

JIMMA UNIVERIS
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPOR SCIENCE



**PRATICE AND CHALLENGES OF FEMALE STUDENTS ON SPORT
COMPETITION: PREPARATORY SCHOOLS OF EAST WOLLEGA
ZONE OROMIA REGIONAL STATE.**

BY

GALANA ABOMA MAKASA

**A THESIS PREPAR SUMMITED TO THE SCHOOL OF GRADUATE
STUDIES OF JIMMA UNIVERSITY COLLEGE OF NATURAL SCIENCE
DEPARTEMNT OF SPORT SCIENCE IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF
EDUCATION (MED) IN TEACHING PHYSICAL EDUCATION.**

DECEMBER, 2018
JIMMA, ETHIOPIA

**PRATICE AND CHALLENGES OF FEMALE STUDENTS ON SPORT
COMPETITION IN SOME SELECTED PREPARATORY SCHOOLS OF
EAST WOLLEGA ZONE OROMIA REGIONAL STATE.**

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DECLARATION

By my signature below, I declare and affirm that this Thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and compilation of this Thesis. Any scholarly matter that is included in the Thesis has been given recognition through citation.

Name: Galana Aboma Makasa

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Date: _____

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BIOGRAPHICAL SKETCH

The author was born in Gindeberet District of West Shoa Zone of Oromia Regional State on August 11, 1990 G.C. He attended his primary education at Abuye Roge primary school and his secondary school at Gindeberet high school. He completed his preparatory School also at Gindeberet preparatory school. After successfully passing the Ethiopian Higher Education Entrance Qualification Certificate (EHEEQC), he joined Wollega University of natural and computational Science Since 2008G.C, Department of Sport science, obtained his Bachelor of education Degree in July 01, 2012 G.C.

After graduation, he was employed by Teaching at East wollega Zone Bonaya Boshe Woreda and Gudina boshe secondary school in May 30, 2013 G.C and he served for tow year. After serving for tow year at Bilo secondary school, and serving one year he shifted to Bilo preparatory school and he worked for four years. Then July 2013 G.C he joined the school of Graduate Studies of Jimma University to pursue his postgraduate studies in MEd in teaching physical education. Now he is working at Bilo preparatory school as a teacher.

Abstract

The main object of this study was to assess on practice and challenges of female students on sport completion in some selected east wollega zone, preparatory school, out of the total 20 preparatory schools of east wollega zone, 6 schools, those schools are Diga, Gatama ,Anno,Bilo,Gute and Mote preparatory school. These schools were selected by purposive sample method. There for out of the total 876 female students ,were taken as 274 was sample size by using the solvin formula (2016) used to select the actual respondent of female students from each selected schools to assess and every school, students and believed to have nearly similar exposure for the perception of female students in sport competition .Based on these (100%) physical education teachers and school directors was employed by using available sampling techniques in order to get full information. the study employed a descriptive survey research design and the mixed research methods . Data for study were collected through questionnaires, interview, and observation. The questionnaires were prepared and administrated 274 of the sample female students and an structure interview was prepared physical education teacher and school Directors and observation to check the availability of sport facility. The Data collected were analyzed by using quantitative and qualitative forms. The data gathered through open –ended questionnaire or interview and observation were analyzed qualitative narration and the data collected through close-ended were analyzed qualitatively by using descriptive statically analysis and were analyzed in percentages, mean and standard deviation in the data and the qualitative data that was collected through interview and observation was analyzed and discussed qualitatively with text explanation. Based on the analysis the finding of study show that, the perception of female students toward sport competition, the major factors affecting female students to participation in sport competition, knowledge female students about the importance of sport competition. Based on the result of this , the research concluded, the issue of perception toward sport competition ,absence of sport facility, low expectation of teachers, principals, society, and parent give less motivation ,male students show the superiority in females, time allotted for the subject is not enough, culture and religion the major factors on practices and challenges of female students on sport competition. Finally, possible recommendations were forwarded based on the major finding so as to minimize problem encountered the female student has to be motivated and given moral to build their self-confidence to participate in sport competition.

Key word: practice, challenges, sport, competition, physical education, principles, facility.

ABBREVIATIONS AND ACRONYMS

APEA:	American Physical Education Association
PE:	Physical Education
CEDAW:	convention of the Elimination of all forms of Discrimination Against Women
CEDAW:	Convention on the Elimination and Discrimination Against Women
CWA:	Committee on Women's Athletics
Kg -12:	Kindergarten
ETP:	Education and Training Policy
FAWE:	Forum for African Women Educationalist
ICDR:	Institute for Curriculum Development and Research
IOC:	International Olympic Committee
MDGs:	Millennium Development Goals
MOE:	Ministry of Education
NAAF:	National Amateur Athletics Federation
TGE:	Transitional government of Ethiopia
UNESCO:	United Nation Education and Scientific Cultural Organization
UNICEF:	United Nations International Children and Education Fun

Table of Contents

Contents	Page
Acknowledgements.....	I
Biographical Sketch.....	II
Abstract.....	III
Abbreviations and Acronyms	IV
Table of content	V
list of table	IX
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background of The study	1
1.2 Statement of the proble	5
1.2.1 Basic Question	6
1. 3 Objectives of the Study	6
1.3.1 General objective.....	6
1.3.2. Specific objectives.....	6
1.4. Significance of the Study	6
1.5. Delimitation of the study.....	7
1.6. Limitation of the Study	7
1.7. Organization of the Study	8
1.8. Definition of terms	8
CHAPTER TWO.....	9
2.1 Review of Related Literature	9
2.2 The concept of competitive sports.....	9
2.2.1 The classification of competitive sports.....	9
2.2.2 The formation of competitive sports.....	10
2.3 The Concept of Females in Sport Competition.....	11

2.4 The importance of sport competitions.....	11
2.5 Co-curricular Physical Activities	12
2.6 Parents Attitude towards their daughters	12
2.7 School factors Poor quality of knowledge setting.....	13
2.8 Religion	14
2.8.1 Religious point of view.....	15
2.9 Female and Education	15
2.9.1 Female Education in Ethiopia.....	16
2.9.2 Physical education as integral part of general education.....	18
2.9.3 Physical education as an academic discipline.....	18
2.9.4 Gender Issues in education.....	19
2.10 Sport and Millennium development goals	19
2.11 Factors Affecting Female Students Perception in Sport competition	20
2.11.1. Parents' Educational Background.....	20
2.11.2 Cultural Influences.....	21
2.11.3 Lack of Role Models.....	21
2.12 Goals of physical activity	22
2.12.1 Physical development.....	22
2.12.2 Motor skill development.....	22
2.12.3 Social development.....	23
2.12.4. Teachers attitude and expectations	23
2.12.5. Sport personalities	23
2.12.6. Organizational Related Factors	24
2.12.7. Instructional Facilities and Materials	24
2.12.8 The Play Ground (Field).....	24

2.12.9 Female's and Sexual Harassment	24
2.12.10 The characteristics of high –profile organized competitive sports	25
2. 12.11 School spirit	25
2.12.12. Interscholastic sports and the experiences in high school students	26
2.12.13 Student Culture in High Schools	26
2.12.14. The Global Perspectives of Females' Sport Competition	26
2.12.15 The concept of Attitude	27
3. Research Methodology	29
3.1 Description of the study area	29
3.2 Research Design	30
3.3 Population of the study	31
3.4 Sampling Techniques and sample size	31
3.5 Sources of Data	33
3.5.1. Primary sources	33
3.5.2. Secondary sources	33
3.6 Validity	33
3.6.1 Pilot Study	33
3.6.2 Reliability of the instrument	33
3.7 Data Gathering Tools	34
3.7.1 Questionnaire	34
3.7.2 Interview	34
3.7.3 Observation	35
3.8 Procedures of data collection	35
3.9 Methods of Data Analysis	35
3.10. Ethical Considerations	36

CHAPTER FOUR	38
4. Data Analysis and Interpretation	37
4.1 Demographic Characteristic of the Respondents	37
4.2. Result analysis practice of female student on sport competition	40
4.3 Result analysis of challenges participation toward sport competition	47
4.4 .Result analysis of student know importance of participation sport completion	56
5 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	62
5.1. SUMMARY	62
5.2 Conclusion.....	63
5.3 Recommendation.....	64
References.....	66
APPENDIX I.....	69
APPENDIX II.....	73
APPENDIX III.....	74
APPENDIXIV.....	75

List of Table

Table 4.1.1 Information related to respondents.....	38
Table 4.2.1. Data interpretation of student respondents.....	39
Table 4. 3.1 Data interpretation of student respondents.....	46
Table 4.4 .1 Data interpretation of student respondents	55

CHAPTER ONE: INTRODUCTION

1.1 Background of The study

Sport plays a vital role in physical, mental, emotional, social and psychological development of its participants without any discrimination of gender (Sever, 2005) Sport can promote mental and physical wellbeing and studies have shown that it reduces the risk of chronic disease later in life. In addition to their role in contributing to public health, sport activities can also provide universal language to bridge social, racial, gender and religious. Doing so, sport has the potential to promote peace, develop personal qualities, essential to democracy such as leadership, tolerance, solidarity, co-operation and respect, and provide a means of inclusion for margin zed individuals and groups (Beutler, (2008).

Competitive sports is to give full play to the athletic ability of individual or team game, it turns to be a special training and competition with the goal for outstanding achievements, breaking the record of oneself or rival”, In fact, competitive sports is a self-beyond sports. The moral traits such as justice, equality, solidarity, cooperation, friendship, honesty and so on, play a very active part in the growth of adolescents, from this, it can be seen that competitive sports has a rich cultural connotation, so it is necessary to look upon the role which competitive Sports is game, and also a match that one competes with others, or overcome the natural obstacles (International Association of Competition and Sports)., regardless of the level of match, the purpose for good score, body-building and entertainment, they are all within the range of competitive sports Competitive sports is a kind physical activity that consists of rules, competition, challenge, entertaining and uncertainties, it can also make people to realize that the high-level competitive sports is only one kind of competitive sports, rather than the whole competitive sports.

Competitive sports can be divided as follows: Nature of tournament: amateur sports and professional sports, the objective of tournament: recreational competitive sports, healing competitive sports, body-building competitive sports, the place of tournament: competitive sports in factory, competitive sports in rural area, competitive sports in school competitive sports in street or community, Age: competitive sports for middle and old age, competitive sports for young adults, competitive sports for youth, competitive sports for child, the health of body:

Competitive sports for normal people, competitive sports for handicapped people.(Qu,2002) and therefore, as an important component element, competitive sports in school is especially for school to conduct, and it is bound to have some features of school. Sport pay due attention to individual differences and different needs, benefit each student. Additionally, there are no exact demands but some requirements in the new curriculum standard: be in accord with the features of age and gender in the development of students' body and mind, have lively form to stimulate interest in learning, be of body-building, information, science., take effect in promoting body and health, be simple and easy to carry out Zhu, (2003). Actually, in the teaching process, it is of much importance is to change or get free of the outdated teaching models and practices, so as to achieve the attractive goals.

The organized competitive sports so popular in many parts of the world today are very deferent from the sport activities played before the industrial revolution. (Miracle, 1980) Sociologists long have recognized that varsity sports are among the most important social activities sponsored by high schools. Being varsity athlete brings a student prestige among peers. Formal rewards in the schools & recognition from teachers', administrators and even people in the local community Miacle and Reef, (1994).

Guttman's study of sport activities through history show that today's dominant form of sport Organized competitive sports today are characterized by an emphasis on quantifications, among other things. Everything that can be defined in terms of time, distance, or scored is measured & recorded These sports are promoted & popularized partly because they perpetuate the belief that force aeration are important parts of life & that men are fundamentally & naturally superior to women because they are more force full and aggressive (guttman, 1998).

Good health is necessary for effective learning, feeling physically and mentally health is essential as students face intense competition, peer and media pressure, and the stresses of physical, emotional, social intellectual and work related activities (Donald, 2000). Schools have been identified as a central institution for the promotion of physical activity among female students while sport competition is considered to be the major vehicle for physical activity promotion in the school setting, school sport provide another important opportunity to engage youth in physical activity have emerged that are more interesting to users since they can immediately, see the effects of their training through an improved level of fitness and health status. Jacques, and Levy, (2002).

Most studies on attitudes to sport competition have approached the concept from the effective perspective of enjoyment, and studies from Hashim, Gove & Whipp (2008 a 2008 b) show that enjoyment of physical activity represents a crucial factor in the creation of positive experiences of movement activities and thus further involvement.

Positive attitude toward sport require a variety of interesting activities that generate active contribution and sense of fun. The researcher also observed that there is such a negative perceptions of female students under some of the schools investigation. The behavior of female students shown in the lecture time as well as practical time is under some circumstances the same. The content standards are intended to assure that if students do not find sport competition valuable, the content standards may have no meaning either. Rikard and Banville (2006)

Worldwide women are less frequently seen in participation of sport activities than men. These sports for girls as well as for boys should be encourage (Sever, 2005). According to Coaly (2001).the most dramatic change in the world of sport over the past generation to ward sport participation of girls and women. This has occurred mostly in wealth post-industrial nation. Changes have occurred in traditional Labor-intensive. Poor nations as well, but many factors have kept them from being revolutionary in scope. Despite resistance in some countries girls and women around the world now participate in a variety of school, community, and club programs, which did not exist thirty years ago.

According to his explanation, major factors account for recent increases in sport participation among girls and women are new opportunities, government equal right legislations ,global women's right movement, expanding healthy and fitness movement and increased media coverage of women in sports King and Hill, (1993).Physical fitness is a planned sequential K-12 grades curriculum that provides cognitive context and learning experiences in a variety area of activity area such as basic movement skills, physical fitness; rhythm and dance, games, teams and individual sport, tumbling and gymnastics and aquatics. "While little is known about female students" belief about the value of school sport or about the factors associated with positive school sport belief numerous studies have explored students beliefs about physical activities Flin and Scraton (2000), Rikard and Banville 2006, Rajm and 2008, Wanget al 2008).

The National Amateur athletics federation (NAAF) Provided a forum for women's physical educators and leaders of women's sport to formalize their beliefs regarding competitions for

girls and women's by issuing a policy statement of the organizations goals for women's. As mentioned in physical education text book prepared for grade 10 by ministry of education, Derartu Tulu the first Ethiopian women athlete to win a gold medal in the Olympic and it was the wish of Ethiopians to see a hero in the Olympic game to satisfy these women started to participate in school competitions when they were young started continuous training in different athletics events and appeared in the eastern Africa and all African games competition. Like their men counter parts Ethiopian women concentrated on middle and long distance running we know that Derartu Tulu was the first Ethiopian women Athlete to win a gold medal in 10000m in the Barcelona Olympic in (1992).

As one of the list developed nations; Ethiopia suffers from a very low representation of women in different fields at all sport levels. In effort and measures have been taken to encourage female's participation at all level of sport competition. However, there are diver's factors that affect the training session process of female student and factors contributing this gender differences are, societal and cultural beliefs, house hold responsibilities, early marriage, lack of motivation, lack of confidence lack of guidance and counseling services and so that biological, physiological, psychological and religious factors also contributed to the low participation of females students in certain areas where the study was made Tsigie (1991).

1.2 Statement of the problem

This study addresses the problem which was seen in practice and challenges of Female students in Sport competition in Oromia regional state; East Wollega zone preparatory schools .It is important to understand Preparatory school students' practices toward sport competition since they has been future members of the work force who was need to use their knowledge to maintain a healthy life style.

The issue of gender particularly in sport has become a concern in many countries especially in Africa. Sport activity is not exceptional but it has several problems in developing nations like Ethiopia where there is absence of adequate family guidance and counseling, family educational background, economical background, inappropriate instructional materials in the field and socio-cultural problems (Coakley,2001).

This study was intended to investigate factors which shape different attitude and beliefs on physical activities, and sports competition., as one of the list developed nations; Ethiopia suffers from a very low representation of women in different fields at all sport levels and among the factors contributing this gender differences are, societal and cultural beliefs, house hold responsibilities, early marriage, lack of motivation, lack of confidence lack of guidance, lack of facilitate and counseling services and measures have been taken to encourage female's participation at all level of sport competition. However, there are diver's factors that affect the training session process of female student Tsigie (1991).

As it is known in our country as well as in Oromia region there are a lot of preparatory schools. In these schools, the practice and challenges of female students in physical education is varying in terms of performance, facility, challenges and attitude towards the subject matter .From my experience of teaching sport subject for a long period of time.

This study was intended to investigate the practice and challenges of female students in sport competition in East wollage zone preparatory schools' challenges is the core points of mental development. Through which individuals meets their objective as well-as everybody delivered or fulfilled their needs. Therefore, it bridges the gap existing between male and female students regarding their practice and challenges in sport competition specifically preparatory Schools.

Therefore, it is necessary to investigate the level of practice and challenges of female students particularly in sport competition matter in light of the benefits it gives them and the problems encountered during practices sport competition. So, this study was important to improve the practice and challenges of female students in sport competition in order to address the desired objective. Moreover, this study practice and challenges has implications in academic as well as practical other settings where it triggers additional research endeavors' to be undertaken in similar topic or related career. More specifically the study tries to find out answers for the following basic research questions.

1.2.1 Basic Question

These researches was entitled as practice and challenges of female students on sport competition, East wollega Zone Oromiya Regional State

- ❖ What is the practice of female students towards sports competition?
- ❖ What are the challenges of female students to participate in sport competition?
- ❖ Do female students know the importance sport competition?

1. 3 Objectives of the Study

1.3.1 General objective

The overall objective of this study was to assess the level of practice and challenges of female students on sport competition in same selected preparatory school of Oromia Regional state in East Wollega zone.

1.3.2. Specific objectives

- To assess the practice of female students towards sports competition.
- To identify the challenges female students to participation in sport competition.
- To find female students about the importance of sport participation.

1.4. Significance of the Study

This study was turned to give direction of understanding issues regarding to investigate the practice and challenges of female students on sport competition in some selected Eastern wollega zone preparatory schools. It is hoped that this study were contribute:-

Appropriate measures have to be taken in order to reduce the highly prevailing gender biased practice and challenges to get familiarity and deep understanding of sport competition study, It

may give clues to administrators and teachers on how to assist practical in sport competition, Moreover, the findings of the study might also serve as a stepping stone for those creative researchers who may need to undertake further researches in the field, It was give hints to parents and school communities on the importance of give necessary support to gender education and facilitate sport competition, Finally, this study may also be used as a base for those who want to conduct additional investigation and people who have the intention to conduct research regarding to the improvement of female student's practice and challenges on sport competition.

1.5. Delimitation of the study

Research endeavors were bounded by the reality. They bring scientific knowledge through establishing relationship between facts being delimited within than truth, unless the study is delimited to some specific area of interest. Hence, this research is delimited to some selected; Oromia Regional state, East Wollega zone, preparatory schools, specifically - Diga, Gatama, Anno, Bilo, Gute and Mote preparatory schools in these woreda. These sites were selected on the purposive of the researcher experiences and there is no such kind of research done on those schools. The target population was delimited was female students', physical education teachers and school principals were purpose fully as sample study from Eastern Wollega zone in some selected preparatory school student. On the other hand, the study has some peculiarities in that it adopts three data collecting tools namely questionnaire, interview, and observation ,the latter of which enables the researcher to attain valuable data which could rather be obscure to find through other data collecting tools. Another delimitation of this study is the utilization of the descriptive statistics to analyze and interpret data all of which make it delimited in its composition.

1.6. Limitation of the Study

It is difficult to carry out any research without any limitations and constraints. The following are the limitations of the study.

One of the limitations of this study is that the sample was small, thus the results can only be generalized to the rest of respondents.

These limitations were shortage of time since this study was conducted with side by side with regular work

Lack of referenced with the similar topic locally possesses its own limitation, Hence, the researcher was forced to depend highly on foreign sources and local related research, Leaving

alone these limitations, due care and sincere efforts are taken to present the research study precisely, accurately and genuinely with the aim of making it standard relevant.

1.7. Organization of the Study

The paper was organized as follows: It has five chapters. The first chapter consists of an introduction, background of the study, background of the organizations, statement of the problem, objectives, significance, scope and limitation of the study. chapter two reviews the theoretical and empirical literatures on survey study on perception of female students in sport competition. The third chapter deals with research materials and methods. Chapter four presents the secondary and primary data analysis. Finally, chapter five deals with summary, conclusion and recommendations.

1.8. Definition of terms

There are different words and phrases that are used in this study. It may have different meanings than usual use in this context.

Activities.- In this study, both physical education and physical activity are used interchangeably

Students-A student or pupil is a learner, or someone who attends an educational institution.

Teachers- educator is a person who provides education for students.

Stakeholders:-are students, instructors, individuals and/or organization that are directly or indirectly engaged in teaching learning processes.

Facilities: the physical means or equipment required in order to do something through physical activities

Sport equipment:-any object used for sport exercises <http://webster.com/dictionary/physical%20education>.

Kg -12: Kindergarten (*King and Hill, 1993*).

Population:- the group of individual living in identifying place

Sample: - a small number of individual that show the quality style or nature of the whole.

Data: - information in raw or unorganized form (*Hopkins&Stanley,1981*).

Community: - Is defined as a geographically and ethnically similar group, with shared family or educational concerns showed in the study (*Williams, 2009*).

Parents: - Part of the community who have enrolled their children's in the school (*MoE, 2010*).

CHAPTER TWO

2.1 Review of Related Literature

Under this section, different literatures and research findings was describe and Summarize on the issues of perception female on sport competition to give background information about the study undertaken.

2.2 The concept of competitive sports

The concept of competitive sports with the development of society, the concept of competitive sports is constantly changing. Competitive sports is a component element of social and cultural activities in a special cultural state, it is important means of promoting health, physical development, the growth of adolescents and adults, cultivating strong will, carrying out education of moral and aesthetic appreciation, raising the level of national culture, in addition, competitive sports are often organized social activities, with a view to popularizing nationwide sports and raising the level of sports technique (Soviet Sports Theory). Competitive Sports is game, and also a match that one competes with others, or overcome the natural obstacles (International Association of Competition and Sports). The core of competitive sports is match, regardless of the level of match, the purpose for good score, body-building and entertainment, they are all within the range of competitive sports (Japan Sports Dictionary). A competitive sport is also defined like this: "Competitive sports are a kind physical activity that consists of rules, competition, challenge, entertaining and uncertainties" (Chinese scholar Aiguang Chou). And thus, the connotation of competitive sports has been simplified, and its extension has been expanding, at the same time, it can also make people to realize that the high-Level competitive sports are only one kind of competitive sports, rather than the whole competitive sports.

2.2.1 The classification of competitive sports

According to different standards, competitive sports can be divided as follows: 1.Nature of tournament: amateur sports and professional sports. 2. The objective of tournament: recreational competitive sports, healing competitive sports, body-building competitive sports, etc. 3 The place of tournament: competitive sports in factory, competitive sports in rural area, competitive sports in school competitive sports in street or community. 4. Age: competitive sports for middle and old age, competitive sports for young adults, competitive sports for youth, competitive sports for child.5.The health of body: competitive sports for normal people, competitive sports for

handicapped people.(Qu,2002) and therefore, as an important component element, competitive sports in school is especially for school to conduct, and it is bound to have some features of school.

2.2.2 The formation of competitive sports

Competitive sports originated from outdoor games in the United Kingdom, all competitive games are the primary form of tournament, and integral parts of competitive sports as well. The development of modern Olympic games has promoted the development of formal competitive sports. During the continuous development of society, the process of gradually organization and standardization of these games is also the process that they gradually evolved into its modern competitive sports. This development has underwent several stages as follows: non-formal competitive games, semi-formal competition, formal competition, professional tournament, (Qu, 2002).

In the formal competition and the above stage, the rules are established by international sports association; with regards to semi-formal and the below stage, its rules can be partially or completely established by the participants, that is, rules is flexible according to different situations. competitive sports conducted by school under the new curriculum standard New standards of P.E. curriculum has put forward four basic ideas:- Adhere to the guiding ideology "health should come first", and promote the healthy growth of students, Inspire interest in sport and train the students to lifelong sports consciousness, take the development of the students as orientation; value the dominant position of the students, Pay due attention to individual differences and different needs, benefit each student,(Ibid 2002).

Additionally, there are no exact demands but some requirements in the new curriculum standard. :-Be in accord with the features of age and gender in the development of students' body and mind, Have lively form to stimulate interest in learning, be of body-building, information, science, Take effect in promoting body and health, be simple and easy to carry out (Zhu, 2003). actually, in the teaching process, it is of much importance is to change or get free of the outdated teaching models and practices, so as to achieve the desirable goals.

2.3 The Concept of Females in Sport Competition

Women in 1950s and early 1960s did participate in sports much less than their descendants in the 1990s. A lack of opportunities discouraged them, as well as the knowledge that intense athletics were not considered normal for women (Siedentop, 1998). By the mid-1990s, the situation for women athletes was improved and significant change occurred, especially during the 1970s and in the area of opportunities. But it was not a radical change. Equality had not been achieved, and many problems remained, but in the 1990s female athletes received much public support in terms of money, attention and encouragement (Festle, 1996).

Early school reports for females have been largely unrecognized by historians because competition was within school between students (intramural) rather than between the institutions (extramural). These were special dates when female competed in sports and activities against students and teams from their schools (Hult, 1994).

The National Amateur athletics federation (NAAF) provided a forum for women's physical educators and leaders of women's sport to formalize their beliefs regarding competitions for girls and women's by issuing a policy statement of the organization's goals for women's. As mentioned in physical education text book prepared for grade 10 by ministry of education, Derartu Tulu the first Ethiopian women athlete to win a gold medal in the Olympic. The victory of Abebe Bikila and others stimulate many men and women to take part in athletics competitions. It was the wish of Ethiopians to see a hero in the Olympic game to satisfy these women started to participate in school competitions when they were young started continuous training in different athletics events and appeared in the eastern Africa and all African games competition. Like their men counterparts Ethiopian women concentrated on middle and long distance running we know that Derartu Tulu was the first Ethiopian women athlete to win a gold medal in 10000m in the Barcelona Olympic in (1992).

2.4 The importance of sport competitions.

Governmental initiatives in the area of health have placed increasing emphasis upon positive aspects of physically active life styles. Reports from the chief medical officer (Department of Health 2004) have been prepared for health professionals although there is as yet no policy for sport. However, policy shifts throughout the 1990s and early in the new millennium have

reflected growing evidence that individual activity related gains have also generated collective healthy benefit. Primary and preventative health care Policies were encouraged for economic political, social as well as medical reasons. Requisitions in the incidence of coronary heart disease, stroke victims and a wide range of other sedentary-related illnesses would reduce demands placed up on Pressurized health care budget and growing waiting lists, whilst enabling individuals to play a more productive role in everyday life.

Sport competition plays an important role in physical, mental and social development of our students; students deserve to be physically as well as academically educated. Children have bodies as well as brains. Sport competition program can help children physically by; reducing the risk of heart disease. It can counteract the four major risk factors, i.e. coronary heart disease, obesity, high blood pressure and high cholesterol levels.

Improving physical fitness: -A good program improves children's cardio respiratory endurance, muscular endurance and flexibility .Making strong bones: - regular physical activities increases bone density to create stronger bones. Helping in Weight regulation: - A Good program can help children regulate their weight by burning calories. Promoting health active life style: - sport competition develops motor skills and sport skills to promote health and fitness throughout life.

Increased interest in learning: - Regular physical activities make children more alert and more receptive to learning new things. (Kretcaman, 2005)

2.5 Co-curricular Physical Activities

Co-curricular activity is defined as a program or out of class activity, supervised and/or financed by the school which provides curriculum related learning and character building experiences. Co-curricular activity is voluntary, are not part of the regular school curriculum, are not graded and do not earn credits and achievement by the students. According to Ram et al 1992 elaborates in terms of student interest, those interest, those co-curricular activities should be encouraged which will give the participants an opportunity to development habits of cooperation fair play and good citizenship. They provided opportunities for training in leadership and the wise use of leisure time.

2.6 Parents Attitude towards their daughters

Carran and Bordia, (1995) cited in John (1997) states that the change in the attitude of parents towards education of females seems crucial. The trend of the attitude of parents towards

education towards improvement in participation of female is still slow. The reasons could be many where parents' attitude on the value of their daughters' education is among them. Carran and Bordia, (1985) remarked that, the negative attitude of parents towards girls education is the result of society's view of the roles of males and females. Obviously this role is not delimited by nature rather by culturally and socially accepted norms. Socialization as a link that inter relates gender and culture is one of the social barriers that hinder girl's educational environment by imparting sense of inferiority in girls mind and perpetuating male dominance (ibid).

Finally, while formal education is increasingly valued by parents in most countries, differences often exist in the extent to which families deem schooling of equal importance, for sons and daughters. These attitudes are often complex and involve various contingencies but, on balance, they typically favor sons over daughters. Indeed gender equality favoring boys over girls is not only reflected by parents but also is a common feature in much of the developing world in schools. P. Partnership relationship As Mawer (1996) elaborated, a relationship which is built around a framework of honesty, trust and respect is then likely to facilitate a two way communication channel. Moreover, O'Gara (1996) states that halls, walkways, fields, eating places, washing facilities, areas for trash disposal, play areas and latrines are typically "givens" in a school.

If access to them is limited by gender, girls are taught that they do not have an equal right to occupy and use the environment in which they live. Access to all school facilities, laboratories, libraries, computers and other mechanical equipment, playing fields, and physical education equipment should be possible for all students. If access is denied by school policy, girls lose part of their education. If the student is not allowed the freedom to express their own ideas, to analyze critically and experiment with these and other ideas, they will have no opportunity for independent inquiry, personal and professional development.

2.7 School factors Poor quality of knowledge setting

poor school facilities, irrelevant curriculum distance to school, lack of role models and teachers negative attitude to girls education are impediments that hinder girls participation in education (Fawe, 1996). Learning materials are one factor, which put female students at disadvantage. Most of the physical activities materials are not suitable and inviting girls to participate in activities according to their ability and age wise and they do not approve a balanced treatment of the sexes but exhibit male bias. The educational training policy of 1994

says that education and training are equally available to both female and male students with special attention to the participation of women. The considerable emphasis given for women education is indicated in the ETP, (Education and training policy) in article five as follows: The right of women to get career and vocational guidance at any institution of education, to have access to the same curricula as that of men and to choose their field on study shall be ensured. Even if schools were neutral in respect of developing gendered experiences and identifies in students, they would still be responsible for assisting students to understand, in an informed way, the broader processes and structure that contributes to gender based inequality in areas beyond the school yard.(Wolpe, et.al, (1997). As ogaru and nancy (1996) support that role modeling is an important part of social learning, thus increasing the number of female teacher is an important strategy to boost girls influence of culture on physical education learning. Female teacher in the school can be model in competence, self-esteem, success, and ways of thinking and doing things. The presence and absence of role models influence of culture on girls in education. UNICEF (1992), Mentioned that an increased number of females teacher is goal retention of females in schools particularly through the teachers position as role models. Similarly, the study mode by Tsige (1991) indicated that quite a big proportion of girls not often ask or answer questions in closes and the main reasons for this are fear of audience, fear of teachers, shyness, and lack of confidence.

Recruiting more female instructors providing preferential treatment in terms of studying, facilities, books, and other learning materials and giving due recognition to high performing girls (Genet, 1991). Based on the above points, it can be concluded that, the presence of female teacher in schools has a great importance to education and particularly to physical education to enhance and develop self-confidence and declares to influence of culture on girls physical education learning in the school.

2.8 Religion

Religion may have a negative impact on female students not to participate fully in freedom in sport competition activities. Religion for Christian and Islam is usually associated with low female student participation to perform good physical education activities in the schools.

2.8.1 Religious point of view

Religion may have a negative impact on female students not to participate in physical education activities. Appleton, et al (1990) point out that, " religion for Christian and Islam, is usually associated with low female students` participation to perform a good physical educational activity in the schools" Seyoum (1991) also criticizes religion as: In tradition Ethiopia, the Orthodox Church and Mosque were the major institutions responsible for the dissemination of education. Even though the contribution of these two centers of learning to the development of nation cannot be under estimated, their effort to encourage the participation of females in tradition education had been negligible. The educations of Muslim females show no significance difference from that of church school.

Mosques too did not encourage female education. As the above writer states, these two religions did not encourage female to join education. This might indicate the fact that participation of female students in physical education at that time is unthinkable.

In fact religion has still a negative impact female students` participation school in the modern time. Huston put and Theodore (1983)also describes; " Religion beliefs or even misinterpretation of religious principles continue to have a shocking effect on their personal development assertiveness and participation in the life around them, thus beliefs have seriously affected females` physically, economically educationally and socially". Furthermore, religion also has its own impact on education of females. As some scholars point out that in no major portion of the world in the non education of females so much a purposeful part of religions and social customs and the education is opposite to the social pressure for Christian and Muslim female to become wives and mothers. Therefore, according to different scholars` explanation, religious beliefs have been seen a significant barriers to hamper female students` education in general and physical education class room participation in particular.

2.9Female and Education

The amount of education girls receive differs from country to country. Young (1990) cited in Mosse (1993) indicted the enrolment rate at both secondary and primary level in sub Saharan African elementary school 93 percent of boys are enrolled compared with 77 percent of girls. At secondary school level only 22 percent of girls receive a secondary education in sub Saharan Africa in comparison with 36 percent of boys. Contrary to this young also indicated that the

same case in Latin American and the Caribbean where slightly different where more girls (53 percent) receive secondary education than boys figures for much of the Asian sub continent reflect a similar pattern to that of sub Saharan African with the expectation of Latin America and the Caribbean, the girls of the world are less likely to receive an education than their brothers, not surprisingly

Additionally, girls are often offered a restricted curriculum emphasizing domestic science and other feminine skills, rather than science and technical subjects. According to Hydes (1989) view female education is being discussed as critical, not only for its contribution to literacy and learning but, also for its contribution to health, nutrition, family planning economic growth and physical activity and sports.

As reported in most studies since female are occupied by house holding activities, they have less time to participate in their education where the same is true in physical education activities. Therefore, the participation of female student in physical education seeks more attention and can be maximized by providing them access to relevant education and training to promote their participation for the development of the society.

2.9.1 Female Education in Ethiopia

As one of the list developed nations; Ethiopia suffers from a very low representation of women in different fields at all education levels. In effort and measures have been taken to encourage female's participation at all level of education. However, there are diver's factors that affect the teaching, learning process of female student. According to Tsigie (1991) among the factors contributing this gender differences are, societal and cultural beliefs, house hold responsibilities, early marriage, lack of motivation, lack of confidence lack of guidance and counseling services and so on. Furthermore, findings indicate that biological, physiological, psychological and religious factors also contributed to the low participation of females students in certain areas where the study was made. Some of these suggestions forwarded by Tsigie (1991) to remedy this problem so that the gender gap could be narrowed include: Establishing well organized guidance and counseling programs, giving special attention to female student, educating parents, organizing relevant programs through various means that could change the attitudes of the society in general and of females in particular.

According to all Woldehanna, and Jones, N (2005) this reason for such low participation of women in different levels of education may be attributed to the values and attitudes that the

Ethiopian society attaches to ward education of women that in most parts of Ethiopia patriarchal thinking dominate this culture. Astede and Kebede (1988) states that teachers as well as school administrators try to influence female students so that they join home economics, nursing or secretarial areas on the ground of their usefulness to domestic work. The view of the female student in regard to their education is not in any way different from the view of the preceding groups. In relation to such withdrawn view Mclean (1967) as cited in Woldehanna and Jones(2005 indicated that "it is my cannot achieve equally with men " thus, it is with such background and skepticism that girl students participation is low in different levels of education and this may be also one of the reasons and explanation for their low participation in physical education. Similarly with the above out looks Genet (1991) stated that, there are many constraints that prevent women from attaining equal education level with men. These include: access and attitudes towards certain fields of training (sex segregating character of educational program) and various types of barriers like occupational, educational role and social and cultural barriers.

The researcher also further explained that, in the Ethiopian context where learning materials are in short supply, library space is inadequate, and text books, even if available, are shared with two, three or four, these situations demand that a student to compete and strive hard if he/she is to succeed. Considering the general personality of girls characterized by synthesis, unassertiveness and low self-image, it is not difficult to imagine their failure in achievement unless special attentions made. Generally, women are regarded as intellectually inferior to men in many societies. This perceived inferiority to women is often given as justification for their being restricted from playing important roles in the society. Such view also has an impact on the self-image of girls. In relation to this point Hyde and Biazen (2004) explained that, Images of women reflect to values and pressures of society but at the same time they permeate mental attitudes and underpin social conventions. They fashion habits of thought and together with the family and economic structures peculiar to each society, help to determine the status of women. To this end, Hill (2000) indicates that 'biased sex-role stereotyping has the effect of lowering women's self-esteem

2.9.2 Physical education As integral part of general education

Physical education is the integral part of the total education process which enhances and integrates that physical, social, and psychological aspects of an individual's life, though directed

physical activity (Arnold, 2006). Very often the natural relationship between general education and physical education is forgotten; with the result that the two exist physically together but functionally apart this has resulted in reducing the scope of the school program in two respects. Firstly the educational function of physical education has been neglected and secondly the physical functions of education are not recognized. These two are really complementary to each other and to have a function together (Festle, 1996).

Arnold (206) also views that though a well directed physical education program students develop skills for the correct use of leisure time by undertaking activities which are conducive and an integral part of the total education process a field of endeavor that has as its aim the development of physically, mentally, emotionally, and socially fit citizens through the medium of physical activities that have been selected with a view to realize these at outcomes. The above definition depicts that physical education is a process which utilizes activities that are inherent in each individual to develop a person organically, neuron muscularly, intellectually, and emotionally. These outcomes are realized whenever physical education activities are conducted in such places as the playground gymnasium and swimming pool.

2.9.3 Physical education as an academic discipline.

Life itself is "physical education" Presently it is in the process of transformation to bring physical education in to the mainstream of education. The current mood of the physical education to contribute their resource to the maximum in helping the individual to achieve a fuller growth (Ram et.al.1992). These authors further speculated on the possible interrelationships between physical activity and other domains to knowledge. Besides it has been though necessary to enhance the scope, status and purpose of physical education and make it broader based. Though there was some exploration of the influence of social, physical, cultural, and psychological conditions up on human physical activities there was not serious attempt to bring about cohesion among the various factors that stimulate human activity and skill acquisition.

For example, although accepted in theory element or issue like motivation, aspiration level, self-estimation, did not find their due place in the physical activities and programs and even in the modifying effects of factors like group interaction, competition and cooperation. To these authors they have been considered in a reunite, mechanical and in an unscientific manner.

2.9.4 Gender Issues in education.

According to Mosse (1993) gender is a set of roles which like in theaters communicate to other people that are feminine or masculine. This set of particular behaviors which embrace appearance, dress, sexuality, family, commitments and soon together make up gender role. Gender differs from biological sex in many ways. Biological sex is given, by nature. But the way in which become masculine or feminine is a combination of the two basic biological building blocks and the interpretation of biology by the culture (Mosse, 1993). The term gender is also useful because it covers social roles of both women and men. The relationship between men and women is often crucial in determining the position of both equally.

The kind of relationship that can exist between women and men will be the consequence of society's definition of appropriate gender behavior. The work that women and men do in a particular society is determined by class, gender, and ethnicity. But most women also live in families, and gender relation in the family represent extremely important aspect of the way in which women experience the world (Wolpe, 1997). Besides, the interest of needs of the women in a family may be quite different from the interest of the men. These interests are not based on the biological roles of women and men but on their social roles and the power and differences to status vested in this social role. For this reason, such interests are sometimes referred to as gender interest *ibid.*

2.10 Sport and Millennium development goals

According to United Nations (2008), over the past decade, there has been a growing understanding that access to and participation in physical education and sport is not only a right in itself but also be used to promote a number of important development goals through facilitating democratic principles, promoting leadership development and encouraging tolerance and respects as well as providing access to opportunities and social networks. All areas of development can be influenced by sport, including health, education, employment, social inclusion, political development and peace and security.

Sport has a potential to contribute the achievement of each of the United Nations millennium development goals (MDGs) in unique and creative ways. Women play an integral role in the achievement of every MDG and every MDG is vital to gender equality and women empowerment. In 2002 the secretary – General convened the United Nations Inter-Agency task force on sport for development and peace to encourage a more coherent approach to the use of

sport related initiatives in the pursuit of development goals, particularly at the community level and promote the use of sport as a recognized tool in development.

The United Nation General assembly quoted that: sport as a means to promote education, health, development and peace,” which invited Governments, the United Nations, the specialized agencies, where appropriate and sport related institutions to work collectively, so that physical Education and sport could present opportunities for solidarity and cooperation, in order to promote a culture of peace and social and gender equality and to advocate dialogue and harmony. It recognized the power of sport to the contribution of human development and proclaimed the year 2005 as the international year of physical education and sport.

2.11 Factors Affecting Female Students Perception in Sport competition

2.11.1. Parents’ Educational Background

Various studies have found that educational background of parents is important factor in determining female student’s perception progress (Carron and Chau,1996) Educated parents may have more progressive attitude about female education participation, or provide more conducive environment for education of their daughters than uneducated parents. A study of social class and Academic performance in Cameroon Brock, and cammasa, 1994 suggests that females from elite families overcome the disadvantages of their sex and have a high pass rate at preparatory school than boys from almost all other occupational background.

Brown (1990) states that mothers are expected to play great roles as educators. They are the primary source of knowledge, language, value, and social relationship to the child. Therefore, the higher education level of the mother, the more effectively she is able to transmit the knowledge required by her children.

In contrary, the more illiterate the mothers are, the less chance for their daughters to transfer education. Stivanchitis (1992) states that, at the United Nations level, the convention of the elimination of all forms of Discrimination against women (called CEDAW) was a major achievement for the women’s rights movement when it was adopted by the UN initiatives and conferences focused primarily on sport for all as sport activities at school or in leisure time that concerns a large number of women and girls and is more directly related to education and social life Stivachtis, 1999.

2.11.2 Cultural Influences

In most cultures girls are often regarded as weak creatures as compared to boys. They are usually seen as inherently sick and fragile to perform an activity that could be handled by men. Concerning cultural influence on females' education, (Odaga and Heneveld, 1995) reveal that, cultural influence is so strong that it brings dilemma in females on their educational participation and ignoring their contributions in any field including education. Pat, Hughes (1991) stated that, it is important to recognize that stereotyping all boys and all girls are representing particular behavioral and intellectual traits is dangerous. All boys are not hooligans just as all girls are not passive by standard. Siedentop (1998) stated that, there are practices in all cultures which cannot be condoned and think teachers have the right not to feel quality because they do not embrace all aspects of any particular culture and as teachers do have the right to question the cultural practices our own upbringing and those of others. Therefore, teachers who have aware of a discrepancy between the existing practices and specific aspects of cultural practices in schools cannot ignore the potential conflict indifferent areas of inequality.

2.11.3 Lack of Role Models

As O'gara and Nancy (1996) support that role modeling is an important part of social learning, thus increasing the number of female teaches is an important strategy to boost girl's enrolment and participations. Female teachers in the school can be model in competence, self-esteem, success, and ways of thinking and doing things. The presence or absence of role models influences the participation of females in education. UNICEF (1992) mentioned that an increased number of female teachers are goal retention of females in schools particularly through the teacher's position as role models.

2.12 Goals of physical activity

The goals of physical activity are to enhance the physical, motor, mental, and social development of students. The acquisition of physical skill, promotion of participation, achievement of fitness, attainment of knowledge and development of attitude are goals of physical education related to student development in three interrelated domains of learning; cognitive psychomotor and affective, MOE (2003). Physical education addresses the three domains of learning: cognitive or mental skills related to the knowledge of movement; affective, which address growth in feelings

or attitudes; and psychomotor, which relates to the manual or physical skills related to movement (Shape America, 2014).

The goals of physical activity for preparatory schools are improving physical health and develop a good attitude towards various physical activities that will result in life time participation in physical activities MOE (2003).

2.12.1 Physical development

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a life time of healthful physical activity. To pursue a lifetime of healthful physical activity, an individual: has to learn the skills necessary to participate in a variety of physical activities, know the implications and the benefit of involvement in various types of physical activities, participate regularly in physical activities and physically fit, and value physical activity and its contribution to a health full life style. These skills are acquired and learned through physical education lessons especially practical lessons.

2.12.2 Motor skill development

Teachers will find that their students exhibit a wide range of different with respect to motor skill development. Some students have mastered the fundamental manipulation of psychomotor skill, and the non-psychomotor skills that serve as a foundation for the more specialized sports skills that are typically emphasized at this level. Other students lack competency in the fundamental skills. Teachers must assess students' abilities at the start of instruction, accept students at their entry level, and provide a sequential progression of activating to allow each individual to attain the stated more skill objectives. Effort and participation should be encouraged, extra help should be provided if necessary, personal accomplishments should be recognized. Learning experiences that provide for success while developing skill proficiency increase the probability that students will incorporate PA in to their life style (Susan, 2004).

2.12.3 Social development.

Secondary school physical education teachers can contribute to students' social development in several ways. Opportunities to work cooperatively with others, to assume responsibility with appropriate guidance to make decisions, and to lead and to follow contribute to the development of social skills. There is a need to be sensitive to individuals who are loners and who have not yet developed an appropriate social relationship with their peers. These individuals may suffer

from shyness and perhaps low self- esteem. Participation in PA provides a common interest and means for helping adolescents learn how to interact with their peers. Students' interest in their appearance and bodies provides an opportune time discuss the many physiological changes that are occurring and to help students gain an appreciation for individual differences. Information on nutrition, weight control, and exercise may be well received by students (Susan, 2004).

2.12.4. Teachers attitude and expectations

Teachers attitude are likely to be the reflection of broader societal view biases about the role and activities of male and females and stereotypically subjects inculcated in the curriculum. Classroom observations have shown that teacher encouragement and pay more attention for boys than girls. Because of these girls often may not answer the question as equally as boys, not because of they do not know but because of their socialization that does not allow them to even take the risk of being wrong (Fawe, 1996), stresses the gender experiences that teachers bring into school with them cannot be ignored and they are role models for children and for many very young children teachers are their first adult role models other their parents. Our own experiences are bound to influence how we see boys and girls, both now and in the future, an awareness of this is an important first move towards.

2.12.5. Sport personalities

As Arnold (1996) mentioned in his report that, role models are important. There are many good examples to cite at national and international level-male and female, Black and white. Many local sports personalities are keen to encourage youngsters to take part in their sport and can provide a positive example right there in the classroom. This also provides a chance for children to widen their knowledge of locally available sports activities.

2.12.6. Organizational Related Factors

It is known that there are many factors that are associated with the organization of the school system and that are likely to affect directly or indirectly the participations of female's student in the schools. But the most important ones are briefly summarized here.

2.12.7. Instructional Facilities and Materials

Poor quality or learning environment, poor school facilities, irrelevant curriculum, lack of equipment and materials and teacher's negative attitudes to girls' education are impediments that hinder girl's participation in education (Fawe, 1996). Even if schools were neutral in respect of developing gender experiences and identifies in students, they would still be responsible for assisting students to understand, in an informed way, the broader processes and structure that contribute to gender based in equality in areas beyond the school yard (Wolpe et al, 1997).

2.12.8 The Play Ground (Field)

The playground is one of the most public places in a school, where boys and girls, teachers and other adults can be seen together. According to O'gara and Nancy (1996) the domination of playground space by one particular group should be avoided. A group of boys using most of the available space for a game of football may be pushing girls and non-football playing boys a side, and part from anything else, it is just unfair.

If teacher subservices and aggression as well as limiting the activities of all are who play a side- including the footballers. Some schools limit large balls to one area of large playground. Schools with smaller play areas have banned large balls altogether.

2.12.9 Female's and Sexual Harassment

According to Fasting, kary (2005) a further impact of sexual harassment of female athletes is increased harassment against female. Studies conducted in a number of countries give some indication of prevalence of violence and harassment in sport: 40-50 percent of female athletes Survey in Canada, and 27 percent in Australia reported harassment. A study of Australian athletes found that 31 percent of female and 21 percent of male athletes reported experiencing sexual abuse at the same time in the lives. Of these, 41 percent of females and 29 percent of males had been sexually abused within the sport environment. Females may face verbal harassment including of a sexual nature which can originated from other athletes, coaches, managers, spectators, and family or community members. This risk of harassment may stem from men's resistance to the challenging of gender specific boundaries and assertion of female's independence or may occur because female are participating in sport viewed as male dominant. Verbal and physical harassment by coaches and managers, such as derogatory remarks and inappropriate looks or touching, is a particular concern.

Harassment and abuse on the context of sport are of concern for all athletes, not only females. The notion of masculinity based on men's' dominance, physical strength and power that is traditionally enhanced by male sport can manifest in to violence against female. In similar words the international Olympic committees (IOC) executive committee adopted a consensus position statement on sexual harassment and abuse in sport in 2000. The statement defines the problems, identifies the risk factors and providing guidelines for prevention and resolutions. The objective is to improve the health and protection of athletes through the promotion of effective Preventive policy as well as to increase the awareness of these problems among all stakeholders and actors in sport. The advice includes: -

Adopting harassment free-policy and procedures that are in line with international ethical and human rights statutes and that are inclusive .Encourage open debate about sexual harassment between boys and girls. Embedding an equitable balance of males and females in all roles and democratic leadership style to militate against abuse of power, acting as advocates of harassment free sport through education and training programs for everyone involved in sport.

Actively monitoring the effectiveness of all anti-harassment initiatives .Initiating research into men's and women's and boys' and girls' experience of abuses. Give active representation of female athletes in decision making at every level of sport.

2.12.10 The characteristics of high –profile organized competitive sports

The organized competitive sports so popular in many parts of the world today are very deferent from the sport activities played before the industrial revolution. Everything that can be defined in terms of time, distance, or scored is measured & recorded. There is a key in sports. (Guttman,1978).These sports are promoted & popularized partly because they perpetuate the belief that force aeration are important parts of life & that men are fundamentally & naturally superior to women because they are more force full and aggressive.

2. 12.11 School spirit

Anyone who has attended a well-staged student popularly or watched the student cheering section at a well- attended high school or college game realizes that sports can generate impressive displays of energy & sprit of course, this does not happen with all sport teams in a school, nor does it happen in all school. Teams is low profile sports usually play games without student spectators, & teams with long histories of losing records seldom create a spirited

response among more than a few students. However, in many cases varsity sport events do provide the bases for spirited social occasions. And students frequently use these occasions to express their feelings about them selves, their teams & their schools. Proponents of varsity sports say that displace of school sprit at sport events strengthen student's identification with their school & crate the feelings of togetherness needed to achieve educational goal (Miracle 1980 and Recess and Mircle, 1997)

2.12.12. Interscholastic sports and the experiences in high school students

Does a varsity sports program affect the educational & developmental experiences of preparatory school students? This question is difficult to answer. Educational and development occur in con action with many activities & relationships. Even though varsity sport programs are very important in some school and for some student, they constitute only one of many sources of partially influential experiences. Research on this issue has focused primarily on the characteristics of student-athlete. Although some social scientists have tried to study how sports are connected with overall school based culture that exists among high school students (Miacle and Reef, 1994).

2.12.13 Student Culture in High Schools

Sociologists long have recognized that varsity sports are among the most important social activities sponsored by high schools. Being varsity athlete brings a student prestige among peers. Formal rewards in the schools & recognition from teacher administration and even people in the local community (Miacle and Reef, 1994).

2.12.14. The Global Perspectives of Females' Sport Competition

In recent years, sport and physical as a strategy for the empowerment of girls and women has been gaining recognition worldwide. Women win is the first international organization with a sole focus of providing support for innovative sport & physical activity programs for empowerment & creating a social movement around sport for the advancement of women's' rights. International and local organizations, Government bodies and individual activists have and continue to strongly advocate for gender equality by working tirelessly for the advancement of rights of all girls and women. They use various means and approaches, but all share a common goal; to improve the lives of girls and women by fostering empowerment and gender equity. Women win believes that sport and physical activity is an effective strategy in working. Towards this shared goal ([WWW.Women win.Org](http://WWW.Women.win.Org)). Girls and women face a disproportionate

number of life challenges, which reduce their ability to achieve their full potential. Recent studies show that despite formal guarantees of equality the overall rate of progress for women, particularly those from the poorest and most marginalized regions of the world has been slow (Brady, et al. 2002).

The global women's rights movement over the past thirty years have emphasized that for males are enhanced have human beings when they develop their intellectual and physical abilities. This idea has encouraged women of all ages to pursue their interests in sports, and it has led to the creation of new interests among those who in the past never would have thought of playing sports (Fasting, 1996). As a part of sport competition football is not played by women in many parts of the world. For example, in Africa, Ghana, Nigeria and Mozambique are among the best grille football teams worldwide, U.S.A brought the idea of women's world cup championship to FIFA. FIFA accepted the idea assigned China to host the first women's international tournament in (1991). The first grille team to win this championship was America beating China. In 1999 U.S.A was the host country for world cup women's competition in this tournament, two African teams Nigeria and Ghana participated representing Africa. U.S.A won the cup for the second time. The number participating teams is now increasing with improved quality of football. females are being discouraged from participating in sport by their experiences in school education lessons. Unfortunately, an emphasis on competitive sport may make this situation worse for some girls. Schools need to be more imaginative in the type of sport that they provide for girls; while some enjoy team games like football & net ball, or athletics, others would enjoy sampling a wider variety of activities, such as dance or cycling, or non-traditional games for girls like rugby (Whittingdale et al, 2009).

2.12.15 The concept of Attitude

The study of attitude began in social psychology during the early part of the twentieth century. From the beginning the study of attitudes has been "characterized by an embarrassing degree of ambiguity and confusion (Fishbone and Ajzen 2005). One of the earliest definitions came in 1928 when Louis Thurston defined attitude as the "sum total of man's inclination and feelings, Prejudice or bias conceived nations, ideas fears threats, and convictions about any specific topic "thrust one (1995). later shortened his definition to simply say attitude is the affect for or against psychological object" as, a mental and neural state of readiness, organized through experience,

exerting a directive or dynamic influence up on the individual's responses to all objects and situations with which it is related'' Halo rams (1997) point out that all sport's definition raises three points:

First: an attitude is a state of readiness leading the individual to perceived things people around him in certain ways. That is to be more ready which certain categories and interpretations than with others. In their ever day lives people are often ' ready ' to deal with object and people as they meet them Without, having to ' stop and think ' about every encounter. Secondly, attitude is not innate – they are learned, they develop and they are organized through experience.

These states of readiness are relatively enduring but they are modifiable and subject to change. A third aspect of all sport's definition follows from this and that is that attitudes are dynamic. The attitude is not merely latent states of preparedness awaiting the presentation of an appropriate object for their activation. they have motivational qualities and can lead a person to seek (or avoid) the objects about which they are organized influenced by all port's definition , trained (1999) defined attitude as , 'an idea charged with emotion which predisposes a class of action to a particular class of social situations, trainees (2001) suggest that attitudes consist of three components: (a) a cognitive component , which is a way for humans to categories ideas (b) an affective component , which is the emotion that change the idea and (c) a behavioral component , which guides behavior.

As Mueller (2006) points out '' which there is not total consensus among social scientists regarding the definition of attitude , there is substantial agreement that affect for or against is a certain component of the attitude concept; this was precisely what Louis Thurston proposed in his modified definition in 1991. Although that the debate over the definition of attitude continuous, most if not all social psychologist acknowledgement the importance of attitude in the lives of human beings. According to Katz, (1990) attitudes server people in four ways.

First attitude a guide behavior toward value goals and a ways from aversive events, Second attitude help to manage and simply information. Thirdly, attitudes allow people to communicate information about their personality and values. And lastly, attitudes protect people from unacceptable or intimidating thoughts, urges, and impulses.

CHAPTER THREE

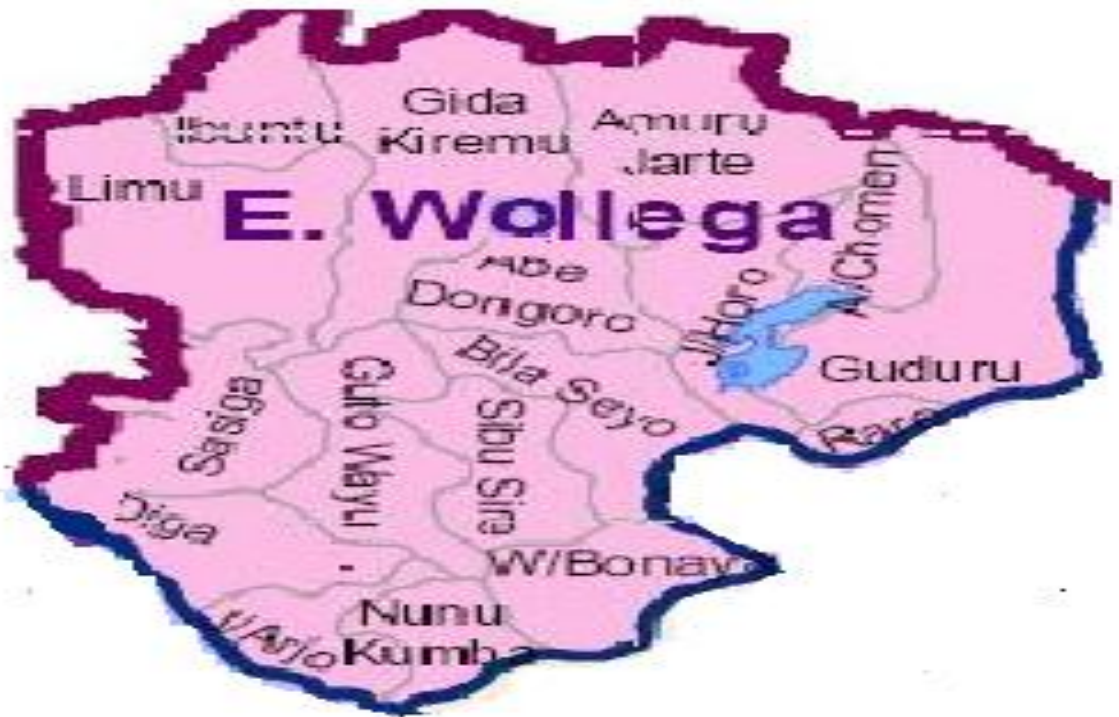
3. Research Methodology

This part of the research contains research area, research design, sources of the data, research population, research sample, sampling techniques and sampling size, data gathering tools and methods of data analysis.

3.1 Description of the study area

The study was conducted at the regional state of Oromia, east wollega zone is located in the Oromia regional state far from the capital city of Ethiopia 332 km, one of the largest regional states of the country it has a latitude and longitude of 9°5'N 36°33'E 9.083°N 36.550°E and an elevation of 2,088 meters. (Nekemte town administration office 2007).

Oromia is bordered by all regional governments of Federal democratic government of Ethiopia except Tigray national regional state. on the main road from Addis Ababa-Ambo to Gimbi town. Because of its geographical location, it served as a bridge for three zonal towns of east wollega namely Buno Bedele , West shoa and west wollega . The town is located at a distance of 210 kilometer to west shoa , Buno Bedele 110 kilometer and west wollega 105 kilometer, this description area from zone, Diga preparatory school far from the town of east wollega zone 10 km, Gatama preparatory school far from the town of east wollega zone 20 km, Anno preparatory school far from the town of east wollega zone 64 km, Bilo preparatory school far from the town of east wollega zone 68 km, Gute preparatory school far from the town of east wollega zone 11km, Mote preparatory school far from the town of east wollega zone 90 km, it has a latitude and longitude of 9°5'N 36°33'E 9.083°N 36.550°E and an elevation of 2,088 meters. (Nekemte town administration office 2007).



Data Source: NAT

Figure1.Map of the Study Area.

3.2 Research Design

Cross sectional research method design was employed for this study. This method has been selected for the reason that it enables the researcher to obtain current information about the practice and challenges of female students on sport competition. The method is also relevant to collect details and a variety of data concerning the issue under the study. In the study, questionnaire, interview and Observation was used to collect data for the study. The triangulation process was applied in order to enhance the holistic image of the research in reliability and validity aspects. The questionnaire was distributed for female students and interview was prepared for physical education teachers and school directors and observation to collect data view concerning practice and challenges of female students in sport competition

3.3 Population of the study

The target population of the study was female students who attend regular education in preparatory schools eastern wollega zone (grade 11-12) in 2017/18 academic year. PE teachers, school principals were also the target population. Since it was difficult and unmanageable to conduct a study in some selected preparatory schools in eastern Wollega zone by including female students, PE teachers and school principals it was necessary to limit the number of sample schools and the number of respondents. Consequently, out of the total 20 preparatory schools of east Wollega zone,6 schools Diga, Anno, Gatama, Bilo, Mote and Gute Preparatory schools) were selected based on lottery sampling method because the number were manageable to the researcher with the time and the resources researcher has and could represent the total population.

3.4 Sampling Techniques and sample size

The Target population of sample schools is 876 to develop the sampling size were selected from the total population using below formula and from 6 PE teachers and 6 school Directors.

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

n-the sample size

N-the total population

e- The acceptable sampling error

95% confidence level

The sampling techniques for the study were based on the representativeness and resourcefulness of the sample. In these studies using the solvin formula (2016) sampling used to select the actual respondent of female students from each selected schools to assess each and every school student and believed to have nearly similar exposure for the perception of Female students in sport competition. Based on these (100%) physical Education Teachers and School Directors was employed by using purposive sampling techniques in order to get full information. There for out of the total number of 876 female students were taken as a sample size by using the Solvin formula (2016) with level confidence 95%or 0.05% error tolerance and from 6 PE teachers and 6 school Directors.

$$\text{Formula } n = \frac{N}{(1 + Ne^2)} = \frac{876}{(1 + 876(0.05)^2)} = \frac{876}{(1 + 876(0.0025))} = 274$$

There for 274 students, 6 physical education teachers & 6 school director were selected as indicated below.

Sample Size

No	Name of school	Female student	PE Teachers				School Directors			Total sample size		
		Female	Male	Female	Total	Male	Female	Total	Male	Female	Total	
1	Diga preparatory school	135	1	-	1	1	-	1	2	42	44	
2	Anno preparatory school	124	1	-	1	1	-	1	2	39	41	
3	Gatama preparatory School	146	1	-	1	1	-	1	2	46	48	
4	Bilo preparatory school	174	1	-	1	1	-	1	2	54	56	
5	Mote preparatory school	165	1	-	1	1	-	1	2	52	54	
6	Gute preparatory school	132	1	-	1	1	-	1	2	41	43	
Total		876	6		6	6	-	6	12	274	286	

3.5 Sources of Data

Data gathered by different respondents that was use primary and secondary data to get adequate information about the practice and challenges of female students on sport competition

3.5.1. Primary sources

In order to get adequate information about the practice and challenges of female students in sport competition, the primary sources are female students, Physical Education teacher and School Directors through questionnaires and interview and observation.

3.5.1 Secondary Data sources

In order to find the facts in the study area, the researcher review literature, journals, books magazine and different documents of the sample preparatory schools.

3.6 Validity

To ensure the validity of the questionnaire instruments was review by a panel of experts, the panel consisted of physical education teachers designed to measure. For example, if a test is designed to measure physical activity session, material availability, performance, skill, one must be confident it does so. It is important to remember that validity is specific to sport competition measurement and evaluation, it experts' comments were used to modify and to adjust items in terms of deleting some items ,adding some items in order to enhance the validity of the instrument

3.6.1 Pilot Study

The pilot study was conducted on 20 female students of sibu sire preparatory school to cheek the validity and reliability of the designed questionnaire and was analyzed. The analyzed data was cross-checked with the standard that were indicated the measurability of the designed questionnaire

3.6.2 Reliability of the instrument

The reliability of the instrument was established using the split half method. The results of the test are correlated using Cronbach's Alpha statistics. A. What is the perception of female students towards sports competition 0.95% B. What are the major factors female students to participate in sport competition 0.924 C. Do female students know the importance sport competition 0.88.

Item	Specific objective of this study	Cronbach alpha	No item
A	what is the practice of female students towards sports competition 0.95.	0.95	3
B	What are the challenges female students to participate in sport competition	0.924	3
C	Do female students know the importance sport competition	0.88	3
Total		0.918	9

3.7 Data Gathering Tools

Using different types of tools for gathering data help to get adequate and sufficient data for the problem on the study. Multiple method of data collection helps the researcher to combine the strength and amend some of the inadequacies when only one method used independently Therefore, the researcher was used three different types of data gathering descriptive in this study. These are: questionnaire, interview and observation.

3.7.1 Questionnaire

Closed ended questionnaires were employed to collect quantitative data from selected students. This is because questionnaire is convenient to conduct study and to acquire necessary information from large number of study subject with short period of time. Furthermore, it makes possible an economy of time and expense and also provides a high proportion of usable response (Best & Kahn, 2003).The questionnaire was prepared in English language and translate in to Afan oromo, because all of the sample Female students (respondents) can have the necessary Skills to read and understand the concepts that were incorporate. It was dispatched and collected through the data collector.

3.7.2 Interview

In this research interviews were employed in collecting the necessary data. Because interview has greatest potential to release more in-depth information, provide opportunity to observe non-verbal behavior of respondents, gives opportunities for clearing up misunderstandings, as well as it can be adjusted to meet many diverse situations (MoE, 1999).In this study structure interview was prepared for PE Teachers and School Directors.

3.7.3 Observation

Observation is data gathering tool designed in this study, to check the availability of different school team game facilities, functionality of sport, play grounds or fields, usage of materials and equipment's and sport materials in the sample schools. As to Best and Kahn (2003: 141), the information obtained through observation is more accurate, more valid, and more reliable than any information gathered through other means.

In this regard, the implementation of practical activity with respect to student practical periods of sport field student attendance and the availability of teaching material was observed and registered by using observation checklist. It helps to see the availability of essential Materials and facilities in the sample schools and to check the extent to which the school environment is the best place for students and students' contribute of practical period of sport competition.

3.8 Procedures of data collection

The main data gathering tools for this study is questionnaire, Interview and observation check list which was developed by the researcher on basis of related literature and basic questions To gather data the questionnaire were distributed to the selected respondents with the brief orientation about the purpose of the study and with serious follow up collaboratively with the researcher assistants, the research assistants at each sample school help the researcher by distributing and collecting the questionnaire from female students.

The questionnaire were distributed for a total of 274 respondents which means 274 for the students, 6 physical education teachers and 6 school Directors were interviewed and sport program and material observation was made in six sample schools.

3.9 Methods of Data Analysis

In order to achieve the objectives of the study the data obtained from different sources through different data gathering instruments has to be analyzed based on the nature of the data. Therefore, both quantitative and qualitative techniques were used to analyze and interpret the obtained data. In the descriptive statistical analysis the data were collected for this study was filled in SPSS 20 version (statistics package for social science) were analyzed in percentages, Mean and standard deviation in the data. The quantitative data generated by questionnaire were analyzed using percentage and valid percent value, mean, standard and the qualitative data that

was collected through interview and observation was analyzed and discussed qualitatively with text explanation.

3.10. Ethical Considerations

In the process of the study, the following ethical issues were seriously considered. First of all the respondents was provided information regarding the objectives of the study, and ethical issues related a head of data collection activities. Secondly, the provision of information has totally depended on the willingness of the respondents and they were not forced to give information if they do not want. Moreover, all the information obtained from the respondents was confidential. Thus, any information which may affect personality and security of the respondents are not included in relation to their names. Besides, no attempt has made to obtain data in a canning way. More importantly, teachers and directors was told not to write their names on questionnaire paper.

CHAPTER FOUR

4. Data Analysis and Interpretation

Data analysis is the processes of systematically searching, arranging and organizing the questionnaire, interview, and Observation analysis and other materials that have been collected for the intended study. It is helpful to increase one’s own understanding and to be able to present or introduce what have been discovered to others and to show the trend of female practice and challenges in sport competition, new thing patterns a discovering what is important and what is learned from the result. Therefore, in this study, the researcher was used mixed approach method (quantitative and qualitative) has obtained for well validate and substantiated findings (Kumar, 2005). Closed ended questionnaire and observation analysis was obtained through quantitative approach and analyzed by using frequency counts and simple percentage, mean, standard deviation of the responses. Moreover, the data collected and obtained from interview and open ended questionnaire were analyzed by using narrative quantitative approach. To large extent, the study was approached through quantitative and qualitative method to analyses the data in the discussion.

4.1 Demographic Characteristic of the Respondents

Table 4.1.1 Information related to Participators like, age, Grade, Religion and Ethnicity and work Experience, Qualification of educational were presented under the following table and followed with discussion.

No	Respondents female students				Respondents of PE Teacher				Respondents school directors			
	Variab le	Character	N	%	Variabl e	Character	N	%	Variabl es	character	N	%
1	Age	17-19	186	67.9	Age	25-30	1	16.7	Age	25-35	1	16.7
		20-21	70	25.5		31-35	3	50.2		36-40	3	50.2
		> 22	18	6.6		36-40	1	16.7		41-45	1	16.7
		Total	274	100		>41	1	16.7		>46	1	16.7
						Total	6	100			Total	6
2	Grade	11	190	69.3	Educati on qualific ation	Diploma	-	-	Educati on qualific ation	Diploma	-	-
		12	84	30.7		Degree	4	66.6		Degree	2	33.3
		Total	274	100		Master	2	33.3		Master	4	66.8
3	Religio us	Orthodox	84	30.7	Educati on qualific ation	Total	6	100	Educati on qualific ation	Total	6	100
		Muslim	71	25.9								
		Protestant	104	38.0								
		Other	15	5.5								

		Total	274	100	Work experie nce	1-8	2	33.3	Work experie nce	1-10	3	50.25
4	Ethnici ty	Oromo	201	73.4		9-18	3	5002		11-20	2	33.3
		Aamhara	60	21.9		>19	1	16.7		>21	1	16.7
		Tigire	3	1.1								
		Other	10	3.6								
		Total	274	100	Total	6	100	Total	6	100		

As it was seen the above table 4.1.1 concerning the ages of students 186(67.9%) are ranged between 17-19 years, 70(25.5%) are were ranged between 20-21 years and 18(6.6%) are were ranged 22 and above years. Regarding to Grade of respondents 190(69.3%) participant of female students are grade 11 and 84(30.7%) participant of female students are grade 12 Regarding the indicate that the religions of respondents 84(30.7%) participants of female students are orthodox,71(25.9%) of participants of female students are muslim,104(38.0%) participants of female students are protestant and 15(5.5%) participants of female students are other religion. Concerning above table indicate ethnicity that 201(73.4%) participant of female students are oromo,60(21.9%) participant of female students are Amhara, 3(1.1%) participant of female students are Tigire and 10(3.6%) participant of female students are other ethnicity.

Regarding to above table 4.1.1 indicates of information related to PE teachers 1(16.7%) are in age group 25-30years, 3 (50.2%) are in age group 31-35years, 1(16.7%) are in age group36-40 years and 1(16.7%) are in age group 41 and above years. Concerning education qualification of PE teachers 4(66.6%) are degree qualifies and 2(33.3%) PE teachers are master holders. As work experience 2(33.3%) PE teachers are 1-8 years, 3(50.2%) PE teachers are 9-18 years and 1(16.7%) PE teachers are19 and above years have work experience.

As show on the above table indicates all participate of school directors are male and regarding with the age 1(16.7%) are in age group 25-35 years,3(50.2%) are in age group 36-40years ,1(16.7%) are in age group 41-45 years and 1(16.7%) are in age group 46and above years. Concerning education qualification of school directors 2(33.3%) are degree qualifies and 2(33.3%) school directors are master holders. As work experience 3(50.2%) school directors are 1-10 years, 2(33.3%) school directors' 1(16.7%) school directors 21 and above years have work experience

4.2 Results of practice of female students on sport competition.

Table 4.2.1. Data interpretation of student respondents

No	Items	Respondents						Total	M	STD
		High		Medium		Low				
		N	%	N	%	N	%			
1	How did female students participate during the practical lesson on the field	20	7.3	42	15.3	212	77.4	274	2.70	.597
2	How does parents practical session female students to awareness sport competition	26	9.5	50	18.2	198	72.3	274	2.63	.652
3	How does culture plays a role in the failure of perception to participate in physical education class	20 4	74. 5	40	14.4	30	10.9	274	2.64	.673
4	To extent female students given attention and value for their sport competition like other academic.	40	14. 6	60	21.9	174	63.5	274	2.49	.737
5	How females have chance to do physical exercise at their home	15	5.5	22	8.0	237	86.5	274	2.81	.514
6	The extent at which physical education teacher give full information about value and necessity of sport activities.	11 6	42. 3	11 2	40.9	46	16.8	274	2.26	.727
7	whether the commit themselves to win when the school organized sport competition	60	21. 9	80	29.2	134	48.9	274	2.27	.798
8	The content of physical education subject you practice; satisfy the need and interest of all student in class.	40	14. 6	10 0	36.5	134	48.9	274	2.34	.721
9	To what extent is the participation of female students compared with male students in sport activities	24	8.8	10 2	37.2	148	54.0	274	2.45	.652
Aggregate over all		61	22. 1	68	24.6	145	53.4	274	2.51	.674

Whereas High =1, Medium =2 Low =3, N=number of respondents, % =percent,

T=total respondents, M= Mean, STD=Standard deviation.

As above table 4.2.1 (item 1) indicate from the respondents showed that female students participate during the practical lesson on the field 20 (7.3) of respondents say high. 42 (15.3%) respondents say medium and 212 (77.4%) the most responded low. Generally according to the above table most of the respondent are said low, that female students participation on the participate during the practical lesson on the field is very low.

The result from above table 4.2.1 (item 2) indicate that students response on the parents practical session female students awareness on sport competition 26 (9.5%) respond say that high. 50 (18.2%) respondents say medium. and they remain 198 (72.3) of respondents say low. Generally according to the above table most of the respondents are said low. Generally according to this table indicates that the majority of the respondents said that they have low female students towards sport competition.

As the above table 4.2.1 (item 3) illustrates most of 204 (74.5) of respondents applied high, that culture has a significant influence on their participation in physical activities on field. 40 (14.4%) of the respondents responded medium and 30 (10.9%) of respondents are said low, that culture does not affect their participation in the instructional period. Generally according to the above table most of the respondents are said high that culture has a significant influence on their participation in physical activities on field.

Regarding to above table 4.2.1 (item 4) Female students were asked to give a response for the question whether they give equal attention for sport subject likewise the other academic subject 40 (14.6%) of the respondents replied that they have high an equal attention, 174 (63.5%) most of respondents say medium sport subject while 60 (21.9%) of respondents are said low and doesn't give an equal attention for sport subject.

Similarly, the interview response almost all teachers believe that as a part of PE subject sport competition should be integrated with other academic subject specially with science subject like Biology, chemistry and physics because some of the topics that directly related with them in teaching learning process of the subject. For example, in Biology about human physiology and Anatomy, in chemistry about bio-chemistry, in physics the mechanism of exertion of force and kinesiology. This enables students to understand the importance and function of sport

competition the body of muscles and different organs that is practiced for the development of physically mentally and a healthy physical fit personality

Generally according to the above table most of the respondent are said medium and the that the content of physical education subject are integrated with other academic subject and Similarly, the interview response almost all teachers believe that as a part of PE subject sport competition should be integrated with other academic

Regarding to above table 4.2.1 (item 5) show females have chance to do physical exercise at their home 15(5.5%) of them said that they do physical exercise in their home and village. whereas 22(8.0%) of responded medium. and that nearly all of the respondent's 237(86.5) do not do physical exercise outside the school. Generally according to above table most respondents said low this indicated low participation exercise outside of school.

From the above data of table 4.2.1 (item 6) participants of this study had given a response of that the content of the physical education and sport activities has given them an explanation a very good knowledge about the values and necessities of each sport activities that they had performed and account for 116(42.3%) of the respondents high and 112 (40.9%) of them replied that the value and the necessities of the activities that obtained is to medium while the remaining 46 (16.8%) of the total respondent replied low for the forwarded questionnaires.

Generally above table the majority of respondent medium they have some information about the values and necessities of the activities from the content of the sport activities that gives them the benefit.

Regarding the above table 4.2.1 (item 7) commitments of female students to win intra mural and extra mural sport competition 60(21.9%) respondents say high, while 80 (29.2%) respondents say medium and 134(48.9%) of they have low commitment to win in any sport competition held with another school. Generally according to above table most of respondents say low, the interested in participation of sports is very low and needs motivation and encouragement to change their attitudes while resulted from social and cultural influences.

From the data above table 4.2.1 (item 8) some of female students 40(14.6%) respondents said high that the content of the subject they practice of the satisfies their needs and interest of participate. 100(36.5%) of the respondents replied that medium .Where as 134(48.9%) of the respondents responded low.

Generally above table the major of respondent low, that content of the subject that they practice doesn't satisfy their needs and interest as to their interest by giving their response majority to suggest from this one can draw conclusion that most of the students have uninterested in the content and the practice they are enrolled by observing the indicate value of the data.

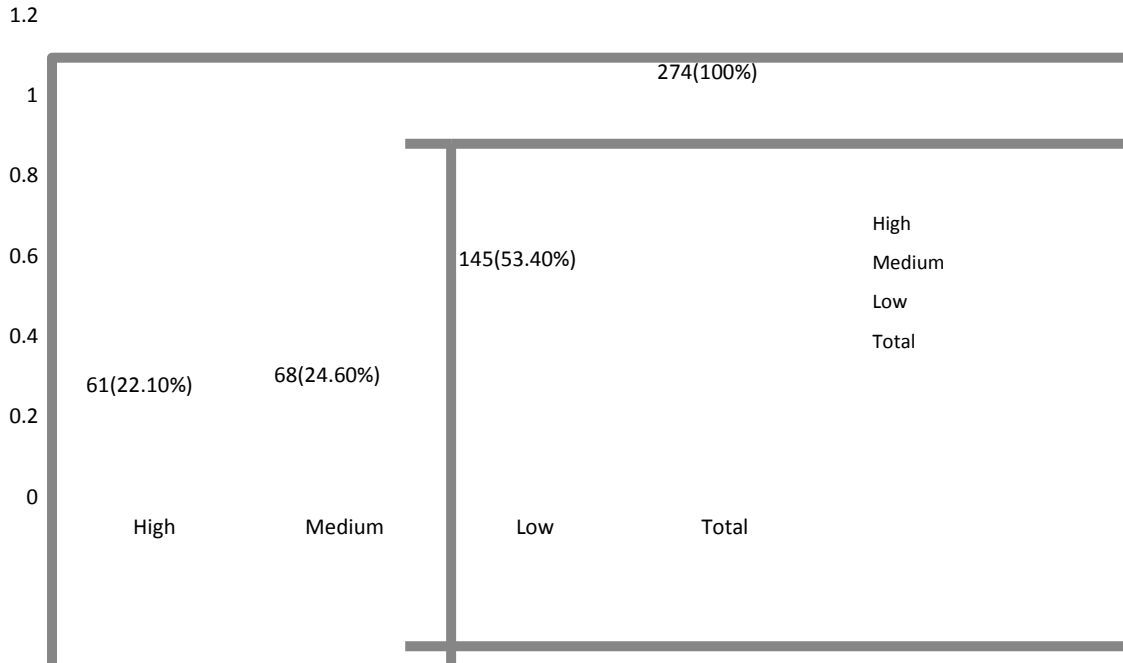
From the above data table 4.2.1 (item 9) female students responded that positively if female students are given equal opportunities and the negative attitude gender differences is avoided and being supported by any stake holders and families, they have a potential to perform sport activities equally this response encounters 24 (8.8%) of the respondents high. the others 102 (37.2%) of the respondents replied that medium show or perform equally with their male counterpart and the others 148 (54.0%) replied that low perform as male students in sport competition and activities. This more of the respondents that, females have a potential to participate in sport activities and as reviles that, cultural influence is no strong that it brings dilemma in female in their sport participation ignoring their contribution in any field including education

The majority of interview respondents had also a similar response to that of teachers and school Directors. This may be due to the fact that the majority of respondents had similar thoughts on the issues reflected their views about the perception of female student on sport competition The finding in general indicated down scaling of female ability by their teachers peer groups family, the community attitude influences of culture and female students self perception about their own abilities are the reflection of this culture in the society. The fact that female students low self efficiency perception, low perception to the subject, low confidence in their ability, low participation in classroom and in the field contributed to the low participation and performance of female students in sport competition and practical field activities.

According to observation results indicated perception female students toward sport participation that lack of materials, team sport game facilities, athletics facility, Gymnastic facilities, lack of teachers, and shortage of play ground, in appropriateness of period allotment, absence of bath room, dressing room, lack of place to change sport suits to prepare themselves for the activity lack of separate latrine and water service for drinking and washing their face and their hands after the exercise were the problems and are sensitive issue and lack of interest for the subject is one of the deterring factors. No have interested and attend to sport competition there were students less interested sport competition. Generally more of the respondents said that, females

have low to participate in sport activities and as cultural influence is no strong that it brings dilemma in female in their sport participation ignoring their contribution in any field including education.

Figure 4.2.2 Frequency for number of respondents on perception of female students toward participation of sport competition.



Generally the majority 145(53.40%) of respondents said low perception of female students toward participation of sport competition

Discussion of findings

The main objective this study was to assess the practice of female students toward sport competition. 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 students were similar with the results that had been gained through responses that had been collected from physical education teachers and school principals. The result of the previous study that had been conducted female attitude are likely to be the reflection of broader parent view biases about the task and activities of male and females and stereotypically subjects inculcated in the curriculum. Practical class observations have shown that teacher, family encouragement and pay more attention for girls than boys. Because of these girls often may not answer the question and practical activity as equally as boys, they do not know but because of their family that does not allow them to even take the risk of being wrong (Fawe, 1996).

Therefore, teachers, male students, families, and society at large has not create a suitable environment by encouraging female students to participate in physical education and sport competition by avoiding influence, low perception and attitude towards female students and helping them to develop self-esteem, Lack of school facilities, and mechanical equipment, playing fields, and physical education equipment should be impossible for all students, The female student's participation, discussion and awareness of sport consideration is low; religion, culture plays a role high in the failure of perception to participate in physical activity. Commitment and interested in participation of sports is very low and needs motivation and encouragement to change their attitudes while resulted from social and cultural influences and The content of the subject that they practice doesn't satisfy their needs and interest as to suggest from this one can draw conclusion that most of the students have uninterested in the content and the practice they are enrolled by observing the indicate value of the data.

On the other hand, lack of encouragement and support from family school principals, teachers, and friends was a barrier by participants and exercising alone and boredom deterred them from initiating.

When we compare the results of the current study with the previous study, The current findings of this study were similar with the previous findings family, school community encouragement and pay more attention for girls than boys, absence of enough time that allotted for the practical activity and, funding for the subject.

4.3 Results of challenges of female students to participate in Sport competitions.

Table 4. 2.2 Data interpretation of student respondents.

No	Items	Respondents								Total	Mean	SD
		1		2		3		4				
		N	%	N	%	N	%	N	%			
1	The facility, equipment, and teaching materials are not appropriate in your school.	14	5.1	40	14.6	160	57.8	60	21.9	274	3.8	1.04
2	Female students harassed by teachers, coaches, and male counterparts when they participate in sport competitions.	5	1.8	34	12.4	174	63.5	61	22.3	274	2.05	.869
3	Cultural and ethnic factors determine your participation in sport competition.	15	5.5	55	20.1	120	43.8	84	30.7	274	2.03	1.16
4	Religious factors influence your participation in sport competition	20	7.3	50	18.2	134	48.9	70	25.5	274	1.74	.892
5	Family and social influence factors challenges your participation in sport .	4	1.4	36	13.1	134	48.9	100	36.5	274	2.01	1.03
6	No family permission due to law perception towards sport participation.	14	5.1	49	17.7	76	27.7	135	49.3	274	2.04	.859
7	Economic problems to by sport materials	6	2.2	48	17.5	121	42.2	99	36.1	274	3.39	.819
8	Male students show superiority in sport activities	26	9.5	28	10.2	136	49.6	84	30.7	274	3.21	.913
9	The period /time allotted for you to practice physical education appropriate with the content	18	6.6	61	22.3	155	56.6	40	14.6	24	2.52	.907

10	Directors, teachers, male peer, families and society, encourages the female students to participate in sport for good health and fitness	10	3.6	49	17.9	159	58	56	20.4	274	2.04	.762
11	Parents support available sport material, to their daughters to participate in sport.	23	8.4	40	14.6	150	54.7	61	22.3	274	2.67	.827
12	The content of PE and sport subject you practice in your School integrated with other academic	25	9.1	59	21.5	70	25.5	120	43.8	274	2.78	.888
13	Give sex (life) or Gender education	31	11.3	131	47.6	60	22.2	52	18.9	274	2.89	1.185
Aggregate over all		16	5.91	52	19	126	46.5	79	28.69	274	2.54	0.934

Whereas Strongly Disagree =1 Disagree =2 Agree =3 strongly agree=4, N=Number, %= Percent, Mean 2.54, Standard Deviation, 0.934 and total respondents 274.

The responses given above table 4.3.1(item1) show that very few students 14(5.1%) replied to say strongly disagree that the school availability of teaching materials, facility and equipment , 40(14.6%) respondents to say disagree that the school partial availability of teaching materials, facility and equipment sufficient to participate medium students in sport activity and 160(57.8%) respondents response agree that the school not availability of teaching materials, facility and equipment insufficient to participate low students in sport activity 60(21.9%) of responded to say strongly agree the teaching material facilities and equipment not available in school to practice sport activity.

Generally most students from the total of respondents responded that not availability of material facility and equipment to conduct effective process in practical session their school.

Similarly, from the organized interviews give for PE teachers and school directors had also responded the same response as the most of students as indicated in the above table. The responses of the interviewed directors revealed that the teaching materials facilities and equipment are not appropriately fulfilled with the content of the subject that teachers are supposed to practice and sufficient or well enough to the large number of students of each class.

Is the availability of material is the main factor to hinder practical classes. With this respect the researcher had observed that there are little or no materials for practical activities especially gymnastic, athletics and ball game in most school. The reasons why there is great shortage of those materials are:- there is a great shortage of many as described by the directors of the school, shortage of material (teaching aid) , shortage of play ground „Inappropriateness of period allotment , Absence of bath room, dressing room , there is the lack of suitable training fields or there is no play ground is the reason and there is a bad condition that is not expected.

As indicated from table 4.3.1(item2) above 5(1.8%) of respondent say strongly disagree that they haven't encountered harassment 34(12.4%) of respondent responses not harassed. 174(63.5%) of respondent say agree that of harassment either by teacher's coaches or the respective male students and 61(22.3%). and respondent agree that were harassment either by teachers, coaches, societies or by respective male students,

Generally according to the above table most of the respondent that the majority of female had some times encountered harassment by teachers, coaches, societies and male counter parts.

As the above data's finding, table 4.3.1(item3) shows the Cultural and ethnic factors determine your participation in sport competition 15(5.5%) of the respondents responded say that strongly disagree. 55(20%) of respondents response say that disagree 120 (43.8%) of respondents say that agree that cultural and ethnicity influence had a greater impact on their participation on sport competition and 80(30.7%) of the respondents responded strongly agree that social influence had a greater impact on their participation followed by the cultural influence

The majority of interview respondents had also a similar response to that of teachers and school Directors hinder participation of sport competition, family influences low perception and attitude of teachers and male students towards female students are factors, lack of ability and skill than male counterpart to perform practical activities/field.

Generally above the respondents indicated the social influence had a greater impact on their participation followed by the cultural influence and deterring factors to decrease female result of theoretical and practical performance during intramural or extramural sport competitions was that lack of time to practice physical exercises than male partners because of supporting their families at household work at home.

Show above table 4.3.1 (item4) Religious factors influence your participation in sport competition 20(7.3%) respondents replied say that strongly disagree, 50(18.2%) of respondent say that disagree, 174(63.5%) respondents are say agree and 61(22.3%) respondents replied strongly agree.

Generally according to the above table most of the respondent say agree, this show religious influence has an impact when female students participate in sport competition.

According to the responses obtained from the above table 4.3.1 (item5) the major factor social influences 4(1.5%) respondents replied strongly disagree,36(13.1%) applied that disagree,134(48.9%) of respondents response are agree and the rest 70(25.5%) are say that strongly agree.

Generally according to the above table most of the respondent this show hinders female student's participation in sport competition was social influence that would reduce their acceptance in the social life.

Regarding above table 4.3.1 (item6) the result indicate that, 14(5.1%) of the respondents say strongly disagree, 49(17.7%) of respondents response strongly disagree sometimes family give permission, weather as 76(27.7%) of respondents indicate strongly agree no families permission. and 135(49.3%) of them responded that agree not family give permission lack of time due to helping their families after school.

Generally according to the above table most of the respondent say that strongly agree, This show that lack of permission due to the low perception about females participation in sport competition and attaching them only to house hold work is one factor that hinders them and that at home every kind of work is given for female and the sport activities are imagined as leisure time and wasting time instead of enabling females in participation they order every kind of duties that made them to lack rest and time which became the cause and hindrance for participation in sport activities

Show above table 4.3.1 (item7) 6(2.2%) respondents say strongly agree. 48(17.5%) of respondents say disagree. 121(44.2%) of them answered that agree there was economic problem to buy sport suits 99(36.1%) of them responded that strongly agree there is no appropriate sport facilities lack of economic.

Generally according to the above table most of the respondent say strongly agree, this indicated that economic status of families has a strong motivating factor to fulfill sport facilities to their

daughters and family's economic problems in purchasing sport suits and materials hinder them for participation in sport competition and development.

Concerning the domination of male students during sport competition above table 4.3.(item8) some 26(9.5%) of the respondents strongly disagree. 28(10.2%) say are disagree that males do show superiority females . 136(49.6) of the respondents agree that male dominate female students and 84(30.7) of the respondents strongly agree that male dominate female students

Generally the most of respondents say agree this indicated that male students are dominating female students in the class participation, in the field during practical exercises by occupying the field and using more materials and others sport facilities and by excluding female.

Concerning from above table 4 3.1 (item9) The period /time allotted for you to practice physical education appropriate with the content most of the participant 18(6.6%)of respondents say strongly disagree, 61(22.3%) respondents say disagree ,155(56.6%) gave a response disagree that the period allotted was not sufficient to practice the subject matter and sport activities in accordance to the content given. 40(14.6%) of them replied strongly agree that, the period allotted was not sufficient or proper to the contents given

Regarding an interview made for school directors, responded that the time allotment is not enough for the theoretical and the practical activities in order to attain the necessary knowledge and skills.

Generally according to the above table most of the respondent disagrees that they can't sufficient or proper to the contents given time and the time allotment is not enough for the theoretical and the practical activities in order to attain the necessary knowledge and skills.

As shown on the above table 4 3.2 (item10) 10 (3.6%) of the respondents responded strongly disagree that directors, male peers, teachers and the community at large should be encourage female students to participate in sport competition, while 49 (17.9%) of the respondents indicate disagree that the change of the attitude of teachers and building the capacity of teachers towards female students is one mechanism to promote females in different sport competition, 159(58%) of respondents responded agree that directors, male peers, teachers and the community not encourage female students to participate in sport competition , 56 (20.4%) of respondent responded that agree emphasis has not been given to the subject

Generally according to the above table most of the respondent agrees that the change of the attitude of teachers and building the capacity of teachers towards female students is one mechanism to promote females in different sport competition.

Concerning the support of parents and the provision of sport material above table 4.3.2 (item11) some of 23(8.4%) of respondents say strongly disagree, 40(14.6%) respondents disagree that they get full co-operation and support and majority 150(54.7%) respondents responded agree that their family do not support and encourage them on sport material,61(22.3%) respondents say that strongly agree that not all the time to participate in sport activities on the other hand.

The majority of interview respondents had also a similar response to that of teachers and school directors which helps to identify the female student's fulfillment of equipment's and the presence of sufficient faculties that would encourage female's participation in sport activities and 6(100%) of the participants responded that lack of appropriate sport facilities as one cause and hinders their participation and the development of attitudes for sport competition.

Regarding to above table 4.3.2 (item12), and the 25 (9.1%) of response respondents are say that strongly disagree of the students believe that the content of sport competition has not been integrated with their other academic subject that they practice and 59(21.5%) of response respondents are say that disagree not integrated with other academic. majority 70(25.5%) of response respondents are say that agree that the content of physical education subject are integrated with other academic subject 120(43.8%) of respondents responded strongly agree that the content of sport competition they practice are integrated to some extent with other academic subject,

Similarly, the interview response of Physical education teachers of the preparatory schools in replied the integration of the PE subject that they practice and it consider with the response of the students. Moreover, almost all teachers believe that as a part of PE subject sport competition should be integrated with other academic subject specially with science subject like Biology, chemistry and physics because some of the topics that directly related with them in teaching learning process of the subject, For example, in Biology about human physiology and Anatomy, in chemistry about bio- chemistry, in physics the mechanism of exertion of force and kinesiology. All subject areas should function as integrated in the education of the total individual. Time is one of the influential factors in accomplishing any activity. Any subject

conducted in school has its own limitation of time for the achieving the intended goals to equipped with the necessary skills.

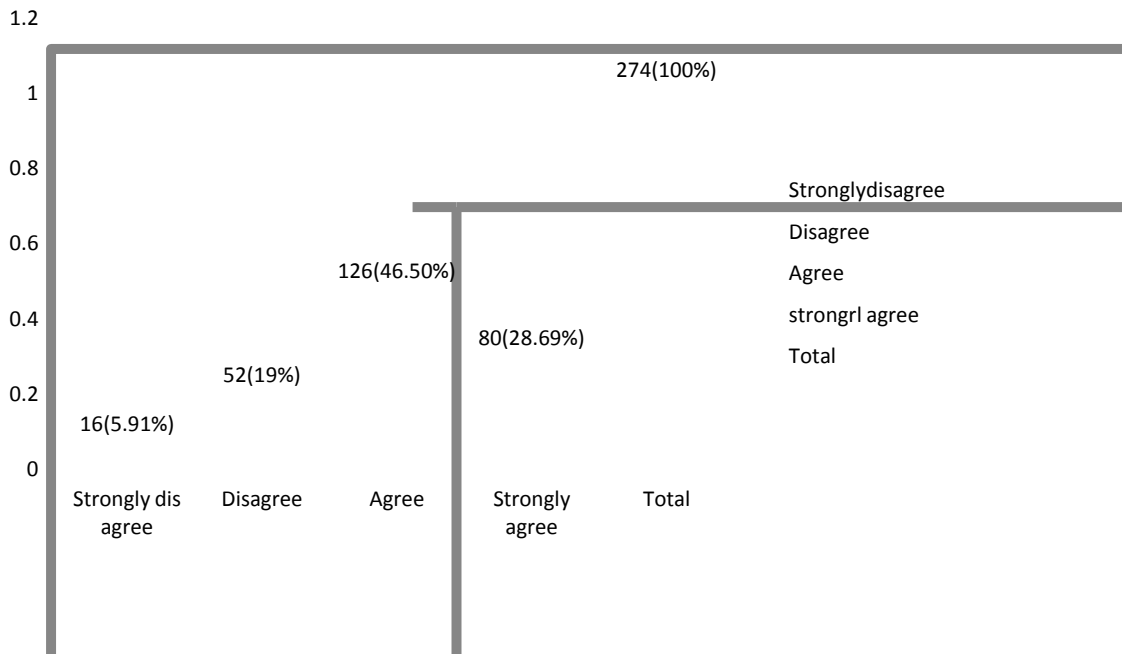
Concerning the above table 4.3.2 (item13) to promote female students participation in different competition is give sex (life) or gender education. 31 (11.3%) of responded that say strongly disagree, 131(47.6%) respondents say that disagree that give gender education has an impact when female students participate in additional activities. 60 (22.2%) of them respondent agree that schools should prepare interclass and interschool competitions.121(44.2%) of responded that the attitude of families towards female students should be changed so that female students can be free from any complaining and can be able to compete in different sport activities.

In addition to the information the interview varies supplied by the directors and teachers indicates the prior solution to promote and increase female participation in sport competition was sensitizing directors, teachers, male peer's family's and societies at large have a great importance for female participation in sport competition.

From observational checklist, analysis result in preparatory school sport team game facilities basketball court, basketball handball court and handballs are partially available. When we see athletics facility, athletics field, and javelin, shoot put, discus, Hurdle, long jump pit and high jump stand and bar Gymnastic facilities matt, parallel bar are not available.

Generally according to the above table most of the respondent agrees that the effects improving the participation of females in sport completion the research has inter viewed them that they have Regarding to way how to promote and give a prior solution to increase the participation of female students in sport competition agree and trying to fulfill sport materials and the facility that are needed for the competition and working co-operating with school community. Therefore, the shortage of sport materials and facilities implies that, most of factors that influence the schools to practice the subject matter properly and to participate female students up to the expected level.

Figure 4.2.2 Frequency for number of respondent’s challenges female student’s of Sport competitions.



Generally the majority 126(46.5%) of respondents said agree, challenges female student’s of Sport competitions.

Discussion of findings

The main objective this study was to assess the challenges of female student’s participation in Sport competitions. 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 students were similar with the results that had been gained through responses that had been collected from physical education teachers and school principals. The result of the previous study that had been conducted Various studies have found that educational background of parents is important factor in determining female student’s participation progress (Carron and Chau,1996) Educated parents may have more progressive attitude about female education participation, or provide more conducive environment for education of their daughters than uneducated parents According to Tsigie (1991) among the challenges of contributing this gender differences are, societal and cultural beliefs, house hold

responsibilities, early marriage, lack of motivation, lack of confidence lack of guidance, lack of facilitate and counseling services.

The collected data were analyzed quantitatively and qualitatively discussed above major factor participation toward sport competition generally the findings of the study are here by discussed the following headings.

From most of respondents responded that not availability of material facility and equipment to conduct effective process in practical session their school, the challenges of female had some times encountered harassment by teachers, coaches, family and peer male counter parts, the discourage of teachers and school Directors hinder participation of sport competition, family influences low attitude of teachers and male students towards female students are factors, lack of ability and skill than male counterpart to perform practical activities/field, Lack of economic status of families has a strong motivating challenge to fulfill sport facilities to their daughters and family's economic problems in purchasing sport suits and materials hinder them for participation in sport competition and development.

When we compare the results of the current study with the previous study, The current findings of this study were similar with the previous findings cultural beliefs, house hold responsibilities, early marriage, lack of motivation, lack of confidence lack of guidance, lack of facilitate and counseling services and, funding for the subject.

4.4 Result of female student's knowledge the importance sport competition

Table 4.3 .1 Data interpretation of student respondents

No	List of question	Respondents								Mean	ST D
		1		2		3		T	%		
		N	%	N	%	N	%				
1	Counseling female students to avoid problems related to sport completion.	90	32.8	163	59.5	21	7.7	274	100	1.75	.586
2	Do you think that the female students affects physical activity and practicing sport activities in the field	198	72.3	60	21.9	16	5.8	274	100	1.34	.584
3	Do you physical education teachers give time to help those unable to practices in sport subject	94	34.3	174	63.5	6	2.2	274	100	1.39	.531
4	Are the knowledge and skill you obtain from PE and sport subject help you for regular sport activity.	130	47.4	96	35.0	48	17.5	274	100	1.82	.705
5	Does your physical education teacher use clear and appropriate teaching methods to understand rule of the game.	70	25.5	190	69.3	14	5.1	274	100	1.36	.577
6	Are all education domains included in the contents PE subject that you skill of practice.	163	64.6	94	29.2	17	6.2	274	100	1.77	.550
7	Can you ask teachers when they explain and demonstrates of PE subject that you practice	161	58.8	90	32.8	23	8.4	274	100	1.79	.595
	Aggregate	129	47.95	123	44.45	22	7.55	274	100	1.60	.589

Whereas Yes= 1 No= 2 Undecided= 3 N= number, %=percent ,Mean 1.60 standard deviation

.589

As above table 4.4.1. (item1) shows that 90(32.8%) of respondents said that yes there is a counseling habit and gender education for female students to avoid problems related towards female students in the participation of sport activities and most of 163(59.5%) replied that there is no a consistent habit of counseling and even there is no any counseling office that gives support and alleviate female's problems during the difficult situations when they face and 21(7.1%) of respondents are said that undecided.

Similarly, from physical education teachers ask were an interview of question that require the response of teachers and school directors towards counseling and gender education majority of teachers agree that there was no program adjusted purposefully to counsel female students to treat such issues in the school but few of them replied that there was a program to a few in the school that gives awareness to female students by physical education teachers during at the time of competition.

In addition, from school Directors interview respondents responded what recommend/advise enhancing female students, the most encouraging advice during practical part and skill demonstration should be done for students they said and the most respondents were responded that teaching through demonstration and talking frankly the values of sport from personal develop up to the nation and international recognition gained from the sport and also Schools should create a good relationship with parents and give them awareness about female students, Scarcity of sport materials and sport fields discourage, In order to increase teachers' capabilities up-grading, there are no well planned council should give attention to this subject and There is lack of suitable training fields or there is no play ground is the reason. Etc

Generally according to the above table most of the respondent and interview there is no any counseling office that gives support and alleviate female's problems during the difficult situations when they face.

The above table 4.4.2 (item2) Shows the extent of female student's participation during the particular session out of the total population of female responded that they participate 60 (21.9%) responded response said that yes, 198(72.3%) replied said that no and some of the respondent which account for 16(5.8%) participate in a responses are undecided.

Generally according to the above table most of the respondent, this shows that had been some factors that should be invalid by effective works of teachers in order to initiate encourage female students and change their attitude.

As the above data table 4.4.1.(item3) the teacher's commitments and willingness towards solving problems and leading demonstrating the practical activities for who are un able were accepted positively as not help. Most 94 (34.3%) of the total respondents and some of the respondents 174(63.5%) responded that teacher's willingness being not help, while 6 (2.2%) replied that they could not suggest any thing about the support of teachers. Thus, from the majority of responses found teachers show not give time to help the students those unable to practices the contents including in your sport to motivate female students in physical education subject that in turn helps to decrease female's participation in sport competition and sport activity.

Additionally information that obtained from interview and observation response the same on any challenges that affect to teach physical education, especially practical parts in the field is the availability of material is the main challenges to hinder sport participation, With this respect the researcher had observed that there are little or no materials for practical activities especially gymnastic, athletics and ball game in most school. The reasons why there is great shortage of those materials are:- there is a great shortage of many as described by the directors of the school, there is the lack of suitable training fields or there is no play ground is the reason and lastly there is a bad condition that is not expected, this problem is school administrators , school community and physical education teachers are careless for the subject condition.

Show above table 4.4.1. (item4) the majority 130(47.4%) of the respondent from the total of 274 female students replied that their physical education and sport teachers have the ability to stimulate interest in their teaching ,used clear and appropriate instructions that all students can be able to understand easily ,have a good knowledge of the subject matter with an appreciative attitudes and skills with in an illustrative methods, on the other hand 96(35.0%) of them replied that their physical education teachers used clear and appropriate way imparting that students can understand to some extent and other 48 (17.5%) students replied that their PE teachers did not use understandable and clear instruction, appropriate coaching system that every students can understand and practice.

From interview and observation Most of PE Teachers them responded that they had negative attitude to sport competition and because of the absences of sport materials in their school .Some

of the respondent were not have interests in training activity motivation and also there were no enough materials and in addition, they responded the period per week given is also decreased students' motivation toward sport activity.

Concerning the above table 4.4.1.(item5)the majority 70(25.5%) of the respondent said yes that their physical education have the ability to stimulate interest in their teaching ,used clear and appropriate instructions that all students can be able to understand easily ,have a rule of the game and skills with in an illustrative methods, on the other hand 190 (69.3%) of them replied said no. their PE teachers did not use understandable and clear instruction that every students able to understand rule of the game .and other 24 (8.75%) students replied that undecided.

In addition to interview not use clear and appropriate coaching system. Most of them responded that they had negative attitude to sport competition and because of the absences of sport materials in their school .Some of the respondent were not have interests in training activity motivation and also there were no enough materials and in addition, they responded the period per week given is also decreased students' motivation to ward sport activity.

Generally according to the above table most of the respondent physical education teachers did not use understandable and clear instruction that every students able to understand rule of the game, because of the absences of sport materials in their school, not have interests in training activity motivation and the period per week given is also decreased students' motivation to ward sport.

The above data in table 4.4.1(item6) Shows that the response organized from the respondents concerning the about the existence and practice of all educational domains in the contents of the physical education subjects. To make clear and get a response without any ambiguity an demonstration was made about skill domains and every kind of education given is intended to enable individual in all rounded in the development of conquering knowledge, ability, skill attitudes and build active participant. Thus 94(29.2%) of them yes that the educational domain was to some extent included in the subject practiced in a field, while 163(64.6%) responded said not make clear and get education domain development of conquering knowledge, ability, skill attitudes and build active participant. 17(6.2%) replied as said they could not suggest.

From the above table 4.4.7(item7) the majority of respondents 161(58.8%) responded that said yes teachers are voluntary to repeat what they have explained and demonstrate again when every

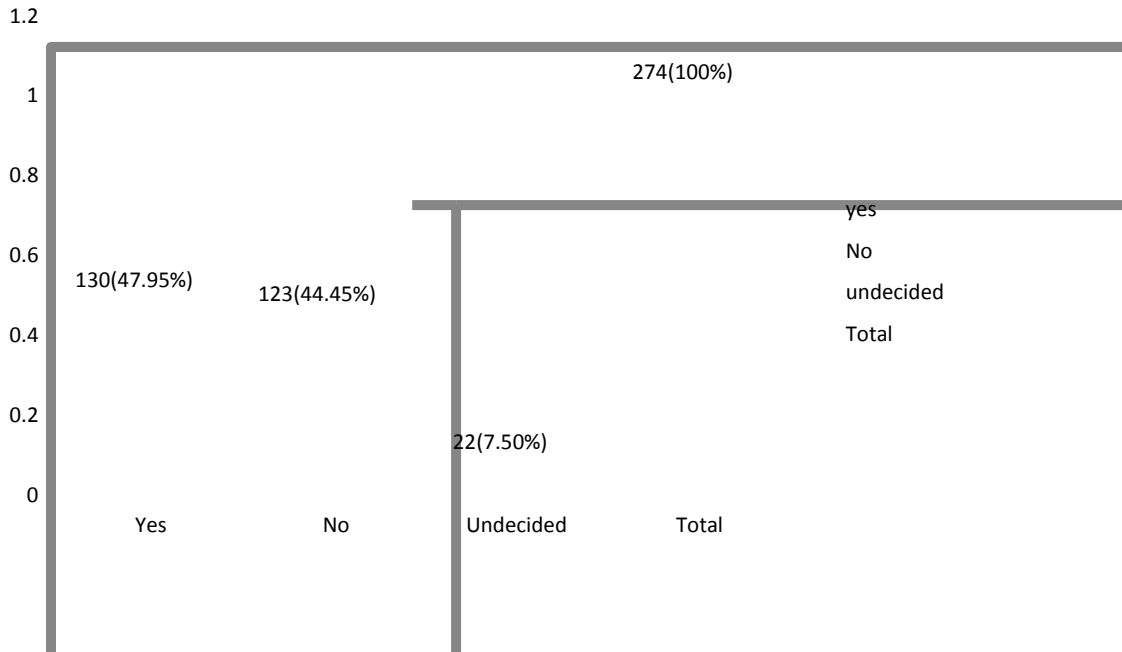
they are asked , other, 80 (32.8%) respondents are say no, and the last 23(8.4%) did not given any suggestion.

Generally according to the above table most of the respondent said that yes teachers are voluntary to repeat what they have explained and demonstrate again when every they are asked voluntary to explain.

According to interview from school directors there is an effort of teachers doing what the students expect from them what recommend/advise enhancing female students, the most encouraging advice during practical part and skill demonstration should be done for students they said and the most respondents were responded that teaching through demonstration and talking frankly the values of sport from personal develop up to the nation and international recognition gained from the sports.

Observational checklist, analysis result in preparatory school sport team game facilities of available basketball court, basketball, handball court and handballs are partially available. When we see athletics facility, athletics field, javelin, shoot put, discus, Hurdle, long jump pit and high jump stand and bar are not available. Gymnastic facilities matt, parallel bar, horizontal bar Swedish box are not available. Water facility and room for changing cloth is not available.

Figure 4.4.2 Frequency for number of respondent's female student knows the importance participation of sport competition.



Generally the majority 130 (47.95%) of respondents said yes, female student's know the importance participation of sport competition.

Discussion of findings

The main objective this study was to assess the female students participation of the importance sport competition. 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 students were similar with the results that had been gained through responses that had been collected from physical education teachers and school principals. The result of the previous study that had been conducted Sport, competition is not exceptional but it has several problems in developing female student's participation, there is absence of adequate family guidance, economical back ground, inappropriate instructional in the field, religion and socio cultural problems report from (Oakley, 2001) and poor quality, poor school facility, irrelevant curriculum, lack of equipment and materials and teachers negative attitudes to female's education are impediments that hinder female participation in sport

competition(Fawe,1996). As it is known in our Oromia region, as well as in East Wollega Zone there are a lot of preparatory schools. In these schools the practice and challenges of female students in sport competition is varying in terms of performance, awareness, attitude, interest, skill, motivation and facility towards the subject matter.

There is no any counseling office that gives support and alleviate female's problems during the difficult situations when they face and towards counseling and gender education majority of teachers agree that there was no program adjusted purposefully to counsel female students to treat such issues in the school. Physical education teachers not give time to help the students those unable to practices the contents including in your sport to motivate female students in physical education subject that in turn helps to decrease female's participation in sport competition and sport activity.

When we see gymnastic facilities in matt, parallel bar, horizontal bar and Swedish box is not available. There is not water facility and room for changing cloth.

Physical education teachers did not use understandable and clear instruction that every students able to understand rule of the game, appropriate coaching system that every students can understand and practice, because of the absences of sport materials in their school not have interests in training activity motivation and the period per week given is also decreased students' motivation to ward sport competition.

When we compare the results of the current study with the previous study, the current findings of this study were similar with the previous findings absence of adequate family guidance, economical back ground, inappropriate instructional facility in the field, and, funding for the subject.

CHAPTER FIVE

5 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter the summary of the major findings of the study, conclusions recommendations have been presented.

5.1. Summary of major finding

The main objectives of the study were to assess Thus, descriptive survey design was chosen as it enabled the researcher to describe the current status of an area of study. In this descriptive survey method the quantitative and qualitative approaches were used. Quantitative approach was used for the data that were collected through questionnaire and qualitative approach was used for the data that were collected through interview and observations.

Quantitative and qualitative data were collected through questionnaire from students and through interview from teachers as well as observations were conducted in the practice and challenges of female students on sport competition. The collected quantitative data and qualitative data were analyzed quantitatively and qualitatively for this study.

The finding this study had indicated that there was practice of female student's in sport competition due to low encouragement and less attention of teachers, peer groups, family female student's self-perception and the community at large are the reflection of the perception is low. the material facility and equipment schools are not enough and appropriate to practice schools are sport competitions poor quality of learning environment, poor school facilities, irrelevant curriculum, lack of equipment or materials and teachers negative attitude to female participation are obstacle that hinder to participate in sport competition.

- ❖ . This finding reveals that lack of facility and equipment could contribute a lot for the failure of practicability of the content of the subject, in this regard the study pointed out. The sport material and facility are the determinants factors in sport competition. However, it has been found that in adequately found and unutilized in the East wollega Zone preparatory school.
- ❖ The study reported that most of them responded that they had negative attitude to sport competition and because of the absences of sport materials in their school and not have interests in training because the female students families support and encourage to sport competition most of the student were stressed that did not participate during sport competition students unwilling to play and lack of motivation and also there were no enough materials and in addition,

they responded the period per week given is also unsatisfied with their teaching method, majority students' unable to understand decreased students' motivation to ward sport activity and Schools should create a good relationship with parents and give them awareness about female students, Scarcity of sport materials and sport fields discourage, In order to increase teachers' capabilities up-grading and there are no well planned council should give attention to this subject.

5.2 Conclusion

Based on the result of this study, the researcher concluded that the issue of practice and challenges of female students on sport competition for preparatory school.

- ❖ The absence of facility and equipment could contribute a lot for the failure of practicability of the content of the subject, in this regard the study pointed out. There was shortage of teaching materials in sport activities for students to practice and participate in sport competition.
- ❖ There was shortage of sport materials and fields in sport activities for students to practice and participate in sport competition.
- ❖ The challenges that consider female students in capable of performing sport activities as male counter parts do, as a consequence of which is low expectation of teachers, peers female students lowering performance itself in sport competition.
- ❖ Concerning physical education teachers, the teaching strategies and method that employed by teachers during his/her presentation does not invite female student's participation on the task/activity.
- ❖ parents give less out look to their female education and that responsibility to more labor put female students in a disadvantage position than male's students and also the work load give them little time to study, to play and to participate in sport competition, this situation is particularly affect their attitude and performance of female students towards sport competition.
- ❖ Male students have shown their superiority over female students during sport activities by using more material and facilities.
- ❖ The time allotted for the subject is not enough and sufficient to practice the practical and theoretical content of the subject.
- ❖ Culture and religion imposition of the society or community looking of female students as not equal to male students. This can have de motivated female students from participation in sport competition.

- ❖ On the other hand, lack of encouragement and support from family school principals, teachers, and friends was a barrier by participants and exercising alone and boredom deterred them from initiating.

5.3 Recommendation

In the light of the problems identified and data gathered from the study, the following objective recommendations are forwarded:-

- ❖ Appropriate measures have to be taken in order to reduce the highly current gender biased challenges and awareness among peer opposite sex, teachers, the school community, parents and female student themselves by arranging workshops, seminar and panel discussion to build up female student self-confidence.
- ❖ Female students should be encouraged themselves to participate in school and outside school environment sport activity like their male counterpart equally.
- ❖ Schools should create a good relationship with parents and give them awareness about female students' participation in sport competition.
- ❖ The shortage of sport materials and sport fields discourage female students. There for schools should be allocate budget to purchase sport materials, sport fields and prepare intramural and extramural sport competition should include in the annual plan.
- ❖ To eliminate the lack of self-confidence and to develop socialization of female students concerning physical performance, our society must encourage preschool age, elementary school, secondary school and preparatory school females to participate in the same kind of physical activities that boys participate.
- ❖ Well planned counseling service, gender life education and other timely related issue should be practice to encourage female students to create the awareness about healthy fitness and family planning by involving them in sport club.
- ❖ By inviting professionals and role models inviting and encouraging female students in participation in every sport competition at school regional level.
- ❖ To increase classroom interaction, teachers have to encourage and motive female students develop to participate in practical session in sport competition.
- ❖ Female student has to be motivated and be given moral to build their self-confidence to participate in sport competition.

- ❖ During observation, some of the existing facilities were in adequate particularly in government school. These schools should, therefore, be facilitated by using the government and the societies resource investing on building classrooms to reduce over crowdedness in sport fields, buying sport materials, making available water supply, separate male and female latrines, building cloth changing rooms, teachers' guidelines and other sensitive materials.

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APPENDIX I
JIMMA UNIVERISITY
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE

Questionnaire for students

Dear respondents: The purpose of this questionnaire is to collect information on the perception of female students in sport competition of Preparatory schools in East Wollega Zone, Oromia regional state. Therefore, you are kindly requested to fill this questionnaire ideas that incorporate different issues related to the paper.

Thank you in advance

I. Background Information

Instruction 1: Write your own background information in the space provided

1.1.Name of the school _____

1.2.Sex _____

1.3.Age _____

1.4.Grade level _____

1.5.Ethnicity _____

1.6. Experience _____

Instruction 1: perception of female students in sport competition

Please put “√” mark in the box in the table below from among rates represented by a number scales to indicate the extent to which problem perception of female students in sport competition

1 =High	2=Medium	3= Low
----------------	-----------------	---------------

	perception of female students in sport competition	Scale		
		1	2	3
1	How did female students perceive the discussion, question and answering held in the practical classes.			
2	How does societies or communities attitude towards sport competition			
3	How does culture plays a role in the failure of perception attitude to participate in physical education class?			
4	To extent students in your class give attention and value for their PE subject like other academic			
5	How females have chance to do physical exercise at their home			
6	The extent at which physical education teacher give full information about value and necessity of sport activities.			
7	Your commitment to win when the school organize sport competition.			
8	The content of sport subject you practice; satisfy the need and interest of all students in class			
9	To what extent is the participation of female students compared with male students in sport activities			

Instruction 2, Factors that influence female student to participate in sport competition

Please show the level of your agreement or disagreement and the extent to which the mentioned activities wereFactorsthat influence participate in sport competitionbased on your observation and opinion. Indicate the level of your agreement by putting “√” in the space provided under the rating scales that represent your opinion

1= Strongly Agree		2= Agree		3=strongly disagree		4=Disagree	
No	Factors that influence female student to participate in sport competition	Scale					
		1	2	3	4		
1	The facility, equipment and teaching materials enough and appropriate in your school?						
2	Religious factors influence your participation in sport competition						
3	Cultural and ethnic factors determine your participation in sport competition.						
4	Family and social influence factors challenges your participation in sport activities.						
5	Male students show superiority in sport activities.						
6	Female students harassed by teachers, coaches, and male counter parts when they participate in sport competitions.						
7	Parents support available sport material, to their daughters to participate in sport activities.						
8	The content of PE and sport subject you practice in your School integrated with other academic.						
9	The period /time allotted for you to practice physical education and sport subject appropriate with the content						
10	Directors, teachers, male peer, families and society, encourages the female						

Instruction 3 Female students know the importance of sport competition

Please put “√” mark in the box in the table below from among rates represented by a number scales to indicate the extent to which problem students know the importance of sport competition.

1= yes	2= No	3= undecided
---------------	--------------	---------------------

No	Knowledge of important sport competition	Scale		
		1	2	3
1	Do you discuss problems related to how to participate in sport activities			
2	Do you think that the society’s affects physical activity and practicing sport activities, especially in the field.			
3	Do your physical education teachers give time to help the students those unable to practices the contents including in your sport subject			
4	Do schools give gender life education			
5	Are the knowledge and skill you obtain from PE and sport subject help you for regular sport activity participation?			
6	Does your PE teacher use clear and appropriate teaching methods that all students are able to understand rule of the game?			
7	Are all educational domains included in the contents of PE subject that you practice			
8	Can you ask teachers when they explain and demonstrate through theory and practice to repeat it			

APPENDIX II
JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE

An Interview Guide Line to the teachers of the School

Dear teacher's the purpose of this interview is to get information about the overall survey study on perception of female students in sport competition in case of East wollega Zone, Waredas Preparatory schools Thus, your direct participation has been found essential and you have been selected for the interview. So, you are kindly requested to provide information needed objectively and honesty. It is assured that the collected information will be kept confidential and used for research purpose only.

Part I: Background Information

Instruction I: please write your background information on the space provided

1. Name of the school _____
2. Sex F M
3. Age _____
4. Qualification _____
5. Ethnicity _____
6. Working experience _____

Thank you in advance

1. Do you use clear and appropriate coaching system that all students able to understand?
2. Do you think female student families support and encourage their students to participate sport competition?
3. How do you consider the interest and need of students to attend on sport activities?
4. Please indicate the factor that you think will hinder the participation of female students in sport competition in your schools
5. What are the barriers that may impede the practicability of female participation in sport competition?
6. Is the time (period allotted) for physical education subject enough to practice appropriately?

APPENDIX III
JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE

Interview for School Directors

The main purpose of this interview is to collect information regarding to get information about the overall survey study on perception of female students in sport competition in case of East wollega zone Preparatory schools thus, your direct participation has been found essential and you have been selected for the interview. So, you are kindly requested to provide information needed objectively and honesty. It is assured that the collected information will be kept confidential and used for research purpose only.

Part I: Background Information

Instruction I: please write your background information on the space provided

- 1 . Name of the school _____
2. Sex F M 3. Age____4.Qualification____5.Ethnicity_6.Working experience_____

Thank you in advance

- 1 What is the school principal contribution to solve lack of sport equipment's and field?
- 2 Are the teaching materials, facilities and equipment available to empower female student participation in sport competition? If not, why?
- 3 Do you believe physical education has equal perception by school administrators, and school society with other subjects?
- 4 What do you recommend /advice/ in order to enhance the participation of female students as a school?

APPENDIX V
JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE

Observation checklist

This tool is designed to inspect the availability of certain Sport Material setting and actions in relation to the sport competition domain of school improvement program.

School name _____

.10. Analysis of Information Gathered Through Observation

08-15/9/2010

No	Availability of school facilities	Diga preparatory School			Gatama Preparatory School			Ano preparatory School			Bilo Preparatory School			Gute Preparatory School			Mote preparatory School		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
1	Team game facility		x				x		x				x			x			x
1.1	Foot ball game field			x		x			x			x			x			x	
1.2	Football balls		x				x		x			x			x			x	
1.3	Volleyball court		x				x			x					x			x	
1.4	Volleyball balls		x				x		x			x			x			x	
1.5	Basketball court			x			x			x					x				x
1.6	Basketball balls		x			x			x				x			x			x
1.7	Handball court			x			x			x					x				x
1.8	Handball balls			x		x				x					x				x
27	Athletics facility			x			x		x						x				x
2.1	Athletics field			x			x			x					x				x
2.2	Javelins			x			x		x						x				x
2.3	Shot put			x			x			x					x				x
2.4	Discus			x			x			x					x				x
2.5	Hurdle			x			x			x					x				x
2.6	High jump stand			x		x			x						x				x
2.7	Long jump pit		x			x			x						x				x
3	Gymnastics facility		x				x			x					x				x
3.1	Mat			x		x			x						x				x
3.2	Parallel bar			x			x			x					x				x
3.3	Horizontal bar			x			x			x					x				x
3.4	Swedish box			x			x			x					x				x
4	Water facility		x				x		x						x				x
5	Room for changing cloth			x			x			x					x				x

YUNIVERSIT JIMMA
KOLEJJII SYAAYNISII UMMAMAA
MUMMEE SAYIINSII ISPOORTII
DABALEEWWAN

Dabalee I

Bargaaffii Barattootaaf Dhiyaatu.

Kabajamoo Barattootaa shamaraani Hunda dura mata duree qorannoo kanarratti gaaffii barreeffamaan isiniif dhiyaate kana hamma beektan deebiftanii ga'ee keessan ba'uuf hayyamamoo ta'uu keessaniif galatoomaa jenna. Itti aansuun, kaayyoo gudaan baargaafiin kun barbaachiseef odeeffannoo ilaalcha barattoonni shamarranii waldorgoomii Ispoortii keessatti qaban maal akka fakkaatu adda baafachuuf, barattoota mana barumsaa qophaa'inaa irratti xiyyeeffatee kan qophaa'ee dha.

Seenduubee odeeffannoo (back ground of the information)

Qajeelfama 1, Seenduubee keessan iddoo armaan gaditti isiniif kennamerratti guutaa.

- 1.1. Maqaa mana barumsaa (Name of the school) _____
- 1.2. Sadarkaa barnootaa (grade level) _____
- 1.3 Aanaa _____
- 1.4 Umurii _____
- 1.5 Sabbummaa _____

Qajeelfama 2.1, Rakkoo ilaalcha dorgommii ispoortii keessaatti shamarran mudachu danda,a olaanaa yoo ta'e lak (1)jalatti (tik), g/g yoo ta'e lak (2) jalatti (tick) yoo g/aanaa ta'e lak 3 jalattii (tik) tasiisuun lakkoofsaa armaan olitti ka'amee filachuun yaddaa keessaan akka gummachitaan.

Lak	1=Olaanaa	2=G/galleessaa	3=G/aanaa			
	Ilaalacha barattoonnii shamarrani dorgommii ispoortii irraatti qaban			Iskeelii		
				1	2	3
1	Haala qabatamaa daree barnootaa keessaati fi yeroo shakaala waliin maarii,gaaffii fi deebii haagam hirmaatu.					
2	Dorgommii ispoorti irraatti ilaalcha hawaasni barattoota shamaaraniif qaban olaanaa dha.					
3	Hirmaannaan barnootaa ispoortii daree keessaatti gad-aanaa ta'uu isaaf gaheen aadaa hangami?					
4	Akkuma barnootaa biro ,barnootaa ispoortiif barattootni gatii fi ilaalchaa garii qabu?					
5	Mana isaanitti shakkaalaa ipoortii hoojechuuf shamaraan carraa qabuu?					
6	Barsiisaan GJQ oddeeffannoo guutuu kenuufi barnoonni kun faayida qabeessummaa isaa ibsu irraatti ga'ee isaa ni bahaa					
7	Dorgommi ispoortii manni barumsaa qindeessuu irraatti hirmaachuun moo'achuuf kutaanon kee maalfakata?					
8	Qabiyyeen barnoota ipoortii hammaam dare keessaatti hawwii fi fedha barattoota guutaa?					
9	Shaakala ispoortii irraatti hirmaanaan barattootaa shaamaraanii kan barattoota dhiraa waliin yoo ilaalamuu walfakaata dha?					

Qajeelfama2. 2 Sababoota dorgoommii ispoortii barattoota shamarranii irraatti dhibbaa geessisan, Cimseen waliigaala lak (1)jalatti (tik), itti walii galaa lak (2) ja), latti (tick) Naan moormaa lak 3 jalattii (tik) Cimsee naan moormaa 4 jalattii (tik) tasiisuun lakkoofsaa armaan olitti ka’amee filachuun yaddaa keessaan akka gummachitaan.

Lak	1=Cimseen waliigaala	2=Itti walii gala	3=Naan moormaa	4=Cimsee naan moormaa			
	Sababoota dorgoommii ispoortii barattoota shamarranii irraatti dhibbaa geessisan.			Iskeelii			
				1	2	3	4
1	Meeshaaleen deggarsaa barnootaa ispoortii ga’aa fi mijaa’aa ta’e jira?						
2	Dhibaan karaa amaantaan jiru hirmaannaa ispoortii irraatti midhaa geesiisaa?						
3	Dhibbaan gama aaddaa fi sabummaan jiru hirmaannaa dorgoommii ispoortii ni dangeessaa?						
4	Dhibbaan gama maatii fi hawaasaan walqabatuu hirmaana ispoortii irraatti rakkoon ni mudataa?						
5	Olaantummaa agarsiisuun barattoota dhiraa, shamaaranii irraatti dhibaa ni geesiisaa?						
6	Wayiitaa ispoortii irraattii hirmaatan barattootni shamarraannii, leenjisa, barsiisaa, hiriyaa waliin dorgoomaaniin ni ceephaa’amu , gaditti lakkaa’amu, sodaachuun rakkoon walqabata?						
7	Meeshaalee ispoortii guutuuf maatii barattootaa shamarraanii degarsaa ni tasiisuu?						
8	Qabiyyeen barnootaa GJQ fi meeshaaleen shakaalaa ispoortiif barbaachisaan madaalawwaa dha						
9	Wayiittiin qabiyyee barnootaa GJQ fi shakaalaa ispoortiif keennamee wal gita?						
10	Ispoortiin gahumsaa qamaafi faayyummaa qamaaf ta’u isaa irraatti Hoggansii ,barsiisaan, maattiin,hawwaasni shamaarraan jajjabeessuu ykn onnachisuun akka hirmataan tasiisuu.						

Qajeelfama3, Barattootni shamaraanii faayidaa hirmaanaa ispoortii beeku isaanii yaada keessan hammam akka itti walii galtaan gabatee isiniif kenamee keessaatti mallattoo(tik)galchuun sadarkaa walii galtee keessaan agarsiisa Eeyyee,yoo ta'e lak (1)jalatti (tik),Lakkii yoo ta'e lak (2) jalatti (tick) yoo ta'e lak 3 jalattii (tik) tasiisuun lakkoofsaa armaan olitti ka'amee filachuun yaddaa keessaan akka gummachitaan

lak	1= Eeyyee	2= ;Lakkii	Hin beekamu		
	Barattootni shamaraanii faayidaa hirmaanaa ispoortii beeku		Iskeelii		
			1	2	3
1	Sochii hirmaanaa ipoortii keessaattii rakkoo isiin muatu irraattii waaliin mar'atu?				
2	Sochii shaakaalaa qaama barattootni shamaraanii dirree irraatti taasisaan hawaasa biratti dhibbaa qaba jettee yaaddaa.				
3	Barsiisaan wayitaa GJQ shakkaala qaama ykn ispoortii taasiisaan dandeetti barattootaa adda basuun kanneen dandeettiin isaani ga'aa hin taneef yeroo dabalataa fudhachuun deegarsaa niitasiisaa?				
4	Manni barumsaa barnootaa koorniyaa bu'uureffate nikenna?				
5	Beekumsii fi dandeettiin ati barnootaa GJQ irraa argatee fi shakaalaa qaama irraa argatee sochii hirmaanaa ispoortii keessaati faayyadamtaa?				
6	Barsiisaan mala baruuf barsiisuu g/galeessaa ta'e, kan hundaaf wal-qixaa hubatamuu danda'uu ni fayyadamaa?				
7	Mallootaa qabiyyee barnootaa GJQf barbaachisaan hundaa faayyadamuun hojii irraa olfameera?				
8	Waan siif hin galee wayiitaa barsiisaan siibarsisuus ta'ee,shakaalaa agarsiisuu akka irraa siif debi'amuuf ni gaafataa?				