. The last chapter presented summary, conclusion and recommendation of the study.



## CHAPTER TWO

### 2. LITERATURE REVIEW

#### 2.1. Definitions and concepts of Physical Education

Physical Education is a learning process designed to foster the development of motor skills, health related fitness, knowledge, and attitude relates to physical activities through a series of carefully planned and conducted experiences. The learning environment is thoughtfully structured to enhance the overall development of each student within the three learning domains. Locating and evaluating the barriers that impact and cause that affected the academic achievements of student's physical education courses, it is clear that one needs to look at this more thoroughly and create solutions in the form of curricula, program and instruction to ensure that numbers do not decrease further (Brown, D., & Rich, E. 2002).

Therefore, in principle schools have to increase the number of qualified physical educators; involve students in the decision making process in physical education classes; promote marking schemes that encourage student achievements ; segregation Class based on ability/gender; extend mandatory physical education in secondary school and create individual' focus courses to increase the academic achievements of students physical education classes. Similarly, making physical education mandatory at the senior level is to increase enrolment rates. If students must take a senior physical education credit then enrolment will increase and all students will gain more knowledge, skills, and ability in physical education and further understand the importance it will have on their everyday life (Green, K. 2002).

#### 2.2. Theoretical Framework-Bem's Gender Schema Theory

Society forms expectations of individuals and situational outcomes through stereotypes and norms. If the norm does not occur, individuals may become uneasy. Such is the explanation for schema theory. Schema theory explains how thought processes relate to life in society (McVee, Dunsmore, & Gavelek, 2005). Individuals make sense of society by developing expectations or schémas. They then internally and externally attempt to fit into the societal norm and base stereotypes on such schémas (Campbell, Shirley, & Candy, 2004).

Bem's Gender Schema Theory consolidated contemporary theories of sex typing by identifying the values and inherent flaws of psychoanalytic, social learning, and cognitive developmental theories. Bem rejected Freudian beliefs of "anatomy is destiny" and instead proposed that an individual's gender identification emerged from his or her cognitive development and societal influences. Bem's publication, *The Lenses of Gender*, sought to "render those lenses (of stereotypical and socially accepted masculine and feminine traits) visible rather than invisible, to enable us to look at the culture's gender lenses rather than through them" (Bem, 1993, p. 2).

There are three defining features of gender schematics based on Bem's research: Gender schemas develop through an individual's observation of societal classifications of masculinity and femininity, which are evidenced in human anatomy, social roles, and characteristics. Males and females cognitively process and categorize new information in their environment based on its maleness or femaleness. Self-authorship is displayed by an individual's categorization of and conformity to the sets of elements that belong to either definition of masculinity or femininity (Evans, 2004).

Gender schema' theory (Kiovula, 1995), suggests that the phenomena of sex typing derives in part from gender based schematic processing which form a generalized readiness to process information on the basis of the sex-linked associations that constitute the gender schema. The selectivity of schematic processing allows us to add meaning to a vast amount of stimuli that we are exposed to and enable us to structure incoming information. Sex typed individuals thus process incoming information according to how society defines masculinity and femininity (Kiouvula, 1995).

People experience discomfort whenever they are expected to take part in cross-sex activities because they know the demands far exceed their ability. This theory clearly establishes expectations and perceptions of 'appropriate behavior' and will ultimately determine behavior. Colley (1986) stress that during adolescence; there is an adoption of sex 44 roles. These roles could have an effect on behavior, for example adolescents whose mothers are involved in sports will also more likely be involved in sports. The socialization process influences gender schema development. Although it is also important to emphasis that gender has not been able to consistently predict behavior, it is undoubtedly one of the factors that influence behavior. Gender differentiation begins at birth and can result in the learning of passive, submissive and nurturing

behavior of the girls and the active, aggressive and autonomous behavior of the boys, argued Ben (as cited in Kiouvola,1995). In most homes girls and boys are socialized differently.

Researchers have applied this concept to gender, creating gender schema theory. Bem (1981) argued that individuals are predisposed to associate traits, objects, behaviors, and characteristics based on gender schemas. Levy (1988) divided gender schemas into two types: those that rely upon pre-existing knowledge and those that examine how such knowledge is processed. Individuals are inclined to process information based on maleness or femaleness, whereas behaviors are categorized as gender appropriate or gender inappropriate (Bem, 1981; Campbell et al., 2004; Freedman, 1992).

Researchers define the categorization of gender behaviors as either sex-typing or gender-typing, terms that have been used interchangeably (Hardin, & Greer, 2009; Hudak, 1993; Koivula, 2001). The act of sex-typing leads to the formation of gender stereotypes (Patterson, 2003). Anderson and Bem (1981) shares that sex-typed individuals are more likely to process and categorize information in terms of gender schemas and choose to participate in terns gender-appropriate behaviors. The fear of women being seen as sick due to slimness, the anxiety of building up muscles, the cultural antecedents that women are not supposed to expose themselves, women are not supposed to be touched by men in public and the hilarious misconception of women becoming infertile due to their engagement in physical activity which has no scientific proof seems to have been scaring women in Colleges of Education from participating in physical activity and sports.

### **2.3. Factors that affect the Participation of Female Students in PE**

Regular physical activity is vital for both female and male students'; however, there are differences in the barriers to participating in physical activity. The social, cultural, economic, and political factors can be considered as a major impact on students' health and their ability to be physically active (Hills, L. A. 2007).Students' experience many and varied barriers to participating in physical activity. These include lack of time, socio cultural influence, lower economic status, body image, safety and urban planning and existing health conditions (Rich, E. 2004). Often the barriers are connected, as is the aiming to be physically active. Women's multiple roles both in and out of the paid work force can be the cause of these barriers as women may put others needs before their own conditions(Rich, E. 2004).

### **2.3.1. Lack of adequate Time**

Work and study commitments contribute to a lack of time for physical activity for both male and female students. In addition, to these commitments, female commonly have responsibility for organizing a household and others within it. The support of others within their household to facilitate female participation in physical activity is a significant enabler as females are often more time poor than men (McMahon, E. 2007).

The social construct of gender can mean that male and female do not reach adequate levels of physical activity due to their roles in paid and unpaid work. This extends to family commitments that are a barrier to physical activity for females more often than they are for males. With caring for others a key part of many females' lives, time spent on self-care, including physical activity can be limited. Fourteen percent of Australian females attribute insufficient time due to family commitments as their main reason for not participating in sports or physical recreation (Fisette, J. 2008). People without at least one child at home were 20 percent less likely to be sufficiently active than those, and as females are more commonly the primary caregivers of children, they are more likely to be physically inactive (Fisette, J. 2008).

### **2.3.2. Socio- Cultural Influence**

Physical activities are influenced by culture and this extends to concerns about public safety for women from cultural diversity. These concerns often stem from experiences of social exclusion and marginalization. Perception of public safety are significantly lower for women whose appearance identifies them as being from certain sports and physical activities. Physical activities are usually social events for children. Similarly, physically active adolescents tend to socialize with friends. Whilst a peer group can act as a powerful enforcer of norms and behaviors for both boys and girls, there is evidence that they use and view friendships in different ways. Studies suggest that a key factor in whether girls engage in and sustain physical activities was whether they had a same-sex friend with whom to participate (Coakley, J. J. 2006).

This may, in part, be due to the support structure such as shared experiences that can be offered, especially during adolescence, when many girls consider reducing their commitment to physical activities that they become most anxious about being rejected or excluded from same-sex friendships. For girls, physical activities often become less important in their lives as they,

encouraged by pressure from their peer group to seek other activities associated with their preferred perceptions of femininity (Coakley, J. J. 2006).

### **2.3.3. Self-Confidence**

Self-confidence is a belief in one's personal worth and likelihood of succeeding based upon the experience that have been obtained through self-esteem and general efficiency. According to Green, K. (2000) players who learn the appropriate skills and competencies for effective participation in encouraging settings begin to build the intrinsic motivation patterns and positive dispositions towards activity that lay important foundations for future active lifestyles. Girls often believe everyone is watching when they take part in physical education, and no matter what game they are playing, they feel that every time they touch the ball or make a play, they are being scrutinized, evaluated, and become afraid to make a mistake (Flintoff, A., &Scraton, S. 2001). Furthermore, gym clothes that are often provided (shorts and a t-shirt) in gym class are not very appealing to most females (Fisette, J. 2008).as many girls do not like to be forced to wear this type of clothing in front of their peers. How one looks in clothes and in action can impact their self-concept.

There are many different factors which influence female's body image including expectations of and pressure from, family, peer groups, media and society both female and male experience social pressure to achieve an idea listed physical form. While male in western culture aim for a larger, more muscular build while increases their need to be physically active, this is not the case for female. The ideal form for female in western culture is a thin build. This focus on thinness reinforces the notion that females are ideally fragile and weak and does not encourage physical activity to be healthy (Garrett, R. 2004).

Self-confidence can only be developed over time and as Fisette, J. (2008) concluded: It is now understood that participation in sports and athletic activity has a positive impact on girls 'lives. Women who participated in sports as [young] girls report a greater confidence, self-esteem, and pride in their social and physical selves. Continuing to take part in physical education classes and physical activity helps build self-confidence in their abilities and ultimately with proper physical educators in the teaching profession that continue to build the self-confidence while dealing proactively with negative comments (Hills, L. A. 2007).

#### **2.3.4. Motivation**

In physical education, there are times when skills are important to success. PE classes are often developed to improve certain skills while getting better at the particular sport being practiced and/or played. In order to get better at something, one needs to practice and devote time and effort to improve.

If there is a significant lack of motivation to improve a skill that is needed for physical education classes, few benefits may be found within this level of effort. For the most part, it has been observed that some females are more motivated to prioritize academic excellence and focus predominantly in courses that will grant them a better chance at post-secondary institution acceptance than athletics, sport, and fitness. Fiset, J. (2008) have documented that changing priorities throughout adolescence means that physical activity is reprioritized, with many girls stating that they cannot be bothered to take part. Some researchers have found that self-determined motivation is related to Physical Activity effort, choice, and frequency. These variables may be the key solutions, as a current International study concluded, regardless of self-determined motivation level; adolescents had higher step counts in the free choice condition compared to the structured condition.

Females are motivated to participate for various reasons and their participation also varies from person to person. This will again depend on their personalities, lifestyles, goals, and needs; Kraus (2001) thinks people participate because they want to have fun and enjoyment. In another study females participate in sports for the reason of achievement/status, team atmosphere, energy release, skill development, friendship, and fun (Hamafyelto, & Badego, 2002). In a similar study, social interaction and improving appearance are the main motivations in females (Senate Committee Inquiry, 2005).

Yet in another study, health benefit, encouragement from school and family, and social advantage are the three main motivations for regular sports participation of females, hence sport was seen as a way of having fun and reducing stress and other chronic diseases (Senate Committee Inquiry, 2005) In the games and sports, psychological and physiological factors play an important role in determining the performance level (Grange, & Kerr, 2010; Schilling, & Hyashi, 2001). Numerous studies have demonstrated the impact of psychological factors on

sports performance (Crespo, 2002). Again, a study conducted by ( Erkut et al, 1996) revealed that half of Pan American, Native American, African American, European American, Asian, and Pacific American females reported that although they were aware of the benefits of participating in sports and physical activity, their parents prevented them from taking part, and rather advised them to take their academic work seriously.

In addition socio-economic stratification could play a role in low motivation of females' participation. Research reveals that participants from high socio-economic status homes showed more positive disposition to recreation and Experience suggests that within our traditional physical education courses, females are more likely to participate in the activity when there is a leader assisting the follow-through. They appear to lack the motivation and knowledge to prepare an exercise for them has decreased this initiative. Hamafyelto, &Badego, (2002)documented that the female motivational response to previous environmental pressures is significantly altered by the negative behavior of boys. This is the reason why females will often not fully engage themselves to improve or work more intensely to tax the cardiovascular system in P.E. class as they are protecting themselves from negative male attention. This negative behavior (insults, inappropriate attention and comments) from boys in class is clearly displayed yet much of it is covert therefore our interventions fall short. As physical educators, coaching and motivational strategies is employed for the entire student body (Crespo, 2002). Possibly adding an extra physical educator assistant may be a key factor in raising this motivation.

### **2.3.5. Perceived Value**

When girls pick their academic schedule, they would rather take courses that are necessary to graduate or prerequisite to university. In the province of Ontario, only one P.E. credit is necessary for graduation and it is normally taken at the grade nine levels (Policy Memorandum, 2010). All physical education classes are labeled as open courses. Once a girl is taking university-bound courses, they would rather not take a physical education course because they do not believe that physical activity is important at school and they would rather take another university prerequisite or have a spare in their timetable to study, complete work. Therefore, it becomes a trade-off between P.E. and another course (Hardin, M., & Greer, J. D. 2009).Girls experience a lot of academic pressure and sense they would be better off taking courses that are university requisites or volunteer during that period off we have found. Universities will look at

their community involvement, marks for entry to their school, and using this allocated time for volunteering, as opposed to a physical education class, seems to be more beneficial. Ability beliefs play a major role in most theories of achievement motivation, such as self-efficacy, expectancy-value and Goal orientation. In these theories, perceptions of competence are assumed to influence achievement behavior (Hardin, M., & Greer, J. D. 2009).

The general conclusion is that when individuals feel competent that they can be successful at a particular task, they are more likely to choose to do the task and maintain their effort, even under adverse conditions (Casey *et al.*, 2009). Therefore, individuals who perceive they to be competent may be motivated to engage in physical activity and conversely withdraw from activities when they perceive themselves to lack competence.

(Casey *et al.*, 2009) In their study of second and fourth grade boys and girls, future intent to participate in physical education was positively related to children's ability beliefs. Boys reported higher ability beliefs than girls in their throwing ability, with fourth grade girls reporting the lowest ability beliefs about physical education and future participation. As early as fourth grade, children, particularly girls, are beginning to show a sharp decline in their beliefs about their competence in physical activity and exhibit an alarming tendency towards physical inactivity. Studies of junior and senior high school students indicate that the value adolescents place on a school subject influences their choice of subjects and activities. The value adolescents placed on sports was significantly related to their self-reported free-time involvement in sports.

There is evidence that the value that children place on sport activities varies according to gender, and that those differences emerge relatively early in schools.

More recently, (Ibid) found that children's value of physical education significantly predicted their intent to participate. They suggested that when children place high value on physical education, they are more likely to continue in physical education and be active as they grow older. These findings support the notion that students will be more motivated to be engaged when an activity or learning task is deemed interesting and meaningful. Having parental support and encouragement will help females build self-confidence in this athletic forum, (Ibid).



### **2.3.6. Lack of Support from the Stakeholders**

Arguably, all schools need more funding and the educational institutions within their respective province. When funding is minimized, then resources are hard to come by (Davis, K. L. (1999). Even maintaining equipment is very expensive. Sometimes, the physical educator must make a decision and play a game that can accommodate some students with the equipment on hand, no matter its condition or state of repair. For example, two nets and a soccer ball can allow for various types of games.

Many girls do not like to be forced to play something they do not like because that is the only equipment available. For instance, it is possible that a number of girls would love to jump on an elliptical trainer or a treadmill at times and exercise in the weight room rather than in the gymnasium, however cost for this equipment is often too much for a secondary school or Board of Education (Butler 1996). With limited equipment and limited facilities, we look for outside activities yet the elimination of the gymnasium can deter girls from taking physical education and the limited variety of activities does not keep them interested (Green, K. 2002). Similarly, people with lower socioeconomic status (LSES) are less likely to be physically active than those with a higher SES. In one Victorian study, 80 percent of women in the lowest socioeconomic group were physically an active compared with 67 percent of women in the highest socioeconomic group (Deem R. 1986) the circumstance surrounding women of varying SES influences their participation in physical activity.

Women of low SES often do not experience the same benefit of physical activity such as social interaction and are more likely to have negative perception of physical activity. Women from high SES groups have more opportunity to choose the form of physical activity they are involved in and this is often structure and occurs during their leisure time. According to Eitzen, D. S., & Sage, G. (1993) states, the lack of financial support can have a Sevier impact in the quality of education. With reference to physical education, the consequence can include in adequate facilities shortages of equipment and supplies. Perceptions of parental support, peer support, and teacher support have all been shown to impact individuals 'perceptions of gender appropriateness regarding an academic activity and the value and meaningfulness of the activity. These perceptions are formed in early elementary school when boys are encouraged by parents, teachers, and peers to be active in sports, while girls are reinforced for being quiet and woman

like. For boys, participation in sports, exercise, and physical activity is consistent with society's definition of masculinity and is reinforced, emphasized, and encouraged by the attitudes of parents, teachers, coaches, and peers (Evans, J. 2004).

Eitzen, D. S., & Sage, G. (1993) found that significant others, particularly peers and teachers, had a strong impact on physical activity behavior. From weekly observations of physical Education classes, it appeared that interest and positive reinforcement from teachers and small cliques of their peers encouraged more behavior that is active during class. In addition, a peer group that did not dress out could easily influence other students toward off-task behavior. Active parents have been shown to have children that are more active, older children, and adolescents; activity levels are further supported with an active sibling.

The nature and extent of physical play opportunities depend greatly on the set of beliefs and expectations held by the parents, and these beliefs are particularly significant in relation to gender. From an early age, many parents, in a range of cultures, treat boys and girls differently and encourage different styles of play in physical activity contexts, most commonly by providing gender-based toys and encouraging boys and girls to engage in gender stereotyped activities, usually with boys encouraged to play vigorously and girls quietly (Evans, J. 2004).

#### **2.4. The Gender appropriateness of School Curriculum**

Research on sex typing of physical activity choices has indicated consistent trends in beliefs about gender appropriate physical activities. Future choices regarding physical activity are greatly influenced by these stereotypical viewpoints. In a study by (Keay, J. 2007), elementary students explained the main reason for sex-stereotyped views was the need to feel socially accepted.

Parents and other influential people expect boys to play basketball while girls are expected to participate in dance and other feminine-typed activities. If students stepped outside the realm of social acceptability, they viewed themselves at risk for some sort of social penalty. The results of these studies underscore the importance of providing a learning environment that meets the needs of all students. When girls feel that an activity is for boys, they may not have the confidence in their ability to be successful which will ultimately influence their potential for developing skills in a wide range of activities (Coakley, J. J. 2006).

Being the primary societal institution with responsibility for promoting physical activity in young people, school physical education has the potential to be a powerful force against sedentary lifestyles: The potential of PE to reach virtually all children makes it a uniquely important resource. Especially important, in this regard, is the Primary/Elementary phase of schooling, which has the advantages of relatively high engagement in physical education lessons, and students who are curious about their bodies and receptive to health information. Whilst the amount of actual activity experienced during many physical education lessons is probably inadequate to deliver health outcomes, physical education is well placed to facilitate the development of a foundation of movement skills and positive attitudes towards recreational physical activities, which are likely positively, contribute to health (Hardin, M., & Greer, J. D .2009).

It ought to be stressed that physical education lessons do not necessarily promote physical activity in children. Indeed, there is evidence that inappropriate provision can disaffect some students, especially girl. In many settings, a narrow curriculum, dominated too heavily by competitive team games, fails to address the needs and interests of the whole school population, and does not transfer well to out-of-school and adult sporting participation. Many girls reject an overly competitive teaching climate. The outcome is often that, whilst positive physical education experiences are supportive of lifelong physical activity habits, inappropriate provision can actually harm such healthy practices. Wright, J. (1999) nevertheless, it needs to be acknowledged that schools and, especially physical education, continue to be vital factors potentially supportive of sporting and physical activities.

Evidence from many countries around the world of reduced curriculum time and facilities, therefore, is serious cause for concern. Wright, J. (1999) In PE, as in any other academic subject, the curriculum shapes instruction by mapping out for teachers what students should be taught and how their acquisition of knowledge and skills should be assessed. A 2006 CDC survey found that nearly half of the nation's schools do not even have a PE curriculum. A high-quality, well-designed PE curriculum is based on national, state, or local PE standards that describe what students should know and be able to do as a result of a high-quality PE program. In a young girl's life, many times the competitive nature of sport can be draining, both mentally and physically. Do activities need to be structured? It has been found that most females will not take

part in a class where structure is lacking however; they often will not create their own physical activities in a gymnasium setting.

#### **2.4.1. Teachers teaching Approach**

We have identified that some students would love to take physical education classes but the thought of a low mark discourages them, since parts of the marking scheme emphasize actual skills, and they believe this disadvantages them. For example, the ability to catch and throw a ball with one or two hands is a skill evaluated. Furthermore, movement skills and level of physical fitness are evaluated. If you are not highly skilled at performing this task, then ultimately your mark will be impacted accordingly. However, it is an interesting point seeing, as girls would rather not take P.E. to avoid a low mark, changing the scheme would be favorable, but in doing so we deviate from the provincial guidelines (Coakley .2006).

In addition, testing the athletic ability of a student in front of colleagues can be very difficult. Girls may not want to be the subject of attention during a class and dislike the possibility of being humiliated in front of their peers. Since girls are already highly scrutinized in their academic life, being judged in their free time/ stress-relieving activities seems counterproductive. Green, K. (2002)an alternative to skills and competition based assessment and evaluation can include student goal setting and individual fitness planning. Green, K. (2002) suggested, teachers and coaches are constantly seeking better ways of providing enjoyable learning experiences in games and sports as a means to attaining a range of learner outcomes including the development of competent and confident players. When the physical educator utilizes these modes, the level of motivation may well improve and enhance enrolment (Green, K. 2002).

Teachers should provide choice when teaching a physical education class because this enhances commitment to the course and lesson being taught if they have an opportunity to provide suggestions. It validates, empowers, and enables participants in the class (Rich, E.2004). If the expectations are clear and all feel supported in their learning environment, most will want to take part in the activity and achieve success.

According to Rich, E. (2004) although boys are generally more physically active than girls are, little is known about possible explanations for this. It may be that boys spend more time.

## **2.5. Socio-economic conditions**

### **2.5.1 Economic Conditions**

Together with the fundamental socio-cultural bias in favor of males, the economic factor, especially in terms of grinding poverty and hunger, is probably the most influential in adversely affecting female participation in education, especially in rural areas. In such harsh economic circumstances, both direct and hidden costs to a family of sending daughters to school are perceived by parents to be prohibitive in terms of the provision of books, paper and uniforms/clothing (important for social reasons) as well as the loss of vital help at home and on the land. In most cases the contribution of females is unpaid and they may have little or no experience of the handling of money which further reduces their status and power, but increases their vulnerability. Because of the patriarchal and predominance, investment in a girl's schooling is wasteful since it benefits the family into which a girl marries rather than her own.

In the more privileged classes investment in the education of females may be an advantage in 'marrying well'. This further increases the urban/rural gap. Vocational education which might relate to employment prospects, is everywhere weak and under-valued, but especially so in respect of the interests of girls (Coakley.2006).

### **2.5.2. Religious Conditions**

Although in general acting indirectly, the religious factor is on balance a positive one, though it is often overcome by the fundamental socio-cultural bias in favor of males. The fact that most religious practitioners and leaders are male makes for a powerful image in favor of that sex, and it would be a very helpful move if religious leaders of all faiths and denominations were to speak out strongly in support of the female cause. Christian missions have, in various areas, had a most positive effect on female education and literacy levels, though some have a legacy of harsh sanctions in respect of early pregnancy ( Enright & O'Sullivan. 2010).

In Islamic areas the situation is generally not so supportive but a number of positive trends were apparent. The religious significance of sons in the Hindu family, while still operative, no longer seems in itself to disadvantage daughters. Often in contrast to the state system, and especially- at secondary level, denominational schools are well organized and resourced, attracting stable, well qualified staff. This weighs heavily with parents when deciding whether or not to send their

daughters to schools, especially since boarding facilities tend to be more favorable and secure (Flintoff&Scraton 2006).

### **2.5.3. Legal Conditions**

Again this factor acts mainly indirectly. Most countries have no legislated for equal status in respect of sex, but this is usually a recent innovation and traditional sanctions often still operate unchallenged. So there are still important areas where the law could be reformed further to encourage compliance and the system of justice strengthened to ensure that this actually happens. In many rural areas long standing societal rules constraining females are still operative, as is the case with condoning early marriage 2007).

The acquisition of minimum legal knowledge and support in such areas as: gaining justice and compensation for assault; understanding letters and contracts; arguing for educational provision according to the law, and challenging disadvantageous pressures in respect of marriage, divorce and inheritance could be very helpful to the female cause. There must be concern over the legality of the employment of (young) children, particularly girls, and the dominance of males in the legal profession. The encouragement and support for more females to seek and develop careers in various areas of this profession could be a very significant development in respect of female participation in education (Hills &Croston .2012).

### **2.5.4. Political/Administrative**

Although policies exist in most cases for such developments as universal primary education, equal educational opportunities in terms of gender and the eradication of gender bias from texts and other materials, the political will to carry these through seems to be weak in the face of severe economic constraint. The creation of Ministries or Bureau of Women's Affairs appears to be counterproductive, and the poor quality of local administrative/advisory staff and resources renders such government initiatives as do occur, relatively ineffective. The record of NGOs is markedly better, and those governments that enable NGOs to operate in favor of increased female participation are to be commended (Hills &Croston, 2012).

In some cases where strong political dichotomies or other such disparities exist even elite females may be disadvantaged by being in the 'wrong' camp, and their potential contribution to

national development and the role of females in general to that end may be lost. Language policies can adversely affect female participation in that where vernaculars have no status, and schooling is either absent or very poor, women and girls remain 'trapped'. As with the churches, political leaders are almost always male, and until considerably more women break into the most influential echelons of power, the question of low female participation in education and its implications for national development may well remain on the sidelines (McCaughtry .2006).

### **2.5.5. Educational Conditions**

This factor itself can be a deterrent to female participation in schooling. Difficulties of accessibility, lack of resources and low teacher quality and morale are widespread. In particular the lack of female primary teachers in rural areas is a real problem. Parents are, in some countries, very reluctant indeed to send daughters to school if there is no female teacher, and the facilities for the accommodation and security of such teachers are usually absent or inadequate. The organization of schooling in terms of the daily and seasonal imperatives of local economies usually renders it dysfunctional, and the curriculum is often unattractive in instrumental terms. At secondary level, in addition to the lack of (accessible) places, problems of cost, direct and hidden are acute, and there is a considerable need for more single-sex (girls) schools, some with secure boarding facilities and scholarship schemes to enable participation. Vocational education is weak and schemes open to girls in this field are particularly useful. There is still a widespread problem of gender bias in books and materials (Oliver, K., Hamzeh, M., & McCaughtry, N. 2009).

In all the countries concerned, significant initiatives aiming to address aspects of the problem of female participation in education were noted. Some acted directly, others indirectly, but collectively they must be considered as a factor affecting the issue. This is important, since one must recognize the considerable efforts made by individuals and organizations in this regard in recent decades. Some governments have made substantial efforts to increase female enrolment at primary level in rural areas by building more (accessible) schools and enacting laws to encourage the employment of female teachers in such schools (e.g. Operation Blackboard in India). Some governments have instituted feeding schemes to alleviate problems of malnutrition. In some cases governments have been very cooperative in enabling NGOs to operate substantial

schemes of income generation and primary schooling for rural females (e.g. Bangladesh) (Patton, M. 2002).

In activity-enhancing environments than girls spend, particularly out-of-doors do. In addition, boys and girls often engage in different types of activities. In many contexts, boys and girls are offered distinct activities based on their gender. When they are presented with nominally the same curriculum content; boys tend to dominate in many sports. Therefore, it may be that many girls' unwillingness to engage with sports and physical activities can be attributed as much to the terms of their participation as the activities, themselves Rich (2004).

## **2.6. The Current State of Female Students Participation in PE**

International guidelines on physical activity in childhood and youth suggest that all young people should take part in sports or other physical activities. Being physically active, all or most days, childhood and youth should engage in activity that is of at least moderate intensity though girls in many contexts do achieve these targets (Wallhead, T., & Buckworth, J. 2004). Though Physical education (PE) is an effective strategy to increase physical activity among young people, PE teachers use too much of their class time for activities related to administrative and management tasks (e.g., taking attendance, making announcements). One study found that 15-26% of PE class time was spent on management tasks. In 2009, less than 20% of adolescents participated in physical activity for at least 60 minutes a day. About one in four adolescents does not engage in 60 minutes of physical activity on any days of the week.

## **2.7. Female Participation in sports at secondary school level**

Girl's participation in sport and physical activities is quite poor in present age therefore the rate of their achievements is very poor. There are many causes of poor participation of females in sports or other recreational activities but in spite of this reality many researchers fully agree with this statement that a healthy mind lies in healthy body.

Participation in Sports and physical activities is very useful in improving the academics and social capability of the participants at college level. Khan .S (2004) concluded that "Being a sportsperson, many of the players have shown best educational results on their credit particularly at school level". In Sargodha division, Punjab, many of the heads of institutes



consider the sport activities as wastage of time and financial resources so they always show non-cooperation or very little interest in this regard. In this study the researcher also found negative and ill response of heads of female school about sports activities. They always prefer educational classes and other curricular activities to sports. They are not cooperating or facilitating the physical instructors with financial and moral support. They do not encourage the players and do not facilitate with proper coaching or sports seminars etc. Therefore the rate of female participation in sports and other activities are very poor in Sargodha division, Punjab.

Reported by Moschenyet al. (2010) about missing of proper resources like lack of proper grounds, low interest of heads or other staff, missing of sport apparatus and lack of transport faculty are main obstacles in the way of progress of female sport and physical education. According to Krouscas, there are many factors which influence the female participation in sports and games at school level like environment of class, attitude of parents and society, negative attitude of principal and other general teachers towards sport and games and curricular activities.

Likewise According to Resnick, Jenkins, Palmer & Spellbring, (2000) involvement in Sport and physical activities is too much helpful in enhancement of physical and mental health, build up the social characteristics and development of different skills and techniques of sports and physical activities. If the head and other staff and parents show deep interest in sports activities and give proper space to sport activities in curriculum content only then we can enhance the female participation in sports and games at school level

## **2.8 The male-dominated culture of sport**

The culture of sport itself presents a problem. In the third world countries, particularly in our eastern culture, sport activities have generally been regarded as male oriented and male dominated activities. On the other hand, female are confronted with a number of problems in their way to participation in sport. Deem, Jackson, Henderson. (1986) have concluded that being dependent; it has always been difficult for women to have money to spend on recreational activities. 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.

## **2.9. Facilities and Equipment**

Coaches and sportswomen recognize the importance of sports facilities and equipment in the organization and development of sports in the country as a whole, and institutions in particular. Lack of this would greatly hinder even the most proficient coach and athletes as well. Availability of facilities and equipment, therefore, is a prerequisite to the conduct of sports programmers. Onifade (1995) observed that for the success of any physical education and sports programmers, there must be availability of qualitative and quantitative facilities and equipment. Torkildson (2000) expressed the same opinion that the presence and absence of facilities and equipment, their accessibility, quality, pricing, structure, and policy could not have substantial influence on recreational participation. Butler (1996) similarly asserted that, equipment and facilities have an important place in recreational centers, because they contribute to physical development, stimulate creative activity, and provide opportunities for other activities to take place.

Facilities and equipment are important aspects of recreational needs and interests of students. Facilities such as playing fields and gymnasium attract sportsmen and women to participate. Again the question of availability and quality of facilities and equipment are of vital importance. Awosika (1982) in *Onstage* agreed that, facilities afford students the opportunity to practice skills taught in physical education, in sports programmers, and these facilities and equipment should be available all the year around. These presuppose that it becomes possible for the individuals to engage in recreation during their leisure hours. Asabia (2002) disclosed that, the renowned tennis star, Jimmy Corners' mother built a tennis court around the house even before he was born. This gave him the opportunity to practice often and grew up to become the World champion.

This also raises the question of income and status, whereby females from higher income homes have the opportunities to practice from infancy and are likely to participate in university sports. Burrow and Bammel (1992) agreed with this assertion that females from higher income homes have swimming pools in their yards, installed saunas, exercise equipment, large television screen and personal computers. Nowadays, equipment and clothing for sports can be expensive. One may have to put on good clothing for activities and lack of money to buy these could be a factor for non-participation. Women's Sports Foundation (2007) indicated that images of the above

people can promote the idea that unless you are dressed in favorable design clothing for a particular sport, you will look out of place.

Asabia (2002) observed that image falls as distance grows between users home and the facilities, and rises with those who live near the facility. She cited Frank Ofori a national tennis player who rose to that position as a result of the nearness of his father's residence to the tennis court at Kaneshie Sports Complex, as a living example in Ghana. Burrow and Bammel (1992) in their work similarly submitted that place of residence has great effect on the type of opportunity that is readily available. Proximity to services and facilities can influence young people's participation in physical activity.

Most females may feel lazy going out of their Halls to recreational centers, especially, when they are far away. If facilities were near, females might show interest in sports. Department of Sports and Recreation (2000) found in a study that a well designed physical facility attracts people and encourages them to use it. The way facilities are managed and its atmosphere can either encourage or discourage people's active involvement in sports.

The Halls may have few indoor games, but they are usually occupied by men. Females who may be interested may not be bold to play with them; those who may be bold to play may be intimidated by the men. This claim is supported by Australian Bureau of Statistics (2001) report indicate that boys dominate space in school playground and sporting arenas and tell girls that they cannot play. Similarly Davis (1999) remarked that teachers will assign duties and manage equipment according to stereotypes. Female students', even highly skilled females, are often left out of the game interactions allowing male students to dominate the game setting.

In another investigation, Murray (1991) revealed that a famous football coach proclaimed that, if girls and women participate it will emasculate his players. Eitzen and Sage (1993) opine that facility for female High Schools and College programmers have customarily been second-rate. The newer and later gymnasium routinely went to males while the older gymnasium was routinely given to the females.

Females then cannot play sports if they cannot get access to the necessary facilities (Women's Sports Foundation, 2007). In disagreement to this assertion, Sports and Recreation South Africa (2005) concluded in their studies that people will participate in sports or not regardless of human access to sports club or sport equipment and kit. Clothing which are so revealing may be a

barrier to some females. Some females feel shy while doing sports in this kit and more so being watched by others. Examples are the obese and those who are self-conscious about their bodies. Women's Sports Foundation (2007) appears to support this view that, girls and women feel very reluctant to wear tight-fitting and revealing sports wears. Some will rather not do sports at all than face the embarrassment. Moreover, females who attended schools in the rural areas may be limited in skill due to lack of access to facilities and equipment. Burrow and Bammel (1992) revealed in a study that cities consistently neglect the recreation needs of tenement district; the recreational facilities and services for the urban poor are inadequate. He further concluded that American remote or wilderness areas received about 7% of outdoor recreation, all the rest occurred in developed areas. Women Sports Foundation (1998) noted that class goes along with higher income, more education, better housing, and thus, facilities and equipment, and the access to more sports activities.

In any human endeavor, there is an amount of risk involved. Some women may have fear for their personal safety using sports equipment and their facilities such as hockey. Women Sports Foundation indicated that women and girls particularly are underrepresented in physical activity; often this is simply that they do not feel safe or comfortable using sports facilities. People are more likely to participate in sports if they believe the environment in which they participate is safe to meet their needs (NSW Department of Sports and Recreation, 2000).

The issue of facilities has been found to be one of the problems being encountered by sportsmen and women. The reason is that the existing facilities are obsolete and in states of disrepair. The sporting world has reached a stage where complex facilities and equipment are needed for teaching, practicing, and competition. Speaking on the lack of sports facilities and equipment in Ghana, the former Minister for Youth and Sports stated that 'it is sad to say that a park like Kaladan where one of the nation's Greatest heroes, Abedi Pele, played, the Sekondi Gyendu Park, and the Tema Stadium cannot boast of any good playing fields (Osei, 2007). The boxing gyms at Bukom and James Town, have provided boxing, heroes, but have nothing to show for this feat'. Of course one should not doubt the importance of adequate facilities and equipment in meeting the objectives of physical education and sports program.

## **2.10. Empirical literature from local studies**

The previous study that had been conducted by Fitsum Sintayehuin 2014 on the trend of female student participation in physical education class activities: the case study of Entoto Amba high school and Yekatit 12 preparatory school had indicated that the factors that affect female student participation in physical education class activities were parent's household demand of their daughter's labor and early marriage.

The study that had been conducted on 70 female students of grade 12 by Yonas Kassahun in 2014 on major factors that affect female students' participation in teaching handball in case of Degollo preparatory and secondary school in Jamaworeda had shown that the factors that affected the participation of female student were the performance of the teachers' ability to demonstrate during the lesson was poor; lack of adequate material and facilities also affected the females' need of participation.

Physical education teachers' interactions with their students were not in admiring level. Lack of interest and motivation had also been seen as problems during the lesson. It was concluded that the participation of female students with handball lesson as subject matter were highly affected by the school with shortage of facilities and equipment, attitude of female student and teachers.

The study that had been conducted on 400 female students of high school and preparatory school by Henok Tesfa in 2014 on factors affecting the participation of female students in physical education in East Belesa Woreda had been shown that, factors that affect were the participation of female students in physical education cultural, Biological, past experience, Economical, physical and physiological factors are major factors that hinder the participation of female students during physical education class. Hence, it is recommended that depending on the result of findings, concerned bodies such as parents, physical education teachers, Zone and woreda educational bureau, etc, Should create awareness for female students about the benefits of physical education subject. Physical education teachers should apply student centered teaching approach in order to motivate female students.

## **CHAPTER THREE**

### **3. Research Methodology**

This chapter briefly describes in details the strategy that the researcher uses in collection of data and analyzing it. The strategies that the researcher used were research design, target population, sample and sampling procedures, description of research instruments, reliability and data collection trials and data analysis procedures.

#### **3.1. Description of the Study Area**

This study was conducted in five selected secondary schools of Horo Guduru Wollega zone. These selected secondary schools are found in western part of Horo Guduru Wellga zone Oromia regional state which is located in West Oromia. It is 314 km far from Addis Ababa which is the capital city of the country. Horro Guduru Wollega Zone has ten districts and 35 secondary schools at this time. The zone is well known by education and educating their generations a long time ago.

#### **3.2. Research Design**

This research study adopted a descriptive survey research design. Because this helped the researcher in understanding the problem that was under study. The researcher also used descriptive survey to collect data in the selected secondary schools. Descriptive Survey design was used to gather factual information from the targeted population without creating contradiction.

The purpose of descriptive surveys, according to Lockesh (1984), is to collect detailed and factual information that describes an existing phenomenon. On the other hand, Kothari (2003) as cited in Christopher says this method is easy for securing information concerning an existing phenomenon from all or a chosen number of the population of the concerned universe.

Survey research design was used for this study particularly descriptive survey method was used with quantitative and qualitative data collecting approaches for this study. Quantitative collecting approach was used for the quantitative data that was collected through questionnaire from female students and qualitative data collecting approach was used for the qualitative data that

was collected through structured interview and observations from physical education teachers and principals.

One of the main reasons of choosing this research design was that it attempts to collect data from various members of a population in order to determine their current status with respect of one or more variables. On the other hand the study adopted a description survey to assess factors that affect female student's participation in physical education practical class at the study area. Thus, Survey design helped in identifying the characteristics of the population that the study represented. It is not easy to collect information from the whole constituency, thus, the sample is a representative of the general population for easy generalization.

### 3.3. Source of Data

The primary data were used as the sources of data for this study. These primary data were collected from the female students, PE teachers and school principals of the five selected secondary schools through questionnaire, interview and observation respectively. On the other hand, Secondary data was obtained from different publications, such as books, journals, research papers, reliable internet sources, and modules.

### 3.4. Population of the Study

The target population of the study was students who have attended regular education in secondary schools of five selected schools of Horo Guduru Wollega zone grade 9 and 10 in 2017/2018 academic year of female students, teachers and principals. The selected secondary schools were Dedu, Kawo, Konbolcha, Kenate and Gebate secondary schools. The researcher selected grades nine and grade ten female students, principals and physical education teachers to conduct his study. Principals were necessary in the study to provide essential information concerning factor affecting female student's participation. PE teachers were to give information based on practice, perception and preparedness in conducting PE activities in school.

### 3.5. Sampling Techniques and Sample size

Mugenda O.M (2004) stated that sampling involves selecting a group of people, events; behaviors or other elements with which to conduct a study. When elements are persons, they are known as subjects. Selected from the delineated target population in a way that the individuals in

the sample represent as nearly as possible. This study was conducted on some selected secondary school of Horo Guduru wollega zone .Horo Guduru wollega zone has ten wereda among these the study was incorporated in three wereda by using lottery method these selected wereda has 12 secondary school. These twelve secondary has also selected using lottery method and the researcher took five secondary school as sample size of the study. These selected secondary schools were Dedu, Kawo,Konbolcha,Kenate and Gebate secondary schools. Simple random sampling technique was used to select the sample of female students, since it is free from errors in classification, Simple random sampling is representative of the population and it is totally free from bias and prejudice.

Purposive sampling technique was used to select the sample of physical education teachers and principals of government secondary schools of HoroGuduruWollega zone. Purposive sampling was used to select the 5 principals and the 5 physical education teachers. The total numbers of students in five secondary schools are 2756 female students. Simple random sampling technique was used to select 349sample sizesof female students from five government secondary schools of HoroGuduruWollega zone.

The researcher were took the sample size of students from total population by using formula for solving simplified formula that is proportional percentage allocation of sample size is preferred to obtain sample number to each select in the population. Sample size the strata would be generated using solving simplified formula(2016).

Sample size: Theoretical aspects formula (Taro Yamane)

$$n = \frac{N}{1 + N * (e)^2}$$

Where: n is the sample size,

N is population size,

e is acceptable sampling error,

\* is 95% confidence level

p is 0.5 assumed

To take the student Participants the researcher is used the solven formulas  $n = \frac{N}{1+N(e)^2}$



$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{2756}{1 + 2756(0.05)^2}$$

$$n = \frac{2756}{1 + 6.89}$$

$$n = \frac{2756}{7.89}$$

$$n = 349$$

Sample was taken each school =  $\frac{\text{totalstudentineac} \text{hschoolxsamplesize}}{\text{totalpopulationoft} \text{hestudent}}$

- Dedu N=584  $584 \times 100 \div 2756 = 21\% \times 349 \div 100 = 73.29 \approx n = 74$  students
- Kewo N=560  $560 \times 100 \div 2756 = 20\% \times 349 \div 100 = 70.91 \approx n = 71$  students
- Konbolcha N=712  $712 \times 100 \div 2756 = 25\% \times 349 \div 100 = 90.1 \approx n = 90$  students
- Kenate N=626  $626 \times 100 \div 2756 = 23\% \times 349 \div 100 = 79.10 \approx n = 79$  students
- Gebate N=274  $274 \times 100 \div 2756 = 10\% \times 349 \div 100 = 34.69 \approx n = 35$  students

**Table 1. Sample of female students in the secondary schools**

No	Name of the secondary school	Total numbers of female students grade 9	Numbers of sample female Students grade 9	Total numbers of female students in grade 10	Numbers of sample female students grade 10	Total numbers of female students from grades 9 and 10	Total numbers of sample female students from grades 9 and 10
1	Dedu,	320	41	264	33	584	74
2	Kawo	300	38	260	33	560	71
3	Konbolcha	367	46	345	44	712	90
4	,kenate	336	42	290	37	626	79
5	Gebate	124	16	150	19	274	35
	Total	1447	183	1309	166	2756	349

### **3.6. Procedures of Data collection**

As long as the procedure of data collection is concerned, the researcher got through the following steps, so as to collect the relevant data. The first thing the researcher done was getting the assistance letter from the department that was addressed to the selected secondary schools. The recommendations letters were given for the principals of the selected secondary schools and permission was obtained from the director/coordinator of the school. The objective the study was presented for the school principals. These data were collected from students, PE teacher and principals of the secondary schools through the proposed data collecting instruments. After both the data collection tools (questionnaires and interviews) were distributed to sample respondents of the study to fill and write their opinions, they were returned back finally to the researcher for analysis and interpretation. Not only this but also the researcher had given special considerations for the collected data while analysis was taking place

### **3.7. Instruments of Data Collection**

In order to gather adequate and accurate data the researcher was use triangulation method. The study used both quantitative and qualitative data. Both types of data were collected by using appropriate data collection tools in order to obtain enough information from respondents. The instruments used for data collection were questionnaires, interview and observation. Thus, the questionnaires were used to collect the quantitative data from female students.

Interview and observation were used to collect the qualitative data from PE teachers and principals and the average time range that was required to collect data for this study through three months.

#### **3.7.1. Questionnaires**

Questionnaires were believed better to get large amount of data from large amount of data, from large number of respondents in relatively shorter and with minimum cost. The questioners were chosen since it is easy to manage and the researcher can concurrently collect information the respondents therefore saving time (mugenda and mugenda, 2004).

The self developed questionnaire was used to collect data from female students for this study. Thirty Close-ended questions were designed to collect the quantitative data from 349 female students.

The questionnaire items were presented in a five point Likert scale, 5=Strongly Agree (SA), 4=Agree (A), 3=Partial Agree (PA), 2=Disagree (D) and 1= Strongly Disagree (SD). The questionnaire contained items of close-ended type. The respondents were to choose responses applicable to statements given by ticking in the appropriate column. The Likert scale made it very easy to analyze statistically (Jackson, 2009).

### **3.7.2. Interview**

Self developed structured interviews were designed for this study to collect data from physical education teachers and principals. As indicated in Mugenda and Mugenda,( 2004), “interviewing is necessary to get deep feeling, perceptions, values or how people interpret the world around them, and past events that are impossible to replicate”. In the light of this, to supplement the data obtained through questionnaire the researcher conducted face to face interviews using structured interview questions for principals and PE teacher which were related to the factors affecting female student’s participation in physical education practical class.

### **3.7.3. Observation**

Observation was another data collecting instruments. The observation was conducted during physical education practical class lesson. It was takes place while teachers were teaching the practical part of the lesson. The researcher observed in field when teachers were teaching the way students implemented in practice and ten points of field observation checklist was designed to collect qualitative data. To get relevant data the researcher observed 4 times practical periods of physical education session within a month.

### **3.8. Study pilot**

Prior to the collection of data, pilot study was conducted in order to test the validity and reliability of the research instrument. Testing the self- designed questions using the manageable size of sample respondents was very important to check the reliability of the questions. The pilot study of the tools was conducted in the similar setting to the study place to improve the understandability of the questionnaires prepared for the study. The study pilot was conducted on 25 sample students through collecting responses on 30 items.

The responses that had been collected were grouped into three variables like, the factors that affecting the female student participation, the way factors affecting the participation of the female students and the extent at which factors affecting the female students' participation. On these variables reliability statistics are calculated using Cronbatch Alpha and the results was presented in the table 2 as follows.

**Table 2. Reliability of statics alpha cronbatch.**

S.N	Variables	Cronbatch
1	The factors that affecting the female student participation.	0.795
2	The way Factors affecting the participation of the female students.	0.836
3	The extent at which factors affecting the female students' participation.	0.847

As it is stated in the above table 2 reliability statistics were calculated three variables on the basis of the responses collected from 30 sample respondents and the reliability of the self-designed questionnaire was cross-checked with the identified standard of Cronbatch Alpha. Values ranging between 0.00 (much error) and 1.00 (no error), are usually used to indicate the amount of error in the results. The pilot test was statistical reliable since the result of Cronbatch Alpha had shown 0.795, 0.836 and 0.847 which are above 0.750 respectively. The results above 0.750 were the required standard to confirm the reliability of the self-designed questionnaire.

### 3.9. Method of Data Analysis

In order to achieve the objectives of the study the data obtained from different sources through different data gathering instruments was analyzed based on the nature of the data. Therefore, both quantitative and qualitative techniques were used to analyze and interpret the obtained data. However, quantitative data analysis method was employed as the major technique for final work in this for the quantitative data analysis descriptive statistical analysis was used to analyze the data in SPSS20. In this descriptive statistical analysis, percentages, frequency, means and

standard deviation was used to analyze the data. The qualitative data analysis method was also be used as a supplementary data analysis technique for triangulation and justification purpose to complement the insight drawn from quantitative analysis. Observation was discussed in text explanation based on the qualitative data that was collected on the basis of observation checklist.

### **3.10. Ethical considerations**

Regarding ethical consideration, the researcher was governed by the research code of ethics in maintaining privacy and confidentiality and or other related values. The researcher promised to the participants of the study that the information which was collected from the respondents shall not be transferred to third party in candid or it was not be exploited for undertaking other than the purpose of the research study. Besides this, the process of data collection was done anonymously without writing their name, identification number, telephone number, so that the threat of being disclosed were very much minimized

## CHAPTER FOUR

### 4. DATA ANALYSIS AND DISCUSSION

In this part of the study, different phases and steps were followed in the analysis and interpretations of the data that collected for this study. In the first part of the analysis the data that collected on the demographic information of the sample respondents were analyzed and followed with discussions. In the second part of the analysis, the data that were collected from the sample respondents of students through questionnaire were analyzed and followed with text explanations.

#### 4.1. Demographic information of the sample respondents.

Under this section the quantitative data that collected from students were analyzed in percentages, means and standard deviation and followed with discussions.

**Table 3.Frequency table for sex and age profile of students**

Variables	Categories	Total	Percent (%)
Sex			100
	Female	349	
Age	15-17	287	82.23
	18-19	43	12.32
	20 and above	17	4.87
Grade	Grade 9	183	52.43
	Grade 10	166	47.56
Religion	orthodox	90	25.78
	protestant	220	63.03
	Muslims	10	2.8
	others	29	8.3

## 4.2. Analysis on quantitative data

Ten items were designed as it was indicated in the below table 4 to collect responses from female students about the factors affecting the female student participation in the physical education practical class. The collected data were analyzed in percentiles, means and standard deviations. The analyzed data were discussed as follows.

**Table 4. Analysis on what are the factors affecting the female student participation in the physical education practical class.**

No	Items	Response	Responses					Total	Mean	SD
			S/Disagree	D/Agree	P/Agree	Agree	S/Agree			
1	Teachers do not provide choice when teaching a physical education class	F	54	76	94	125	-	349	3.13	0.156
		%	15.47	21.55	27.01	35.92	-	100		
2	Parents and other influential people expect that female students do not active to do practical activities in physical education	F	-	-	65	196	88	349	4.92	0.201
		%	-	-	18.68	56.16	25.29	100		
3	The thought of a low mark discourages them, since parts of the marking scheme emphasize actual skills.	F	54	65	75	97	58	349	2.58	0.129
		%	15.52	18.68	21.55	27.87	16.38	100		
4	Testing the athletic ability of a student in front of colleagues can be very difficult.	F	-	5	157	100	87	349	3.73	0.186
		%	-	1.44	44.83	28.74	25	100		
5	Girls may not want to be the subject of attention during a class and dislike the possibility of being humiliated in front of their peers.	F	-	-	76	148	125	349	4.13	0.206
		%	-	-	21.84	42.24	35.92	100		
6	The lack of considering the importance of providing a learning environment that meets the needs of all students.	F	-	-	99	187	63	349	3.89	0.194
		%	-	-	28.36	53.74	18.10	100		
7	Physical education lessons do not	F	-	-	98	187	64	349	3.8	0.1

	necessarily promote physical activity for girls.	%	-	-	28.16	53.74	18.33	100	9	94
8	Many girls reject an overly competitive teaching climate	F	-	68	104	122	55	349	3.4	0.1
		%	-	19.48	29.79	34.95	15.75	100		
9	It has been found that most females will not take part in a class.	F	-	68	125	87	69	349	3.4	0.1
		%	-	19.48	35.92	25.00	19.83	100		
10	A significant lack of motivation to improve a skill that is needed for physical education classes affect female participations	F	-	35	78	182	54	349	3.7	0.1
		%	-	10.06	22.41	52.30	15.47	100		

**Key;** SD (Strongly disagree), DA (Disagree), PA (Partial Agree) AG (Agree) SA (Strongly agree)

The first item was asked to identify whether teachers do not provide choice when teaching a physical education practical class or not. 54 (15.47%), 76(21.55%), 94(27.01%) and 125(35.92%) of the responses had indicated that they had strongly disagreed, disagreed, partially agreed and agreed on whether teachers do not provide choice when teaching a physical education practical class or not. The mean score of the responses was 3.13. this implies that teachers do not provide choice when teaching a physical education practical class.

The second item was asked to assess whether parents and other influential people expect that female students do not active to do practical activities in physical education. 65 (18.68%), 196(56.16%) and 88(25.29%) of the responses had indicated that they had partially agreed and agreed on whether parents and other influential people expect that female students do not active to do practical activities in physical education. The mean score of the responses was 4.92. this implies that attitude of parents and other influential people expect that female students do not active to do practical activities in physical education.



The third item was asked to identify the presence of the thought of a low mark discourages them, since parts of the marking scheme emphasize actual skills. 54(15.52%), 65(18.68%), 75(21.55%), 97(27.87%) and 58(16.38%) of the responses had shown that they had strongly disagreed, disagreed, partially agreed, agreed and strongly agreed on the presence of the thought of a low mark discourages them, since parts of the marking scheme emphasize actual skills. The mean score of the responses was 2.58 this implies that the presence of the thought of a low mark discourages them, since parts of the marking scheme emphasize actual skills did not significantly affect female.

The fourth item was asked to examine whether testing the athletic ability of a student in front of colleagues can be very difficult or not. 5(1.44%), 157(44.83%), 100(28.74%) and 87(25%) of the responses had indicated that they had strongly disagreed, partially agreed, agreed and strongly agreed on whether testing the athletic ability of a student in front of colleagues can be very difficult or not. The mean score of the responses was 3.73 which was the significant value. This implies that testing the athletic ability of female students in front of colleagues can be very difficult and the factor that could be considered as affecting female students participations.

The fifth item was asked to get information about girls may not want to be the subject of attention during a class and dislike the possibility of being humiliated in front of their peers. 76(21.84%), 148(42.24%) and 125(35.92%) of the responses had indicated that they had strongly partially agreed, agreed and strongly agreed on about girls may not want to be the subject of attention during a class and dislike the possibility of being humiliated in front of their peers. The mean score of the responses was 4.13 which was very significant value. This implies that girls may not want to be the subject of attention during a class and dislike the possibility of being humiliated in front of their peers.

The sixth item was asked to identify presences of the lack of considering the importance of providing a learning environment that meets the needs of all female students. 99 (28.36%), 187(53.74%) and 63(18.10%) of the responses had indicated that they partially agreed, agreed and strongly agreed on presences of the lack of considering the importance of providing a learning environment that meets the needs of all female students. . The mean score of the responses was 3.89 which was significant value. This implies that presences of the lack of

considering the importance of providing a learning environment that meets the needs of all female students.

The seventh item was asked to assess whether physical education lessons do not necessarily promote physical activity for girls. 98(28.16%), 187(53.74%) and 64(18.33%) of the responses had indicated that they partially agreed, agreed and strongly agreed on whether physical education lessons do not necessarily promote physical activity for girls or not. The mean score of the responses was 3.89 which was significant value. This implies that physical education lessons do not necessarily promote physical activity for girls.

The eighth item was asked to identify whether many girls reject an overly competitive teaching climate. 68 (19.54%), 104(29.89%), 122(35.06%) and 55(15.75%) of the responses had indicated that they disagreed, partially agreed, agreed and strongly agreed on whether many girls reject an overly competitive teaching climate. The mean score of the responses was 3.44 which was significant value. This implies that many girls reject an overly competitive teaching climate

The ninth item was asked to get information whether it has been found that most females will not take part in a practical class. 68 (19.48%), 125(35.92%), 87(25%) and 69(19.83%) of the responses had indicated that they disagreed, partially agreed, agreed and strongly agreed on whether it has been found that most females will not take part in a practical class. The mean score of the responses was 3.42 which was significant value. This implies that it has been found that most females will not take part in a practical class.

The last item was asked to identify presences of a significant lack of motivation to improve a skill that is needed for physical education classes affect female participations. 35 (10.06%), 78(22.41%), 182(52.30%) and 54(15.47%) of the responses had indicated that they disagreed, partially agreed, agreed and strongly agreed on presences of a significant lack of motivation to improve a skill that is needed for physical education classes affect female participations. The mean score of the responses was 3.72 which was significant value. This implies that a significant lack of motivation to improve a skill that is needed for physical education classes affect female participations.

**Table 5. Analysis on how do these factors affecting the participation of the female student's participation in physical education practical class.**

No	Items	Response	Item of choice					Total	Mean	SD
			S/Disagree	D/Agree	P/Agree	Agree	S/Agree			
1	Lack of self-determined motivation is related to Physical Activity effort, choice, and frequency and lack the motivation and knowledge of teachers to prepare an exercise decrease the attitude of female students	F	-	20	65	198	66	349	3.86	0.193
		%	-	5.75	18.68	56.90	18.98			
2	Culture and lack self-confidence influenced Physical activities of female students.	F	-	46	68	167	68	349	3.72	0.186
		%	-	13.22	19.54	47.99	19.54			
3	. Perceptions of femininity was influenced the participations of female students.	F	-	-	52	203	94	349	3.37	0.168
		%	-	-	14.89	58.16	26.93			
4	Afraid to make a mistake affect the confidence of female students.	F	-	-	67	115	167	349	4.27	0.213
		%	-	-	19.25	32.95	47.99			
5	The lack of considering the importance of providing a learning environment that meets the needs of all students and lack of motivation feeling female students.	F	-	-	52	203	94	349	4.10	0.205
		%	-	-	14.89	58.16	26.93			
6	School factors like lack of materials and equipments and girls reject an overly competitive learning climate of female students.	F	-	44	178	127	-	349	3.23	0.161
		%	-	12.60	51.15	36.49	-			
7	Teachers' attitude and lack of motivation reduce the female student participation.	F	-	25	156	168	-	349	3.40	0.170
		%	-	7.16	44.69	48.13	-			
8	Many girls do not like to be forced to play something they do not like is decrease the participation of female students.	F	-	15	158	176	-	349	3.44	0.172
		%	-	4.29	45.27	50.42	-			

9	Female students with Socioeconomic status (LSES) are less likely to be physically active	F	-	37	145	167	-	349	3.36	0.168
		%	-	10.60	41.54	47.85	-	100		
10	. In adequate facilities shortages of equipment and supplies and Perceptions of parental support, peer support, and teacher support hinder rate of female students.	F	-	89	194	66	-	349	3.01	0.150
		%	-	25.50	55.58	18.91	-	100		

Ten items were designed as it was indicated in the above table 5 to collect responses from female students about the factors are more affecting the participation of the female students participation in physical education practical class the collected data were analyzed in percentiles, means and standard deviations. The analyzed data were discussed as follows.

The first item was asked to identify the presence of Lack of self-determined motivation is related to Physical Activity effort, choice, and frequency and lack the motivation and knowledge of teachers to prepare an exercise decrease the attitude of female students. 20(5.75%), 65(18.68%), 198(56.90%) and 66(18.91) of the responses of the sample female respondents had shown that they had disagreed, partially agreed, agreed and strongly on presence of Lack of self-determined motivation is related to Physical Activity effort, choice, and frequency and lack the motivation and knowledge of teachers to prepare an exercise decrease the attitude of female students. The mean score of the responses was 3.86 which was significant value of mean score. This implies that Lack of self-determined motivation is related to Physical Activity effort, choice, and frequency and lack the motivation and knowledge of teachers to prepare an exercise decrease the attitude of female students.

The second item was asked to assess whether Culture and lack self-confidence influenced Physical activities of female students. 46 (13.22%), 68(19.54%), 167(47.99%) and 68(19.54%) of the responses of the sample female respondents had shown that they had disagreed, partially agreed, agreed and strongly on whether Culture and lack self-confidence influenced Physical

activities of female students. The mean score of the responses was 3.72 which was significant value of mean score. This implies that Culture and lack self-confidence influenced Physical activities of female students.

The third item was asked to identify preferred perceptions of femininity was influenced the participations of female students. physical activities often become less important for girls in their lives as they, encouraged by pressure from their peer group to seek other activities associated with their preferred perceptions of femininity.46 (13.22%), 180(51.57%), 65(18.68%) and 58(16.61%) of the responses of the sample female respondents had shown that they had disagreed, partially agreed, agreed and strongly on preferred perceptions of femininity was influenced the participations of female students. The mean score of the responses was 3.37 which was significant value of mean score. This implies that preferred perceptions of femininity was influenced the participations of female students.

The fourth item was asked to examine whether afraid to make a mistake affect the confidence of female students.67 (19.25%), 115(32.95%) and 167(47.99%) of the responses of the sample female respondents had shown that they had partially agreed, agreed and strongly on whether afraid to make a mistake affect the confidence of female students. The mean score of the responses was 4.27 which was very significant value of mean score. This implies that afraid to make a mistake affect the confidence of female students.

The fifth item was asked to get information the presence of the lack of considering the importance of providing a learning environment that meets the needs of all students and lack of motivation feeling female students. 52(14.89%),203(58.16%) and 94(26.93%) of the responses of the sample female respondents had shown that they had partially agreed, agreed and strongly on the presence of the lack of considering the importance of providing a learning environment that meets the needs of all students and lack of motivation feeling female students. The mean score of the responses was 4.10 which was very significant value of mean score. This implies that the lack of considering the importance of providing a learning environment that meets the needs of all students and lack of motivation feeling female students.

The sixth item was asked to identify whether school factors like lack of materials and equipments and girls reject an overly competitive learning climate of female students. 44 (12.60%), 178(51.15%), and 127(36.49%) of the responses of the sample female respondents had shown that they had partially agreed, agreed and strongly on school factors like lack of materials and equipments and girls reject an overly competitive learning climate of female students. The mean score of the responses was 3.23 which was significant value of mean score. This implies that school factors like lack of materials and equipments and girls reject an overly competitive learning climate of female students.

The seventh item was asked to assess whether teachers' attitude and lack of motivation reduce the female student participation. 25(7.16%), 156(44.83%) and 168(48.28%) of the responses of the sample female respondents had shown that they had disagreed, partially agreed and agreed on whether teachers' attitude and lack of motivation reduce the female student participation. The mean score of the responses was 3.40 which was significant value of mean score. This implies that teachers' attitude and lack of motivation reduce the female student participation.

The eighth item was asked to identify whether many girls do not like to be forced to play something they do not like is decrease the participation .15 (4.29%), 158(45.40%) and 176(50.57%) of the responses of the sample female respondents had shown that they had disagreed, partially agreed and agreed on whether many girls do not like to be forced to play something they do not like is decrease the participation. The mean score of the responses was 3.44 which was significant value of mean score. This implies that many girls do not like to be forced to play something they do not like is decrease the participation

The ninth item was asked to get information whether female students with socioeconomic status (LSES) are less likely to be physically active. 37(10.60%), 145(41.67%) and 167(47.99%) of the responses of the sample female respondents had shown that they had disagreed, partially agreed and agreed on whether female students with Socioeconomic status (LSES) are less likely to be physically active.. The mean score of the responses was 3.36 which was significant value of mean score. This implies that female students with socioeconomic status (LSES) are less likely to be physically active.

The last item was asked to identify presences of in adequate facilities shortages of equipment and supplies and Perceptions of parental support, peer support, and teacher support hinder rate of

female students. 79(22.63%),204(58.62%) and 66(18.91%) of the responses of the sample female respondents had shown that they had disagreed, partially agreed and agreed on in adequate facilities shortages of equipment and supplies and Perceptions of parental support, peer support, and teacher support hinder rate of female students. The mean score of the responses was 2.95 which was accepted value of mean score.

**Table 6. Analysis on the extent at which factors affecting female student participation in Physical education practical class.**

No	Items	Response	Item of choice					Mean	SD
			Highly	Moderately	Least	Not at all	Total		
1	A peer group can act as powerful enforcer of norms.	F	213	78	58	-	349	3.63	0.145
		%	61.03	22.34	16.61	-	100		
2	Absence of promote marking schemes that encourage female student participations.	F	66	204	79	-	349	2.95	0.118
		%	18.91	58.45	22.63	-	100		
3	. Family commitments that are a barrier to physical activity for female more often than they are for male.	F	86	217	46	-	349	3.10	0.124
		%	24.64	62.17	13.18	-	100		
4	Reducing their commitment to physical activities.	F	80	231	38	-	349	3.14	0.125
		%	22.92	67.33	10.88	-	100		
5	Female Students' experience many and varied barriers to participating in physical activity.	F	89	219	41	-	349	3.13	0.125
		%	25.50	62.75	11.74	-	100		
6	A lack of time for physical activity for female students.	F	99	220	30	-	349	3.19	0.127
		%	28.36	63.03	8.59	-	100		

7	. Female students attribute insufficient time due to family commitments	F	126	215	8	-	349	3.32	0.132
		%	36.10	61.60	2.29	-	100		
8	female commonly have responsibility for organizing a household and others with in it	F	243	106	-	-	349	3.69	0.147
		%	69.62	30.37	-	-	100		
9	The social, cultural, economic, and political factors.	F	97	124	99	29	349	2.81	0.112
		%	26.93	35.53	28.36	8.33	100		
10	Lack of time, socio cultural influence, lower economic status, body image and safety.	F	89	176	84	-	349	2.77	0.110
		%	25.50	50.42	24.06	-	100		

Ten items were designed as it was indicated in the above table 6 to collect responses from female students about the extent at which factors listed below affecting the female students participation in the physical education in practical class the collected data were analyzed in percentiles, means and standard deviations. The analyzed data were discussed as follows.

The first question was asked to identify the extent at which a peer group can act as powerful enforcer of norms.213(61.33%),78(22.34%) and 58(16.61%) of the responses of the sample respondents of female students had indicated that the extent at which a peer group can act as powerful enforcer of norms was high, moderate and least. The mean score was 3.63. Therefore, a peer group can act as powerful enforcer of norms was almost highly affecting.

The second question was asked to assess absence of promote marking schemes that encourage female student participations.66 (18.91%), 204(58.45%) and 79(22.63%) of the responses of the sample respondents of female students had indicated that the extent at which absence of promote marking schemes that encourage female student participations was high, moderate and least respectively. The mean score was 2.95. Therefore, absence of promote marking schemes that encourage female student participations almost affect the participations of female students in practical class of physical education.



The third question was asked to identify the extent at which family commitments that are a barrier to physical activity for female more often than they are for male. 86(24.64%),217(62.17%) and 46(13.22%) of the responses of the sample respondents of female students had indicated that the extent at which family commitments that are a barrier to physical activity for female more often than they are for male was high, moderate and least. The mean score was 3.10.therefore, family commitments that are a barrier to physical activity for female more often than they are for male was almost high.

The fourth question was asked to examine reducing their commitment to physical activities.80 (22.92%), 231(66.18%) and 38(10.88%) of the responses of the sample respondents of female students had indicated that the extent at which reducing their commitment to physical activities was high, moderate and least respectively. The mean score was 3.10.therefore, reducing their commitment to physical activities was almost affected highly.

The fifth question was asked to get information on to what extent female students' experience many and varied barriers to participating in physical activity. 89(25.50%), 219(62.75%) and 41(11.74%) of the responses of the sample respondents of female students had indicated that the extent at which female students' experience many and varied barriers to participating in physical activity was high, moderate and least respectively. The mean score was 3.13.therefore, students' experience many and varied barriers to participating in physical activity was almost high

The sixth question was asked to identify to what extent a lack of time for physical activity for female students.99(28.16%),220(63.03%) and 30(8.59%) of the responses of the sample respondents of female students had shown that the extent at which a lack of time for physical activity for female students was high, moderate and least respectively. The mean score was 3.19.therefore a lack of time for physical activity for female students was almost affecting highly.

The seventh question was asked to assess to what extent female students attribute insufficient time due to family commitments affect female students participations .216 (36.10%), 215(61.60%) and 8(2.29%) of the responses of the sample respondents of female students had shown that the extent at which to what extent female students attribute insufficient time due to family commitments affect female students participations was high, moderate and least

respectively. The mean score was 3.32. Therefore; female students attribute insufficient time due to family commitments affect female students participations was almost high.

The eighth question was asked to identify to what extent female commonly have responsibility for organizing a household and others within it was affect. 243 (69.62%) and 106(30.37%) of the responses of the sample respondents of female students had shown that the extent at what which female commonly have responsibility for organizing a household and others within it was high and moderate respectively. The mean score was 3.69. Therefore, extent female commonly have responsibility for organizing a household and others within it was affect almost high.

The ninth question was asked to get information on to what extent the social, cultural, economic, and political factor affect female students. 97 (27.87%), 124(35.53%), 99(28.36%) and 29(8.33%) of the responses of the sample respondents of female students had shown that the extent at what the social, cultural, economic, and political factor affect female students was high, moderate, least and not at all respectively. The mean score was 2.81. Therefore, the social, cultural, economic, and political factor affect female students moderately.

The last question was asked to identify to what extent lack of time, socio cultural influence, lower economic status, body image and safety affect female students. 89 (25.57%), 176(50.42%) and 84(24.06%) of the responses of the sample respondents of female students had shown that the extent at what which extent lack of time, socio cultural influence, lower economic status, body image and safety affect female students was high, moderate and least respectively

### **4.3. Analysis on the qualitative Data**

#### **4.3.1. Analysis on teacher's responses**

Five structured interview questions were designed for five physical education teachers and qualitative data were collected.

The first interview question asked was to get information about the experiences and the current positions of teachers. The responses of the physical education teachers had shown their experiences were ranged between 10 and 15 years.

The second interview question asked was to identify the attitude of female students towards the practical class of physical education. The responses of the teachers were almost similar in that the attitude of female students towards the practical class of physical education was not high.

The third interview question asked was to assess the presence of female students' participations in the practical class physical education as required. The responses that had been given by the physical education teachers were almost the same in that the responses had indicated as participations of female students in the practical class of physical education was not exists as required.

The fourth interview question asked was to identify presence of the factors affecting the participations of female students in the practical class of physical education. The responses that had collected from the physical education teachers had indicated that there factors that affect the participations of female students in the practical class of physical education.

According to the responses collected from the physical education teachers, these factors were: lack of confidence to involve in the practical class, lack of availability of playground to practice the practical session, lack interest, the attitude of community, lack importance of practical class of physical education, socio economic status, attitude of teachers, peer pressure, attitude of parent and afraid to participate and school enlivenment as well as lack of adequate materials and equipments.

The last interview question asked was to identify how factors affect the participations of students in the practical class of physical education were reduced. The solutions that were suggested to reduce the factors that affect through planning to increase the confidence of female students, creating awareness on the importance of practical class of physical education, aware the community on the importance of practical class of physical education and motivating female students.

#### **4.3.2. Analysis on principals' responses**

Four structured interview questions were designed to collect data from five principals. The collected data were discussed in text explanations as follows.

The first interview question asked was to identify the experiences and current position of the principals. The responses experiences of the principals were above 12 years as principal and ranged between 3 and 8 years as teachers.

The second interview question asked was the presence of assessment the participation of female students in the practical class of physical education through supervising the physical education sessions. All the response that had given by the principals were similar in that they supervised the physical education sessions practical class.

Third interview question asked was the presence of factors that affecting the participation of female students that identified through your observations. The responses that had been collected from the principals had shown that there factors affecting the participation of female students. These factors were attitude of students, lack of confidence, peer pressure, inadequate materials and equipments, lack suitable playing ground, attitude parents, socio- economic status, influence of culture and attitude of community.

The last interview question was asked to identify the extent at which these factors affecting the participation of female students. The responses of all the principals were similar in that the above listed factors were affecting the participations of female students in the practical class of physical education highly.

#### **4.3.3. Analysis on observations.**

Ten observation checklists were designed to collect the qualitative data through observation. Observation points of checklist were used as the guide line to conduct field observation on the participation of female students on the practical class of physical education focusing on assessing the presence of lack of confidence to involve in the practical class, lack of availability of playground to practice the practical session, teaching and learning environment suitability, time allotted for practical class, presence of afraid to participate in the practical class, presences of lack of availability of teaching aid, teachers attitude towards female student participation, presences of lack of motivation to participate in practical class, teachers' preparation in participating female students and female students' attitude towards practical class.

The results of the conducted observations on the basis of the above points had shown that they were the presence of lack of confidence to involve in the practical class, lack of availability of playground to practice the practical session, teaching and learning environment unsuitability, inadequate time that allotted for practical class, presence of afraid to participate in the practical class in side of female students to participate in the practical class, presences of lack of availability of teaching aid, teachers attitude towards female student participation, presences of lack of motivation from teachers per groups to participate in practical class, inadequate teachers' preparation in participating female students and low female students' attitude towards practical class.

#### **4.4. Discussions**

The main objective this study was to assess the factors affecting female students' participation in physical education practical in practical class and how these factors affect the participation of the female students in the practical class of the physical education in the secondary schools of the selected study area. Under this part of the study the results that had been obtained through quantitative data collecting approach and qualitative data collecting approach were triangulated to cross-check whether the results that obtained through quantitative data and qualitative data collecting were confirming each other or not.

The results that had been obtained from the quantitative data collecting approach from female students were similar with the results that had been gained through responses that had been collected from physical education teachers and principals. Therefore, the result obtained from female students, teachers and principals were the factors that affecting the female student participation in the practical class of physical education were teachers do not provide choice when teaching a physical education in practical class, parents and other influential people expect that female students do not active to do practical activities in physical education, testing the athletic ability of a student in front of colleagues can be very difficult, the possibility of girls humiliated in front of their peers, the lack of considering the importance of providing a learning environment that meets the needs of all female students, physical education lessons do not necessarily promote physical activity for girls

School characteristics and the school environment could enhance or retard female student's performance. These characteristics include teaching style, teachers approach, and availability and use of instructional materials in the school. Schools are important socializing agents who shape the future aspiration by developing social, moral, intellectual, physical and emotional development of students, in contrary, schools also can affect the participation of females in physical education activities. Most schools are in short of supply of facilities and learning materials. Even those facilities that are available are inadequate, and outdated. Lacking basic amenities such as water separate latrine, sport fields to recreate and rooms to change their clothes during physical education activities are the common practice.

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

The next part of this discussion had presented to confirm the similarity and the dissimilarity of the current findings that had been gained through this study with the previous studies that had been done by the previous researchers.

The global local previous studies were compared with the findings of the current study to identify the similarity and dissimilarities of the findings as follows. The findings of current study were similar with (Rich, 2004; Slater & Tiggemann, 2010; Wright, 1999) and (Coakley, J. J. (2006) variables like time factor, factor of facilities, lower socioeconomic status and factor of self-confidence.

However, in variables like socio cultural influence, body image, safety and urban planning and existing health conditions the findings of the previous study were different from current study.

The local study that had been conducted by Fitsum Sintayehu in (2014) on the trend of female student participation in physical education class activities: the case study of EntotoAmba high school and Yekatit 12 preparatory school had indicated that the factors that affect female student participation in physical education class activities were parent's household demand of their

daughter's labor and early marriage, physical education teachers' interactions with their students were not in admiring level. Lack of interest and motivation had also seen as problems during the lesson. It was concluded that the participation of female students with handball lesson as subject matter were highly affected by the school with shortage of facilities and equipment, attitude of female student and teachers.

The other local study that had conducted by Henok Tesfa in (2014) on factors affecting the participation of females students in physical education in East Belesa Woreda had shown that, factors that affect the participation of females students in physical education were cultural, Biological, past experience, Economical, physical and physiological factors are major factors that hinder the participation of female students during physical education class. When the findings of the local study were compared with the current study, in the variables like, lack of interest and motivation, attitude of female student and teachers and cultural the findings were similar with the previous findings.

## **CHAPTER FIVE**

### **5. SUMMERY, CONCLUSIONS AND RECOMMENDATIONS**

The main purpose of this study was to assess factors that affect female students in physical education practical class in Horo Guduru Wollega Zone some selected secondary school. This chapter focused on summary, conclusions based on the results and findings and the recommendations made.

#### **5.1. SUMMARY**

The study had organized in five chapters in that in the first of the study the basic questions were designed on the basis of the information that addressed in the background of the study and on the basis of the basic research questions the general and the specific objectives of the study were determined. Based on the identified objectives of the study the scope of the study were determined geographically and conceptually in that the study had been delimited to five selected secondary schools of Horo Guduru WellegaZone in the second part of the study closely related review literature to the topic of this study were carefully reviewed and included in the content of this study. In the third part of this study the method of the study had selected in that descriptive method was used with quantitative and qualitative data collecting approaches.

Quantitative data collecting method was used to collect data through questionnaire from students in that 30 close-ended questions were designed and responses were collected from 349 sample respondents of students. Qualitative data collecting method was used to collect qualitative data through interview and observations from physical education teachers and principals.

The Quantitative collected data that were collected through questionnaire were analyzed using percentiles, mean and standard deviations under the fourth part of this study and the qualitative data that were collected through interview, questions and observations from physical education teachers and principals were analyzed qualitatively through discussing in text explanations. In the last part of this study conclusions were made and the findings were identified and presented



side by side with three basic questions of the study. On the basis of the findings of this study recommendations were given at the last part of this study.

## **5.2. CONCLUSION**

Based on the analysis made of this study conclusions were made and the findings of this study were identified and presented side by side with the basic research questions of this study as follows.

- The first basic research question was asked to identify the factors that affecting the female student participation in the practical class of physical education in the HoroGuduruWellega zone secondary schools. The result of this study had revealed that the factors that affecting the female student participation in the practical class of physical education were teachers do not provide choice when teaching a physical education in practical class, parents and other influential people expect that female students do not active to do practical activities in physical education, testing the athletic ability of a student in front of colleagues( class mates ) can be very difficult, the possibility of girls humiliated (shamed) in front of their peers, the lack of considering the importance of providing a learning environment that meets the needs of all female students, physical education lessons do not necessarily promote physical activity for girls, many girls reject an overly competitive teaching climate, it has been found that most females were not take part in a practical class and lack of motivation to improve a skill that is needed for physical education classes affect female participations.
- The second basic question asked was to assess how these factors affecting the participation of female students' practical session of physical education. The result of this study had indicated that these factors were decrease the attitude, decrease participation; decrease the involvement decrease motivation and the confidence of female students.
- The last basic research question asked was extent these factors affecting the female students participation in the physical education in practical class. The result of this study had shown that the factors those listed above under the result the first basic research

question were highly affecting the participations of female in the practical class of physical in the secondary schools.

### **5.3. RECOMMENDATION**

Based on finding and conclusion of this study, the researcher forwarded the following recommendation.

- The factors those which had been identified as they affected the participations and confidence of female students in the above findings should be reduced through the commutative efforts of teachers, principals' department heads, parents and community.
- When girls feel that an activity is for boys, they may not have the confidence in their ability to be successful which will ultimately influence their potential for developing skills in a wide range of activities. The way factors that had been identified and listed in these findings should be known and strategic plan should be designed and implemented to minimize the negative effect of these factors.
- Identifying the rate of influence of factors that affecting the female student participations is very important to plan on how the level of their impact will be reduced. Therefore, the level at which these factors negatively affect female students participations should be identified and further plan should be done to reduced negative effect of the factors in advance from higher to lower level.
- The physical Education teachers and other stakeholders should provide motivational (Extrinsic rewards) packages for females students who excel in practical class. This would pull more students to exhibits their talents and skills by participating in the physical activities.
- Female students has to be motivated and encouraged to participate on physical education class
- The physical education department has expected to design a forum in which students aware about gender difference on physical class.

- The school has to be supply the necessary materials or supply that need for physical education practical class.
- A physical education teacher has to invest their effort on physical education practical class progressively.
- The school environment in which female students are attending their physical education practical class should be conducive or comfortable.
- The curriculum designer or maker has to design strategies that incorporate female students actively involved in physical class.
- Communities should avoid gender difference.

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# APPENDIX I

JIMMA UNIVERSITY  
COLLEGE NATURAL SCIENCE  
DEPARTMENT OF SPORT SCIENCE  
QUESTIONNAIRE FOR STUDENTS

Dear, students, the purpose of this questionnaire is to obtain information about the factors affecting affecting the female student participation in the Horo GuduruWellega zone secondary schools. To achieve the intended objective of this study your responses are very important. Therefore, I kindly request you to provide your respected responses by marking tick on the space that has been provided for each item. Your responses will not be used for other purpose rather than for the objective of this study. Writing your name on this question paper is forbidden.

## Part I

### General information

1. Sex: F      Male
2. Age: 15—17      18-20   21 and above
3. Grade: 9 and10

### Part two questions

Choices of items. Strongly Disagree (SD) 1, Disagree (DA) 2, PartiallyAgrees (PA) 3, Agree (A) 4 and Strongly Agree (SA) 5

Questions on the factors affecting the female student participation in physical education practical class the HoroGuduruWellega zone secondary schools

No	Items	1	2	3	4	5
A	The factors that affecting the female student participation in the Horo GuduruWollega zone secondsary schools.					
1	Teachers do not provide choice when teaching a physical education class					
2	Parents and other influential people expect do not active tos do practical activities in physical education.					
3	The thought of a low mark discourages them, since parts of the marking scheme emphasize actual skills.					

4	Testing the athletic ability of a student in front of colleagues can be very difficult.					
5	Girls may not want to be the subject of attention during a class and dislike the possibility of being humiliated in front of their peers.					
6	The lack of considering the importance of providing a learning environment that meets the needs of all students.					
7	Physical education lessons do not necessarily promote physical activity for girls.					
8	Many girls reject an overly competitive teaching climate.					
9	It has been found that most females will not take part in a class					
10	A significant lack of motivation to improve a skill that is needed for physical education classes affect female participations.					
B	<b>How these factors affecting the participation of the female students participation in physical education practical class</b>					
1	Lack of self-determined motivation is related to Physical Activity effort, choice, and frequency and lack the motivation and knowledge of teachers to prepare an exercise decrease the attitude of female students					
2	Culture and lack self-confidence influenced Physical activities of female students.					
3	Perceptions of femininity was influenced the participations of female students.					
4	Afraid to make a mistake affect the confidence of female students.					
5	The lack of considering the importance of providing a learning environment that meets the needs of all students and lack of motivation feeling female students.					
6	School factors like lack of materials and equipments and girls reject an overly competitive learning climate of female students.					

7	Teachers' attitude and lack of motivation reduce the female student participation.					
8	Many girls do not like to be forced to play something they do not like is decrease the participation of female students					
9	Female students with Socioeconomic status (LSES) are less likely to be physically active.					
10	In adequate facilities shortages of equipment and supplies and Perceptions of parental support, peer support, and teacher support hinder rate of female students.					
C	The extent at which factors listed above under(A) affecting the female students participation in the physical education in practical class	Highly	Moderately	least	Not at all	
1	A peer group can act as powerful enforcer of norms.					
2	Absence of promote marking schemes that encourage female student participations.					
3	Family commitments that are a barrier to physical activity for female more often than they are for male.					
4	Reducing their commitment to physical activities.					
5	Female Students' experience many and varied barriers to participating in physical activity.					
6	A lack of time for physical activity for female students.					
7	Female students attribute insufficient time due to family commitments.					
8	female commonly have responsibility for organizing a household and others with in it					
9	The social, cultural, economic, and political factors.					
10	Lack of time, socio cultural influence, lower economic status, body image and safety.					

## **APPENDIX II**

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### **I. INTERVIEW QUESTIONS FOR TEACHERS**

The following interviews were designed to be replied by teachers at the selected secondary schools in relation to factors affecting female students' participation in physical education in practical class at the study area.

The main purpose of the study was to assess dynamic factors affecting female students' participation in physical education.

1. Could you tell me your experiences and current position?
2. What is the attitude of female students towards the practical class of physical education in your school? Could you elaborate it briefly?
3. Do female students participate in the practical class physical education as required?
4. Are there factors that affect the participations of female students in the practical class of physical education at your school?
5. How do you think these factors affect the participations of students in the practical class of physical education in your school?

## **APPENDIX III**

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### **II. INTERVIEW QUESTIONS FOR PRINCIPALS**

The following interviews were designed to be replied by principals in relation to factors affecting female students' participation in physical education in practical class.

The main purpose of the study was to assess dynamic factors affecting female students' participation in physical education.

1. Do you tell me your experiences and current position?
2. Do you assess the participation of female students in the practical class of physical education through supervising the physical education sessions?
3. Are there factors that affecting the participation of female students that identified through your observations?
4. At what extent do you think that these factors affect the participation of female students?

APPENDIX IV  
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 Observation checklist

The observation checklist was designed to collect the qualitative data through observation. Observation checklist was used as the guide line to conduct field observation on the participation of female students on the practical class of physical education

	Items	Do not affect	Affect at very low level	Affect at medium level	Affect at high level
1	Lack of confidence to involve in the practical class				
2	Lack of availability of playground to practice the practical session				
3	Teaching and learning environment is unsuitable				
4	Time allotted for practical class				
5	Afraid to the practical class				
6	Lack of availability of teaching aid				
7	Teaches attitude towards female student participation.				
8	Lack of motivation to participate in practical class.				
9	Teachers' preparation in participating female students.				
10	Female students' attitude towards practical class.				