

JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCES
DEPARTMENT OF SPORT SCIENCE



PSYCHOLOGICAL FACTORS AFFECTING FEMALE STUDENTS IN
PRACTICAL CLASS OF PHYSICAL EDUCATION IN SOME SELECTED
SECONDARY SCHOOLS OF WOLAITA ZONE, SNNPR

BY:- DANIEL LERA LENCHA

A RESEARCH THESIS SUBMITTED TO DEPARTMENT OF SPORT SCIENCE
THE COLLEGE OF NATURAL SCIENCES OF JIMMA UNIVERSITY IN
PARTIAL FULFILLEMENT OF THE REQUIREMENTS FOR MED IN
TEACHING PHYSICAL EDUCATION

FEBRUARY, 2020

JIMMA, ETHIOPIA

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JIMMA UNIVERSITY
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DEDICATION

This is dedicated to my parents, my wife, and my son.

DECLARATION

I declare that the works contained in this dissertation are my own, except where acknowledgements have been duly made through citations and references. I further declare that this work has not previously been submitted for the award of any degree at the University of Jimma or any other university.

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Abstract

The purpose of this study was to investigate psychological factors that affect female students in practical class of physical education .Three basic questions were raised to achieve the specific objectives of the study. To answer these basic research questions, cross-sectional design was employed to describe and interpret data. The PE teachers and female students were participants of the study. The PE teachers were selected by availability sampling techniques and female students were selected by using systematic sampling method by using estimation formula provided by Kothari (2004). The major findings of this study include female students in Wolaita Zone some selected secondary schools have lack of confidence, low trust or believe to do PA practically, PE teachers didn't encourage female students to take part on PA, female students' commitment to do practical activities is low, and female students' willingness is low to work hard on PA practically. These findings are assessed from teacher respondents and female students. For further improvement, female students should regularly participate on physical activities to promote self-confidence, should commit to take part on PA, should develop the willingness to work hard on PA, should be desired and encouraged by themselves to do PA practically and PE teachers in Wolaita Zone secondary schools should encourage, praise, and give awareness to fame female students to increase femsale students participation in physical activities practically.

Key Words: Confidence, Commitment, Physical Education, Motivation.

Acronyms

ETP	Ethiopian Education and Training Policy
GSR	Galvanic Skin Response
PA	Physical Activities
PE	Physical Education
SNNPR	South Nation, Nationalities and peoples Region
TGE	Transitional Government of Ethiopia

CHAPTER ONE

INTRODUCTION

1.1. Back Ground of the Study

The ministry of education has launched the new education and training policy with aim to support the country social, economic and political changes. The policy puts the major educational objectives and strategies that are helpful to enhance the quality education.

The main aim of the policy is produce competent and qualified male and female students who are productive to his/her country as well as for his/her family and for him/herself. Relevance, quality, access and equity are the most prominent and complex problems in Ethiopian education. These problems and the strategy to reduce them were discussed in the number policy documents and research papers. In this required, the Ethiopian education and training policy /ETP/ which was issued in 1994 by the transitional government of Ethiopia /TGE/ states that “our countries education is entangled with complex problems of relevance, quality, accessibility and equity” /TGE, 1994/.

With reference to equity, the constitution of federal democratic republic of Ethiopia, article 35 rights of women in number 3, “ the historical legacy of inequality and discrimination suffered by women in Ethiopia taken in to account, women, in order to remedy this legacy are entitled to affirmative measures. The purpose of such measure shall be to provide special attention to women sods to enable them competent and participate the basic of equality with men in political, social and economic life as well as in public and private institution.”. Female participation in sports has come a long way. Still, efforts are being made in getting more females to participate in sports specially developed countries.

In contrast, the situation of girls and women in Africa much different from their counter parts in western area, unlike male, females are discouraged to participate in sports and athletics in Africa in generally and in Ethiopia in particular. Accordingly, many psychological factors affect female student's participation in sport and physical activities. In this regard, studies have shown that

female students' participation in sport is related to psychological factors like confidence, motivation and commitment, interest (Johns, Costa, D.M. and Guthrie, 1997).

On the other hand, their evidence to suggest that female students report feelings of embarrassment, low perceived ability, lack of interest in the activities being offered and the dominance of boys in class affecting their involvement in sport participation (Flintof and Scraton, 2006; Wright, 1995; Wright and Macdonald, 2010).

Common sense tells us that there are important links between sport and arousal anxiety and stress. Sport normally involves competition which intends to induce anxiety characterized by an increase in arousal you may have the experience of performing better than you expected. When anxious or alternatively you might have the less fortunate experience of making mistakes under pressure. Sport psychologists have been concerned with understanding what factors affect arousal anxiety and stress how these affect athletic performance and how we can learn to regulate our arousal and anxiety in order to improve our performance as Jones (1991) has pointed out at the top sporting levels (at least in many sports) there is very little difference in the skill levels of the participants. It is thus, often the ability to handle anxiety and stress that separates the winner and loser before going any further. It is important to understand exactly what psychologists mean by the terms arousal, anxiety and stress.

Martens et al(1990)distinguished between two aspects of anxiety. When we are anxious, we experience the psychological changes associated with high arousal, including increased heart rate and blood pressure, butterflies in the stomach, faster breathing and flushed face. These effects are similar to the psychological effects of excitement and anger. We can measure somatic anxiety directly by psychological means, or indirectly by self rating inventories. Direct psychological measures include urinalysis galvanic skin response(GSR) and blood pressure testing. Elevated level of certain hormones released when we are anxious can be detected in urine.

We also tend to sweat more when we are anxious. This can be detected by a GSR meter, which measures the electrical conductivity of the skin. The more we sweat, the better conductor our skin becomes. Our blood pressure also increases when we are anxious and this can be measured

by sphygmomanometer. There are two major problems with these physiological measures of anxiety. Firstly, as vary quite a lot in our normal physiological levels all individuals studied would have physiological measures taken over time to establish their levels with and without anxiety.

Secondly, physiological measures require laboratory equipment and are difficult to administer in the field self rating inventories can be used to measure somatic anxiety indirectly.

Hanin (2001) criticized other theories the relationship between anxiety and performance on the basis that underemphasized individual differences in our responses to anxiety when honing measured the per- competitive anxiety scores of 46 elite 26-67) given the comparable success of these athletes. This of anxiety levels suggested that there was a variety of different responses to anxiety instead of proposing a general relationship between anxiety and that their performance would suffer if their anxiety went bent below or above their preferred level. The athlete's preferred anxiety level is called the individual zone of optimal functioning (Van Deventer, 1998/99).

1.2 Statement of the problem

The report from United Nations Inter-Agency Task Force on Sport for Development and Peace states that young people can benefit from physical activity as it contributes to developing healthy bones, efficient heart and lung functions as well as improved motor skills and cognitive function. Physical activity can help to prevent hip fractures among woman and reduce the effects of osteoporosis. Remaining physically active can enhance functional capacity among older people, and can help to maintain quality of life and independence.

Education is the most important tool to solve our social, economic and political problems in our countries as well as in our society. Therefore, in order to obtain the basic ideas we should have to work strongly to improve practical class of physical education qualities for all students equally by studying basic problems to practical lesson of physical education. The problems that influence females' in sport participation are an issue of national significance. Since there are less female participation in local and international competitions and events. Specially, the problem is much more evident in study area partly due to physical obstacles such so problems related to low physical fitness; illness or disease and lack of physical literacy, psychological barriers such as lack of confidence in their physical knowledge about sport participation ; low perceived

behavioral control and physical self efficacy. These and other factors lead to fear, lack of confidence, motivation and commitment (Tucker Center, 2007, Warner et al, 2010).The female sports foundation (Berdenberg et al, 1997) for instance has shown that involvement of females in sport reduces the drop out rate from schools. The promotion of female sport participation would help to create a context for women to live healthier and productive life. Females who take part in sport experience have a high level of self-esteem; sport helps to build confidence (Berdenberg et al, 1997).

The researcher observed that female students are anxious to participate in practical class of physical education .They are afraid to participate in practical activity. Even if they participate, they would not like to finish the given time or period when comparing with males. They score low in physical education than that of males. As result of these psychological factors, female students are not benefiting from it.

Therefore, the researcher wanted to investigate the psychological factors that affected female students' participation in physical education practical class.

1.3. Basic Research Questions

1. What psychological factors are highly influences female students' participation in PE activities?
2. Do PE teachers allow that female students can participate on physical activities equivalent with males?
3. Which mechanisms are attempted to make to alleviate those factors affect female students' participation in PE activities?

1.4. Objectives of the study

1.4.1. General Objectives

The general objective of the research is to investigate the psychological factors that affect female students in practical class of PE in some selected secondary schools of Wolaita Zone.

1.4.2. Specific Objectives

To achieve the main purpose, the following specific objectives have been made.

- ✓ To indicate the psychological factors that has great effect on participation of female students' physical activities.
- ✓ To explore how PE teachers' instructional process affect female students' participation in PE practical activity.
- ✓ To pinpoint the mechanism that can alleviate those factors affect female students' participation in PE practical activity.

1.5. Significance of the study

It is obvious that if one knows that the factors hindering good performance and a way of remedies for those factors, it is easy to be successful in performing any physical activity.

Therefore, this study was important to:

- Physical education teachers to emphasize on factors those have more effect on performance of PE practical activity.
- Encourage female students to have and develop confidence, motivation and commitment toward different physical activities.
- Change female students' belief and develop their interest to take part in participation of physical activity.
- Teachers help female students to withstand challenges of those factors by themselves (by encouraging, motivating etc.).

- It is used as spring board for anyone who wants to conduct further study in this area.

1.6. Delimitations of the study

To analyze all psychological factors that affect female students in practical class of physical education in all school, it is very difficult to the researcher to make the study manageable, the researcher delimited the area of the study in to five governmental schools namely: Bedessa, Grara, Koyo, Bilate Charicho and Soddo secondary schools in wolaita zone. In addition to investigating psychological factors affecting female students in practical class of

physical education are very wide. Therefore, the researcher delimited to confidence, motivation and commitment.

1.7. Limitations of the Study

Some teachers did not have willingness to be observed in practical class while other teachers and students were not cooperative to complete the questionnaires on time. The above mentioned problems were some of the limitations that the researcher faced during the study. Despite the above mentioned problems, the researcher tried to create awareness about the purpose of the study, motivate the respondents and has made a lot of effort to bring the paper to its complete form.

1.8. Definition of terms

Words may have different meanings on different context. Thus to avoid confusion and misconception the researcher defined some key terms of the study below.

Confidence: is defined as the sureness of feeling that you are equal to the task at hand

(Bufon,2004).

Motivation: is a feeling what it makes you to maximize your ability (Tailor, 2008).

Commitment: is setting goals, making decision to achieve and raise their feelings of value (Tailor,2008).

1.9. Organization of the study

This research was organized in to five chapters. Chapter one held the introductory part, which consisted of background of the study, statement of the problem, objectives of the study, operational terminology, delimitations of the study, and organization of the study. Chapter two dealt with review of literature relevant to the research. Chapter three discussed about research methodology. Chapter four discussed about data presentation, data analysis, discussion and interpretations of data. Chapter five dealt about summary of findings, conclusions and recommendations. Reference and appendix, which include questionnaire, and interview are part of the document.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. The psychological factors that affecting females in practical class of physical education.

Physiological factors have been shown to be associated with the recovery and rehabilitation period following sports injury, but less is known about the Physiological response associated with returning to sport after injury. The aim of this review was to identify Physiological factors associated with sports activities. The three central elements of self-determinations theory confidence, motivation and commitment were help or prevent sports people from being in the right “frame of mind” to perform well. Positive psychological responses including confidence, motivation, low fear and commitment were associated with a greater likely hood of returning to the pre injury level of participation and return to sport more quickly. There is preliminary evidence that positive psychological responses are associated with a high rate of returning to sports activities. (Williams, 2006).

Self confidence is commonly defined as the sureness of feeling that you are equal to the task at hand. This sureness is characterized by absolute belief in ability. You may well know someone whose one whose self belief has this unshakeable quality. Whose ego resists even the biggest setbacks? In such people confidence is as resilient as a squash ball: the harder the blow, the quicker the bounce back. When you perform any skill successfully, you will generate confidence and be willing to attempt something slightly more difficult (Dr. Ferruccio Antonelli, 2009).

Very recently, research has shown that social support, such as that which comes from a coach or team mates can buffer the effects of competitive stress on self- confidence. Social support also has a direct effect in enhancing athlete’s self- confidence further exposing athletes to mental training programs have an early age is likely to have a very positive effect on their levels of self confidence which may carry in to adult sporting careers.(Bufon, 2004).Motivation lies at the base of the prime sport pyramid, without you desired and determination to improve your sports performances, all of the other mental factors. Confidence, intensity, focus, and emotions are meaningless. To become the best athlete you must be motivated to dowhat it takes to maximize your ability (B. Cratty, 2011).

Motivation will impact performance it is also the only factor over which you have control.

Motivation will directly impact the level of success that you ultimately achieve. If you are highly motivated to improve your performances, then you will put in the time and effort necessary to raise your game motivation will also influence the level of performance when you begin a competition. Signs of low motivations are: - A lack of desire to practice as much as you should Less than 100% effort in training, Skipping or shortening training Effort that is inconsistent with your goals.(Taylor, 2008).

Motor skill learning is its best when motivation is high acquisition requires athletes to spend time practicing appropriate tasks for practice to be effective for an athlete it requires a high Success rate over a period of motivate the athlete to continue practicing. Thus it is important that athletes can see or identify the results of how well they are improving through their practice or participation in competition you can motivate your athletes by ensuring practice activity appear to be both important and reliant to them and helping them develop appropriate short and long term goals(Warren Johnson, Revised 2012).

An athletes level of arousal and state of anxiety will influence their receptiveness to learning a new motor skill. An arousal level that is too low shows as over relaxation or lack of interest.

The athlete gives insufficient energy and attention to participating the new skill. Excessive tension and nervousness are signs of an arousal level that is too high. The athlete's attention may become too narrow to pick up all of the cues needed for a good performance. They are likely to fatigue more quickly than usual, which will reduce the time spent practicing. Optimal levels of arousal vary for different skills and amongst different athletes (Tailor, 2008).

Sport psychology is the specific study of people and their behaviors in sport and exercise activities. The aim of this study is to be able to apply the knowledge learned about these to Practical uses. It also aimed to understand the effects of psychological factors on physical performance and it also aimed to understand the effects of participating in physical activity on psychological development, health and well-being (Le Unes. A. and Nation .J.R,2009).Sports performance depends on the athlete being fully committed to numerous goals over many years. In competition with these goals the athlete will have many aspects of daily life to manage. The many competing interests and commitments include work, studies, family/partner, friends, social life and other hobbies by: A perceived lack of progress or improvement, not being sufficiently

involved in developing the training program, injury, Lack of enjoyment, anxiety about performance competition, coach athlete not working as a team, lack commitment by other players Setting goals with the athlete will raise their feelings of value, give team point ownership of the goals and therefore become more committed to achieving them. All goals should be SMARTER,(MACKENZIEB, 1979).

2.2. Physical education

Physical education is education in care and development of the human body. It is a type of class in which elementary, middle and high school students are usually required to participate. It Emphasize exercise and sometimes health and nutrition. (willims, 2006).

2.3. Benefits of physical education

Physiological benefits of physical education are as research suggests that regular physical activity began in child hood, may help prevent degenerative diseases. According to Hanson (1974)” the necessity of physical activity for a growing child is well documented in terms of growth and fitness needs. Physical activity increases muscle tone, losing weight, improves posture, respiration and circulation, benefits digestion and aids in controlling obesity. A sociological benefit of physical education is being a member of sports club and regularly participating in sport will develop personal qualities like: cooperation (working with others), competition(testing yourself against others), meeting people and making friends. Psychological benefits of physical education to Physiological benefits being active also helps you feel better mentally and emotionally increases in assertiveness (Being able to ask for what you need and make decisions), increases in confidence and feeling able to do things, having positive mood, increases in self-worth and self- stem (feeling good about the you see yourself, and decreases in: anger, anxiety (worry and fear), confusion, stress and tension.(Tailor, 2008). Due to the many benefits of physical activities on the brain, this in turn results in a higher correlation of academic success with students as well as an increase in positive behavior. Field et al (2001) found that among the health benefits of physical activity, exercise has been noted to increase performance on cognitive tasks. In students who perform higher rates of exercise, it has been shown that those same students will have grade point averages. The number of hours a week a child is physically active can impact their engagement in sports, social settings, and energy levels causing them to take the initiative to put in the extra efforts in academics. The amount of time spent in physical

activities, specially twenty minutes or more daily, improves performance on decisional tasks (Trudeau & Shephard, 2008).

Trudeau & Shephard noted that when students are involved in physical activities such as music, it has the potential to increase reading skills.

Physical activity in general, not specific to physical fitness levels or sports involvement, has positive effects on academic scores through increased focus, decision making skills, and increasing interest levels. Students who are more physically active in aerobic exercise show higher levels of success in the area of math more so than other academic areas. Aerobic fitness activities have been linked to cognitive functions, response speed, working memory and attention (Desai et al, 2015). When students are able to concentrate and have a healthier mental state after exercising, academic areas such as mathematics, which revolves around memory and concentration, can be more successful.

Moses (2011) found that many studies have noted high level of physical exertion had positive influences on mathematical performance and that increasing the amount of physical activity time did not have a negative effect on academic performance. Desai, Kurpad, Chomitz and Thomas (2015), state that aerobic exercise and activity positively support mental health, influence health behaviors, and is associated with academic achievement. A child's cognitive performance in school has the potential to be enhanced through the integration of physical activity and exercise in to the school day, with or without adding in programs. There are several ways that educators can get the students moving with mathematics problems, taking brain breaks, providing after school exercise programs and much more. According to So (2012), vigorous exercises will raise heart rate higher than strengthening exercise. So demonstrated that higher level of physical activity result in a higher correlation of academic success than lower levels of physical activity. Vigorous activities increase brain and memory functions and can have a positive influence on boys and girls. Strengthening exercises have not shown a high correlation with academic achievement when compared to more vigorous activities performed less than four times per week, especially in boys. As its level secondary schools have path for higher academic success through standards PE, the positive effects on academic achievement from movement and physical activity with in the school day should be considered in all concerned body. Higher level of physical activity have shown to give greater success with concentration, memory functions, behavior and decision making skills for students, all of which can enhance a student's academic

abilities and achievement and could then transfer over to higher levels of academic success. AS Kumar and Colleagues (2013) Yoga practice improves individuals' physical fitness levels, focus and relaxation, as well as several aspects of cognition and executive functions.

It is suggested that yoga should be practiced several times a week and for multiple weeks in a row in order to gain the physical and cognitive benefits.

Suggested yoga skills include breathing techniques, loosening exercises, and physical postures. Specific yoga skills can be performed in different postures such as the butterfly pose, cobra posture, raised leg posture and tree posture. "Lack of activity destroys the good condition of every human being, while movement and methodical physical exercise save it and preserve it" stated by Plato. The health benefits of physical activity and exercise are well researched and documented. In addition to benefitting the cardiovascular, respiratory (muscle-skeletal and nervous system) physical activity and exercise also have a positive effect on the endocrine and immune systems. Because physical activity and exercise have such a wide ranging effect on all body's systems. Physical health benefits of participating in regular physical activity and maintaining physical fitness are widely established (United States Department of Health and Human Services, 2008).

It has been clearly demonstrated that physical activity decreases the risk of developing stroke, some cancers, obesity, type 2 diabetes mellitus and it is also effective in the treatment of several of these diseases. There has also been growing interest in the benefits of physical activity for mental health and a strong evidence base shows that regular activity and improved fitness increases psychological well-being (Biddle, Fox and Boutcher, 2001). Exercise can help people feel better about their lives, reduce anxiety and improve mood. Exercise also builds to show that physical activity is associated with substantially reduced risks of mental illness and conditions such as depression, cognitive impairment and dementia (Hamer & Chida, 2008).

2.4. Psychological Factors

Psychological well-being is a subjective concept that is generally characterized by the presence of healthy characteristics such as self-esteem and ability to cope with life demands and the absence of unhealthy characteristics such as depression and anxiety. Researchers have been particularly interested in the psychological well-being of female students, as this period is associated with increased self-consciousness, and an increased likelihood to be self-critical (Harter,

2005; Rosenberg, 2003). This shift in attention to the self, in combination with transitioning to high school physical and physiological changes and changing relationship with same sex and opposite sex peers, may have a negative influence on the psychological well-being of female students. Understanding what factors promote positive psychological well-being in female student is important, because they may serve to protect female students against the experience of negative effect , self doubt and engagement in risky healthy behaviors (Irwin,Burg and Cart, 2002).

2.5. Personality

People have different views as who can and cannot participate in sport. It is a common belief that certain personality types are more suited to the sporting ground. Studies have been conducted to confirm the relationship between certain personality types with the involvement in sport participations (Morris and Summers, 2000).

The decision may be an individual choice ambitious, instilled and inspired by external factors that usually have little to do with personality types. External factors include encouragement and motivation from parents, teachers, peers or even the role model in the community. A conducive sporting environment could be also a motivating factor and the media can be a power full tool to instill an interest and affinity to sport (Harris, 2001). Parkasa and Overman (2001), assert that sport, traditionally has been thought as a process of physically building men and the male athletic personality; this viewed as equal to the male personality. This view suggested that an athlete is supposed to be competitive, aggressive, tough, independent, strong, dominant, self-confident, achievement-oriented and self controlling. A real woman is supposed to posses different psychological and physical characteristics thus implying femininity and possible weakness. Sport is traditionally a masculine domain and Harris (1999), argues that girls and boys from an early age know that sport participation is valued more positively for males than for females. Hannin (1986), criticized other theories the relationship between anxiety and performance on the basis that underemphasized individual differences in our responses to anxiety when honing measured the pre-competitive anxiety scores of 46 elite 26-67 given the comparable success of these

athletes of anxiety levels suggested that there was a variety of different responses to anxiety instead of proposing a general relationship between anxiety and that their performance would suffer if their anxiety went bent below or above their preferred level, the athletes preferred anxiety level is called the individual zone of optimal functioning (IRON, 2001).

2.6. Self confidence in sport

Confidence consistently appears as a key skill processed by successful athletes, at international level athletes who have high self confidence perform better than who are not. Hence confidence is the most critical mental skill defending mental toughness (Brewer, 2009), knowing this; athletes have stated that the development and maintenance of confidence is one of their biggest needs in mental training.

This is because along with its importance as a mental skill critical to sport performance, another defining characteristic of confidence is its fragility (Brewer, 2009). Many athletes have admitted that confidence is a fragile psychological state. The fact that confidence in sport is so important, and yet so fragile, makes it an intriguing topic in sport psychology. Most the sport research on confidence has focused on self-confidence, or the belief that one has the internal resources, particularly abilities, to achieve success. Self-confidence is rooted in belief and expectations, and although there are multiple definitions of self-confidence, they all refer to individual's beliefs about their abilities and/or their expectations about achieving success based on these abilities (Brewer, 2009). A key question is how self-confidence works to influence the way that athletes perform. Self-confidence can be thought of as the mental modifier; because confidence seems to modify how athletes feel about, respond to and think about everything that happens to them in sport. For example, self-confidence has been shown to positively predict athletes' effort and persistence in sport. Confidence also affects the choice that athletes make about joining about and continuing participation in sport (Brewer, 2009).

2.7. Motivation

Learners and adolescents have a variety of reasons why they participate in organized sports with having fun being the most important reason in motivating sports participations. The most frequent form of motivation would be intrinsic, or internally based, rather external. The overall

motivation of youth in sport participation is their attribution to success and failure as sport achievers. Their attributes are important because they can affect their emotions, their expectations for future and their reasons to remain motivated. Learners who are involved in competitive sport develop more internal attributes for success than external attributes for both failure and success in sport. (The president's Council in physical Fitness and Sports Report,1997) found that girls who participate in sport fun as their major motive with physical health and social factors frequently mentioned (Morris and Summers, 2000).

2.8. Emotional well-being

Physical well-being is positively associated with mental health and well-being (Presidents Council Report,1997). The females who did not participate in sport displayed greater success and ill effects than those females that were actively involved in sport or those that adhered to a rigid physical pregame(Brown and Lawton, President Council Repot, 1997). Exercise programmers; have been prescribed by physicians to assist patients suffering from anxiety disorders. From this point of view, exercise is associated with small to moderate reduction in anxiety.

Individuals often go to gym whenever they feel their stress levels are pecking. The involvement of females in sport participation will enable them to be in control of their emotional well-being.

2.9. Social Factors

Davies (1996), suggested that during infancy and childhood, children develop attitudes, which are formed through their interaction with their world. Parents and family members play a pertinent role in the regard. As the child develops, school influence becomes more important. The adoption Of attitudes and behaviors in relation to sport participation is often associated with the need to be accepted by their parents, community and the society they interact with on a daily basis. Babatunde, (2001) and Okonkwo, (2007), found that culture and tradition, age, gender, ordinal position, parents as significant social factors which influence female participation in sports.

2.10. The Family

Numerous studies have indicated that other people who are usually seen as role models have influenced many individuals who become involved in sport (Varpatoli,1987). The family is said to be generally responsible for early sports socialization, including modeling, reinforcement and

the shaping of the observed behavior (Harris,1994). Females however, may not be encouraged to become involved in sport participation. Snyder and Spritzer (1976), argue that females receive greater encouragement for certain sporting codes which are seen to more feminine. Females are encouraged to participate in gymnastics rather than baseball and athletics. Greendorfer (19994), indicates that which regards to sport , girls and boys tend to specialized differently, both in south Africa and abroad. A survey was conducted in the western cape and the results indicated that girls took part in non-active leisure activities like dancing and partying as opposed to boys who placed higher priority on sport participation. A study conducted by Van Deventer (1998), on parent involvement indicated that teachers though parents were not interested in their children`s sports involvement. Some parents show interest by becoming involved in their children`s sports coaching while others believe that it is the school`s responsibility. An equal number of parents provide their own transport, organize lifts or alternatively regard it as the school`s responsibility. Van Deventer (1998/99), indicates that teachers think that parents are unimportant in terms of showing interest in sport.

2.11. The School

School is a place to fulfill certain social roles with peers and the opposite sex (Frydenberg and Lewis, 1993). Most of the decisions that teenagers make important for their development and self-actualization and this might have a big impact on their levels at later stage. If the pressure to participate in sport is not generated at home, then it should come from the coaches, peers and particularly the teachers who are main driving forces with in the education sector. School is thus important as it models the lives of our developing teenagers.

On the other hand, Engel(1994), also indicates that schooling is of fundamental importance in be responsible for the view that some sports are more `masculine` or `feminine` than others. For some schools there is still a disciplinary as to which gender should participate in the different sporting codes. A lot of our schools do not have girl`s soccer, basket ball and volleyball teams as these are labeled as boys sporting codes.

2.12. Biological Factors

Biological maturity as a variable in understanding athletic participation and performance has been strongly advocated by pediatric researchers (Beunen, 1989; Malina, 1988). Indices of biological maturation such as sexual and skeletal maturity measures show a consistent and strong

relationship to physical size, body composition, physique, strength and heart volume (Beunen, 1989; Harris, 1988). In turn, these factors are related to the selection of individuals in to sport and athletics success. More specially, early maturing children tend to be bigger, stronger, and more mesomorph and tend to perform sport skills at more advanced levels than their less mature peers. However, hormonal and physical changes that occur as a result of the adolescent growth sport lead males and females down very different athletic path ways. Males who are most successful in sport tend to be average or advanced in biological maturity status and tend to possess the size, physique, strength and performance advantages associated with their more rapid development (Bewnen,1989; Malina,1988). Females who excel in sport tend to be late in biological maturation, which is associated with a more linear physique, a higher percentage of lean body mass, narrower hips, and longer legs to height. However, the majority research on maturity characteristics of female athletes has been conducted in individual sports such as gymnastics, ballet, and figure scating. Additionally, little research has investigated the growth and maturity characteristics of male and female children, and adults who participate at different levels of competitive sport and across a wide variety of sports.

2.13. Developmental Influence

The physical fitness of females in sport has always been questioned because of a variety of physiological concerns including the menstrual cycle, reproduction, damage to breasts, and genitals. Early studies argued that females should not be involved in sport, due to the harmful effects of physical exertion on the frequency of menstruation and the fact that the reproductive organs of the female can be affected.

These belief prevailed for years and later evidence began to prove these early beliefs wrong (LeUnes and Nation, 2002) pre-adolescence is (9-12) a stage that involves a slow but consistent form of growth.

It is a calm period just before rapid onslaught of adolescence. The body is undergoing developmental changes in the skeletal system, muscular system and motor development. Motor development is particularly essentials coordination develops, which later helps to master many physical skills. Accepting one`s physical appearance and being able to deal with the physical changes involved with maturity and growth is one of the most crucial developmental tasks common to most adolescents.

2.14. Gender Differences In Sports And Athletics Self-Concept

Gender difference in self-concept and esteem, particularly during early adolescent period continuous to attract attention in the popular media. Thus (Pipher,1999), state in her best promotion book that:-some thing dramatic happens to girls in early adolescence. In early adolescence they lose their resiliency and confidence and become less curious and inclined to take risks. They lose their assertive, energetic personalities and became more differential, self critical and depressed. Historically gender differences studies of self concept have focused primarily on total scores that typically confuse important differences between global self concept or esteem and total or overall self concept based on total score across many different components of self concept. There is often a taken for grand view with in schools that gender differences between boys and girls are natural and expected. This is backed up by Cockburn and Clarke (2002:661) where it was shown that by playing masculine sports (or indeed playing sport at all) teenage girls and young women are likely to create for themselves a sizeable `femininity deficit`. One way in which schools attempt to increase participation is through single sex classes. Although many single sex classes as an answer to several of the gender for increasing sport participation (specially for girls). It is in male single sex classes when hegemonic masculine values begin to come in to play. The boys who are less able or who don't enjoy contact sports or certain activities are often marginalized. It can also be argued that single sex classes may be hindering one`s ability to perform their potential and prevent pupils from being socially developed in society.

These then leaves the dilemma for teachers of whether to increase girl`s participation levels and marginalize certain boys through single sex classes, or find other ways in which to provide different groups of boys and girls with the opportunities with participate in sport environments which are safe, supportive and which give them pleasure. On the other hand, (Coakly and white,2002), found that female adolescents were more likely than male adolescents to discuss social support of same-sex friends as important to their involvement and continued participation in sport activities (Coakly and white,2002).

2.15. Female Sport Participation In Global Trend

Between 16th and the 18th century, females did not have the same political, economic and social advances that males enjoyed. Opportunities for female to engage in games and sports were limited. There were definitely differences between different countries, but the female's place in the whole of world wide was that of an inferior one to that of men (Gutheric and Costa,1994). Social Darwinism was the main focus at it incorporated female's physical inferiority, which justifies that maternity was one of the important functions of female for progression of the nation (Hargreaves,1999). The marginalization of female in sports has always been seen as the natural order of things. Being female was associating with behaving like a lady and was later a prerequisite for the 19th century sports female. Early forms of female sport and physical activity indicate how the family ideology was incorporated later in the years when female sport participation was becoming a common practice. If female could ever be allowed leisure time, attention would be given to sporting activities like dancing, horseback riding, and ice-skating.

Horseback ride in time become a sport that was more acceptable for female to participate in as it allowed them to retain their grace and femininity. The introduction of bicycling at a later stage become popular and it exerted a greatest influence in female's physical liberation. Bicycling sport participation offered female potential for physical mobility, a healthy life, active recreation as well as freedom of choice in terms of the dress code (Hargreaves,1994). It was in the middle of the 19th century that females started to become proactive in changing their status. The first American feminist movement was born. Female formed groups whereby they discussed dress reform and birth control. Female also fought for better working conditions, demanded to vote, sought entry in to higher education and male controlled professions like medicine. Through the demand for sports and physical education, female were able to express their dissatisfaction in an attempt to liberate themselves.

These demands were not only visible in North America but also spread through Europe.

The development of science and technology through decentralization created new opportunities, which totally changed people's way of thinking. Females were no longer regarded as being passive but they were now active members of the economic and social world (Gutheric and Costa,1994). Maguire et al (2002), indicated that in 1896 modern Olympic continued to resist female's involvement, the believe it was unnatural for female to participate sport and the

Olympics was a form for female to display in 1996. The number of females involved still falls short in terms of the male participation figure of 7059 (Maguire et al ,2002).

2.16. Female Sport Participation In Africa Trend

Even though, female sport participation is one of the recognized critical path ways to promote social and economic development. Evidence from sub-Saharan Africa indicates that there have been improvements in female`s participation, females access to participation remains limited in several countries across the region (Heneveld and Odaga,2007). It is evident that ones registered, females are more likely to dropout than boys, that their academic achievement poorer than that of boys. In resent years, African governmental, non-governmental organizations and donors have been working together to develop programs that address the problem of improving girls sport participation. A recent literature provides a summary of the state of knowledge of the factors constraining girls sport participation in sub-Saharan Africa. It presents an outline of how these accumulated knowledge can be used in practical ways to facilitate the design of programs to accelerate female participation in sport in the region (Heneveld,2007).

2.17. Females Sport Participation In Ethiopia

As one of the least developed nations, Ethiopia suffers from a very low representation of females in different fields at all physical education levels. In spite of this fact, effort and measures have been taken to encourage females participation at all level of physical education. However, there are diverse factors that affect the participation of female students. According toTsigie (1991), among the factors contributing this gender differences are lack of confidence, motivation, social and cultural beliefs and so on. Furthermore, her findings indicate biological, physiological, psychological and religious factors also contributed to the low participation of female students in certain areas where the study was made. Sport encompasses the various forms of physical activities carried by an individual or a group in organized or unorganized manner to recreate him builds his physique and cultivate his brain test state of fitness, irrespective of an age, sex, place and time.The bases for sport are of course the community and mankind at large. Participation in sport not only empowers the individual with healthy physique brain but also strengthens social bandage by creating harmony with others. This in turn creating solidarity among national and nationalities thus consolidating the unity of the peoples. Being healthy physically and mentally

by engaging one self in sports contributes towards productivity in one hand, and minimize medical cost on the other. Since broad-based sports activities also guarantee the emergence of outstanding sports persons, their appearance on international competitive arenas again populaces the country or their origin hence strengthening relations with other countries (FDRE MYSC,2004). Modern sports has a history of half a century in this country, even if many types of games are introduced with in this period, the growth of modern sport is still at the lower level. The causes for these are organizational and the outlook. As the leadership in sports lacked a popular base in this country, it has been undergoing a serious of continuous reorganization. Its main focus has been on organizing competitive sports for the very few elite athletes who have gained recognition by themselves rather than producing elite sports person by organizing community centered sports activities (FDRE MYSC,2004).

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.1. Study Area

The site of the study is located in South Nations Nationalities and Peoples Regional Government in Wolaita Zone. Wolaita Zone is one of the 13 zones of SNNPRG. The capital of Wolaita zone Soddo town is located about 342km far from Addis Ababa to the south and about 399km far from Jimma University to the east. The major economic activity is agriculture and followed by food aid or food for work, trade and labor service and remittance respectively.



Source:-Map of Ethio GIS, 2019.

3.2 .Research Design

In this study Cross-Sectional design was employed to describe and interpret data. Data that was collected through different tools, analyzed and interpreted in both qualitatively and quantitatively.

3.3. Population of the study

A population is a group of individuals, objects or items from which samples are taken for measurements (Kasonde-Ng'andu 2013). The population for this study was female students and physical education teachers.

The total populations of the study were 1100 female students and 14 PE teachers in selected secondary schools of Wolaita Zone.

Table 1. Population of the study

No	Schools	Female students	PE teachers
1	Bedessa	383	4
2	Girara	147	2
3	Koyo	160	2
4	Soddo	275	3
5	BilateCharicho	135	3
	Total	1100	14

3.4 Target population

The target population is the population, or groups, that the researcher used. The participants of this study were selected from five secondary schools 123 female students, their age groups were 85 female students age between 14-17, 27 female students age between 18-28, 11 female students age between 21-23 and no one age was above 23 and 14 PE teachers, totally 137 target population was participate in this study. Age group of PE teachers were 6 teachers age between 26-30 and the rest 8 were 31 and above.

3.5. Sample Size and sampling technique

A sample could be said to be a portion of the population. Bless (1995) said a sample refers to the number of participants selected from the universe to constitute a desired sample (Kasonde-Ng'andu, 2013)

Table 1. Wolaita Zone Secondary Schools population.

No	Woreda	No of schools	Female students	PE teachers
1	DamotWoyde	4	927	8
2	DugunaFango	3	745	5
3	Damot Gale	3	963	6
4	Boloso Sore	4	1024	7
5	Boloso Bombe	4	989	8
6	KindoDidaye	3	957	5
7	KindoKoysha	4	894	7
8	Offa	3	869	6
9	SoddoZuria	4	978	6
10	DamotPulasa	3	893	5
11	Humbo	3	915	6
	Total	38	10154	69

In terms of sample size, the study took 5 governmental secondary schools from 38 secondary schools in Wolaita Zone purposely because of their nearest to the researcher to gather information fluently and including totally 14 PE teachers by using availability sampling technique. But it was necessary to limit sample student respondents. According to selected secondary school's female students in the target populations are about 1100. In this study, both purposive and systematic techniques were used accordingly. In the selected secondary schools namely Bedessa, Girara, Koyo, Soddo and Bilate Charicho totally contain 383 female students, 147 female students, 160 female students, 275 female students and 135 female students respectively. The number of respondents from each of the five secondary schools was 43, 16, 18, 31 and 15 female students respectively.

Sample size of target population determined by what Kothri(2004-58) suggested the ideas sample size of target population was large to serve as an adequate representative and small enough to selected economically in terms of both time and complexity of analysis.

Sample Size determination for the study would carried out using the following Kothari (2004) formula.

$$n = \frac{Z^2 pqN}{e^2(N-1)+Z^2 pq}$$

whereas:-

n is the desired sample size;

N is the population of female student in school at confidence level of 95% and 5% precision,

Z is the critical value containing the area under the normal curve =1.96;

e is the desired precision level (5% precision=0.05);

p is an estimated proportion attributed present in the population (0.1) and q =1-p(1.-0.1=0.9). by substituting these values in the above formula the sample size 'n' will be calculated as follow.

$$n = \frac{(1.96)^2(0.1)(0.9)(1100)}{(0.05)^2(1100-1)+(1.96)^2(0.1)(0.9)} = 123 \text{ sample student respondents}$$

In general 123 female students and 14 PE teachers totally 137 respondents are taken as a sample in the study.

Table 2.Study population and sample size

No	Schools	No of female students	Sample size	PE teachers
1	Bedessa	383	43	4
2	Girara	147	16	2
3	Koyo	160	18	2
4	Soddo	275	31	3
5	Bilatecharicho	135	15	3
	Total	1100	123	14

3.6. Pilot study

Pilot test of the questionnaire was made to check the reliability of the questionnaire on Sake and Delbo secondary school students which were excluded from the study conducted schools. Accordingly, the pilot test was conducted on 20 female students and the Cronbach alpha reliability coefficient of the pilot study was 0.85. This show the items were valid on reliable. Based on their valuable comments and suggestions necessary adjustments were made as far as the clarity of language, ideas and contents of questionnaires concerned.

3.7. Source of data Collection

3.7.1. Primary Data

The primary data which are the main source of information was collected from the female students and physical education teachers in some selected secondary school in Wolaita Zone through questionnaire and interview.

3.8. Data Collection Tools

The researcher used different data gathering instruments to make the data fruitful by questionnaire and interview.

3.8.1. Questionnaire

Two sets of questionnaires were prepared by the researcher to obtain information from teachers and female students. It was prepared in English for physical education teachers and in Amharic for female students. From the 15 total questionnaires for teachers, 9 are close ended and 6 are open ended and from the 27 total questionnaires for female students, 3 are open ended and 24 are close ended in the form of table develop for students to give their respond freely about psychological factors. The questionnaires were then managed to the respondents by the researcher himself and were collected by the researcher too.

3.8.2. Interview

Interview is one of the major tools to gather information from respondents. Therefore, the researcher used the interview guide to get relevant information that related with psychological factors that affect physical education practical class participation of female students.

3.9. Data Gathering Procedure

Review of related literature was made in advance to get information on what has been done in relation to the problem. Then basic questions were formulated and data gathering instruments are prepared. Questionnaires were prepared in English for teachers and for female students; questionnaires were translated in to Amharic in order to make them easier. Before the actual data collection was started, the instruments were given to colleagues to valuable comment and criticism on the strengths and weakness of the item. Based on the comment obtained necessary modification was made and given to the thesis advisor for further comments, criticism and evaluation. A brief orientation about the whole purpose of the study was given for the respondents and the distribution and collection of the questionnaires was done in collaboration with the physical education teachers of the school and finally the interviewing was also done with them.

3.10. Method of Data Analysis.

The qualitative data that was collected from the informants using in-depth interviews through interview guides was analyzed using thematic analysis. Themes for analysis were topics or major subjects which come in the discussions which was related to the study objectives. It involved the researcher perusing through the collected data and identifying the information which was relevant to the research objectives and coded that information based on the samples of the data collected (Bryman, 2012; Spencer et al, 2003). The coded information was then used in the development of summary reports identifying major themes and associations between them.

Data from structured questionnaires were analyzed using the Statistical Package for Social Sciences (SPSS) to generate descriptive statistics such as frequencies, percentages, tables and charts. This process was a way of organizing and summarizing quantitative data so that it could

make sense. Relationships between variables were carried out by comparing them using cross-tabulations embedded in the package.

3.11 Ethical Consideration

Permission was sought from all participants/respondents before they were interviewed or had a questionnaire administered to them. The researcher wanted to ensure freedom of expression, and that nothing was said or written other than what they knew and believed in. At the schools as much as permission was granted, the respondents were briefed about the procedures to be used, and the value of the research. To maintain confidentiality, participants were assured that no names would be used on the interview schedules and questionnaires; serial numbers were used, instead. In that manner, all participants' details were treated anonymous. They were also assured that data to be collected would not be disclosed to other persons, and that the data would only be used for academic purpose.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

The primary objective of this study was to find out the appropriate responses for the basic questions raised under the statement of the problem from the data gathered through questionnaires distributed to the female students and physical education teachers, structured interviews designed for physical education teachers and observation check list constructed on practical periods of PE. The researcher set 27 questionnaires for female students and 15 questionnaires for physical education teachers, 6 interview for again PE teachers would use to gather reliable information in extent. Regarding the return rate, totally of questionnaires distributed for both female students and physical education teachers, all of them were properly filled in and returned. Consequently based on the responses obtained from respondents through questionnaire, interview of the data were presented as follows.

4.1. General Characteristics of Teacher Respondents

Table 1: Summary of Respondent Teachers Background Information

School Name	Sex		Age		Qualification			Teaching experience			
	M	F	26-30	>30	Diploma	BED/B A	Msc	0-5	6-10	11-15	>16
Bedesa	3	1	1	3	0	4	0	0	3	1	0
Girara	2	0	2	0	0	2	0	0	2	0	0
Koyo	2	0	1	1	0	2	0	0	2	0	0
Soddo	2	1	1	2	0	3	0	0	2	1	0
B/charich	3	0	1	2	0	3	0	0	2	1	0
Total	12	2	6	8	0	14	0	0	11	3	0
Percentage	85.7%	14.3%	42.9%	57.1 %	0 %	100 %	0 %	0 %	78.6%	21.4%	0 %

The above table 1, indicate that a total of 14 (100%) PE teachers were selected from Wolaita Zone some selected Secondary schools; accordingly the 4(28.6%), PE teachers from Bedesa, the 2(14.3%) from Girara and the 2(14.3%) of PE teachers from Koyo, the 3(21.4%) of PE teachers from Soddo and the 3(21.4%) of PE teachers from Bilate Charicho secondary schools were included to represent five schools. Item two, sex distribution of teacher respondents, and the 12(85.7%) were males while 2(14.3%) were female. In terms of age distribution i.e. item three, out of the 14 physical education teachers who participated as questionnaire respondents, the 6(42.9%) were the age in between 26-30, and the rest 8(57.1%) were 31 and above. In terms of educational qualification, item four, 14 (100%) were degree holders. There was no respondent who held a masters degree. Item five is regarding their teaching experience. Hence, the 11 (78.6%) of them have 6-10 years, and the 3(21.4%) have 11-15 years, and there were no respondents with the experiences in between 0-5 and greater than 16 years.

Table 2:- The response of teacher respondents about Psychological factors that affects female students in practical class of physical education.

R. No	Item	Valid	Frequency	Percent	Valid percent	Cumlativ percent
1	Does a female student have confidence to participate in PE practical activity?	Yes	4	28.5	28.5	228.5
		No	10	71.5	71.5	71.5
		Total	14	100	100	100
2	Do you motivate female students to take part in participation of physical activities?	Yes	6	42.8	42.8	42.8
		No	8	57.2	57.2	57.2
		Total	14	100	100	100
3	Do female students actively participate in physical activities?	Yes	4	28.5	28.5	228.5
		No	10	71.5	71.5	71.5
		Total	14	100	100	100
4	Does you providing equal chance for female and male students during PE practical	Yes	5	35.7	35.7	35.7
		No	9	64.3	64.3	64.3
		Total	14	100	100	100

	class?					
5	Are female students interested to take part in PE practical activities?	Yes	8	57.1	57.1	57.1
		No	6	42.9	42.9	42.9
		Total	14	100	100	100
6	Does all PE teachers see and solve the problem and needs of female students?	Yes	5	35.7	35.7	35.7
		No	9	64.3	64.3	64.3
		Total	14	100	100	100
7	Which psychological factors more influence female students participation in PE practical activity?	Motivation	4	28.4	28.4	28.4
		Confidence	5	35.8	35.8	35.8
		Commitment	5	35.8	35.8	35.8
		Total	14	100	100	100
8	Do you appreciate female students in case of success and failure of participation during practical activity?	Always	0	0	0	0
		Sometimes	9	64.3	64.3	64.3
		Rarely	5	33.7	33.7	33.7
		Not all	0	0	0	0
		Total	14	100	100	100
9	The interest of PE teachers toward teaching and that of female students practical learning is:	High	6	42.8	42.8	42.8
		Medium	6	42.8	42.8	42.8
		Low	2	14.4	14.4	14.4
		Total	14	100	100	100

In the above table 2, item number 1, indicated that the 4 (28.5%) of teacher respondents responded that female students have confidence to participate in practical activities; and the 10

(71.5%) of PE teachers responded female students have NO confidence to participate in practical activities.

From the above analysis one can deduce that as the majority said female students in Wolaita zone secondary schools have low or no confidence to participate in PE practical activities.

As indicated in Table 2, item number 2, the 6(42.8%) of respondents were responded PE teachers motivate female students to take part in practical class of PE; and the rest 8(57.2%) of PE teachers replied that they didn't motivate female students to participate in practical activities. Therefore from the above analysis one can understood that PE teachers in Wolaita zone secondary schools didn't motivate female students to take part in PE practical activities.

Item 3 indicated that the 4(28.5%) responded that female students are actively participated in PE practical activities and the 10 (71.5%) of PE respondent teachers replied that female students were didn't take part actively in PE practical class.

In table 2 item number 4, the 5(35,7%) of respondents responded that PE teachers provide equal chance for female students to do practical activities with males, but the 9 (64.3%) of respondents replied that PE teachers didn't provide equal chance for female students to do practical activities with males.

As indicated in table 2 item number5, the 8(57.2%) responded that, female students are interested to take part in participating physical activities and the rest 6(42.8%) respondents were responded female students are not interested to take part in participating physical activities .

Item number 6 indicated that the 5 (35.7%) of respondents said that PE teachers can see and solve the problems and needs of female students, but the 9 (64.3%) replied that PE teachers cannot see and solve the problems and needs of female students.

From the above analysis one can conclude that female students in Wolaita zone secondary schools are interested but not actively participate in PE practical activities because PE teachers in Wolaita zone secondary schools weren't give equal chance for female students and cannot seen and solve the problems and needs of female students to take part in PE practical activities.

As indicated in the above table 2, item number 7, the 4(28.4%) of respondents responded that motivation influence more than confidence and commitment and the 5(35.8%) responded confidence influence more than that of motivation and commitment and the rest 5(35.8%) replied that commitment influences more than motivation and confidence in female students

participation in PE practical activity. Item number 8, indicated that the 9(64.3%) responded that PE teachers sometimes appreciate female students in case of success and failure during practical activities and the 5(35.7%) replied that PE teachers rarely appreciate female students in case of success and failure during practical activities. As shown that item number 9, the 6(42.8%) Of PE teachers are highly interested to teach PE and female students practical learning and the 6(42.8%) responded PE teachers have medium interest and the 2(14.4%) of respondents replied that PE teachers have low interest to teach PE and female students practical learning. From the above analysis one can deduced that confidence and commitment are the most influential factors that hinders the participation of female students in practical activities, and PE teachers motivate and appreciate female students sometimes in case of their success and failure during practical activities and also the interest of PE teachers to teach PE and teaching female students in practical class is medium or PE teachers have moderate interest to teach female students in practical class ; this cause lack of motivation in female students and hinders female students participation in practical activities.

4.2. General Characteristics of Female Student Respondents

Table 3: Summary of Respondent Female Students Background Information

School Name	Sex		Age				Grade	
	Male	Female	14-17	18-20	21-23	>23	9-10	11-12
Bedessa	0	43	31	8	4	0	43	0
Goirara	0	16	10	4	2	0	16	0
Koyo	0	18	14	3	1	0	18	0
Sodo	0	31	22	7	2	0	31	0
BilateCharicho	0	15	9	5	1	0	15	0
Total	0	123	85	27	11	0	123	0
Percentage	0%	100%	69.8%	21.9%	8.3%	0%	100%	0%

As indicated in the above table 3, the 43 (34.9%) of respondent female students are selected from Bedessa, the 16(13%) were selected from Girara, the 18(14.6%) respondents were selected from Shown in the above table 3, the total or 123(100%) of student respondents were female. According to the age 85(69.6%) of female student respondents age in between 14-17 and the 27(21.9%) were the age in between 18-20; the 11(8.9%) of respondents were the age in between 21-23 and no one age was above 23.

As indicated in the same table 3 above, the 123(100%) of respondent female students were selected from grade 9-10.

From the above analysis one can understand that all respondent students were female; all were also selected from grade 9-10 secondary schools and the age of majority respondent female students were in between 14-17.

4.3. Analysis and interpretation of Female Student response

Table 4: The Response of Female Student Concerning psychological Factors Toward Participating in PE practical Activists

R. N	Item	Valid	Frequency	Percent	Valid Percent	Cumulative Percent
1	Do you interested to take part in PE practical activities?	Yes	41	33.3	33.3	33.3
		No	82	67.7	67.7	67.7
		Total	123	100	100	100
2	Does your PE teachers motivate you when you do physical activities practically?	Yes	25	20.3	20.3	20.3
		No	98	79.7	79.7	79.7
		Total	123	100	100	100
3	Which psychological factor more influence your participation in PE practical activities?	Confidence	58	47.2	47.2	47.2
		Commitment	38	30.8	30.8	30.8
		Motivation	27	22.0	22.0	22.0
		Total	123	100	100	100
4	Do you actively participate in PE practical activities?	Yes	39	31.7	31.7	31.7
		No	84	68.3	68.3	68.3
		Total	123	100	100	100
5	How much you are committed to take part in PE practical activities?	Highly	10	8.1	8.1	8.1
		Moderately	44	35.8	35.8	35.8
		Low	53	43.1	43.1	43.1
		Notcommitte	16	13	13	13
		Total	123	100	100	100
6	The feeling that you are trusted or believed to do physical activities practically is:	Very high	5	4.1	4.1	4.1
		High	23	18.7	18.7	18.7
		Medium	40	32.5	32.5	32.5
		Low	55	44.7	44.7	44.7
		Total	123	100	100	100
7	The willingness to work hard and give your energy and time to do physical activities is:	Very high	6	4.9	4.9	4.9
		High	21	17.1	17.1	17.1
		Medium	36	29.3	29.3	29.3
		Low	60	48.8	48.8	48.8
		Total	123	100	100	100

8	Participating in physical activities makes me stressed.	Strongly Disagree	20	16.1	16.1	16.1
		Disagree	21	16.9	16.9	16.9
		Agree	51	42.0	42.0	42.0
		Strongly Agree	31	25.0	25.0	25.0
		Total	123	100	100	100
9	Participating in physical activities Improves my confidence.	Strongly Disagree	27	21.8	21.8	21.8
		Disagree	42	34.7	34.7	34.7
		Agree	33	26.6	26.6	26.6
		Strongly Agree	21	16.9	16.9	16.9
		Total	123	100	100	100
10	I have a great fear, may I injured when participating in physical activities.	Strongly Disagree	11	8.9	8.9	8.9
		Disagree	42	33.9	33.9	33.9
		Agree	44	36.3	36.3	36.3
		Strongly Agree	26	21.0	21.0	21.0
		Total	123	100	100	100
11	Physical activities are only for men, not for women.	Strongly Disagree	14	11.7	11.7	11.7
		Disagree	45	36.3	36.3	36.3
		Agree	45	36.3	36.3	36.3
		Strongly Agree	19	15.7	15.7	15.7
		Total	123	100	100	100

12	Take part In physical activities also motivated me for other works.	Strongly Disagree	16	13.3	13.3	13.3
		Disagree	53	42.7	42.7	42.7
		Agree	42	33.9	33.9	33.9
		Strongly Agree	12	10.1	10.1	10.1
		Total	123	100	100	100
13	I feel better, when participating in physical activities.	Strongly Disagree	17	14.1	14.1	14.1
		Disagree	47	37.9	37.9	37.9
		Agree	45	36.3	36.3	36.3
		Strong Agree	14	11.7	11.7	11.7
		Total	123	100	100	100
14	I have a great commitment to take part in physical activities.	Stro Disagree	20	16.5	16.5	16.5
		Disagree	54	43.5	43.5	43.5
		Agree	39	31.5	31.5	31.5
		StronglAgree	10	8.5	8.5	8.5
		Total	123	100	100	100
15	I have no initiation to take part in physical activities.	St/Disagree	13	10.9	10.9	10.9
		Disagree	27	21.8	21.8	21.8
		Agree	52	41.9	41.9	41.9
		St/ Agree	31	25.4	25.4	25.4
		Total	123	100	100	100

As indicated in the above table 4 item number 1, the 41(33.3%) of respondents responded that female students are interested to take part in PE practical activities and the 82(67.7%) of respondents replied that female students are not interested to take part in PE practical activities.

From the above analysis one can deduced that the majority of female students in Wolaita zone schools were not interested to take part in PE practical activities.

On the same table 4 above, item number 2, the 25(20.3%) of respondents responded PE teachers motivate female students when they do physical activities practically and the 98(79.9%) replied that PE teachers didn't motivate when they do physical activities practically.

Based on the above findings one can see that PE teachers in Wolaita zone secondary schools were not motivate female students during their practical class of physical education.

As indicated in the above table 4, item number 3, the 58(47.2%) responded that confidence does influence more than that of commitment and motivation during practical class, the 38(30.8%) replied commitment does influence more than that of confidence and motivation during practical class and the 27(22%) responded motivation does influence more than that of confidence and commitment during practical class of physical education.

From the above analysis one can conclude that confidence is a great influential factor than that of commitment and motivation during practical class of physical education.

As indicated in the above table 4, item number 4, the 39(31.7%) of respondents were answered that female students were take active participation in physical activities, and the 84(68.3%) replied that female students were not take active participation in physical activities.

Based on the above analysis one can understood that female students in Wolaita zone secondary schools were not actively participate on PE practical activities.

As shown in the above table 4, item number 5, the 10(8.1%) respondents were responded female students are highly committed to take part in PE practical activities, the 44(35.8%) replied female students have moderate commitment to take part in PE practical activities, the 53(43.1%) were replied that female students have low commitment, and the 16(13%) of respondents answered that female students were not committed to take part in PE practical activities.

Therefore from the above analysis one can see female students in Wolaita zone secondary schools have low commitment to do physical activities practically.

Table 4 item number 6, indicate that the 5(4.1%) of respondents replied female students have very high trust/believe to physical activities practically, 23(18.7%) students were highly trusted/believed to physical activities practically, and the 40(32.5%) were replied medium and the 55(44.7%) responded that female students have very high trust/believe to physical activities practically.

From the above analysis one can deduced as the majority answered female students in Wolaita zone secondary schools have low trust/believe to do physical activities practically.

On the same table above, item number 7, the 6(4.9%) were responded female students have very high willingness to work hard and give energy and time to do practical activities, the 21(17.1%) were replied high willingness, 36(29.3%) answered medium and 60(48.8%) of respondents said female students have low willingness to work hard and give energy and time to do practical activities.

Based on the above findings, in Wolaita zone secondary schools, the female student's willingness to work hard and give energy and time to do practical activities is low.

As indicated in the above table 4, item number 8, the 20(16.1%) of respondents responded that strongly disagree, the 21(16.9%) responded disagree, 51(42.0%) replied that agree and the rest 31(25.0%) responded that strongly agree about participating in physical activities makes female students stressed. As shown in the above analysis one can conclude that female students in Wolaita zone secondary schools participating in physical activities makes them stressed.

On the same table 4 above, item number 9, the 27(21.8%) of respondents responded strongly disagree, the 42(34.7%) indicated that disagree, 33(26.6%) were responded that agree and the 21(16.9%) of responded that strongly agree about participating in physical activities improves self confidence.

Based on the above analysis, peoples can say that female students in Wolaita zone secondary schools have low self confidence to participating in physical activities.

As shown in the above table 4, item number 10, the 11(8.9%) of respondents responded that strongly disagree, the 42(33.9%) replied that disagree, the 44 (36.3%) answered agree and the rest 26 (21%) answered that strongly agree about female students have a great fear for participated on physical activities practically that may injure themselves.

From the above analysis one can understood that female students in Wolaita zone secondary schools have a great fear to participate in physical activities because they believe that it may injure them.

As indicated in the above table 4, item number 11, the 14(11.7%) of respondents replied that strongly disagree, the 45(36.3%) were answered that disagree, the 45(36.3%) of respondents responded that agree and the 19(15.7%) of respondents answered that physical activities are for males but not for females.

From the above analysis one can deduced that (as the equal respondents responded that physical activities are both for male and female students in Wolaita zone .

As shown in the above table 4, item number 12, the 16(13.3%) of respondents responded that strongly disagree, the 53(42.7%) responded that disagree, the 42(33.9%) replied that agree and the rest 12(10.1) of respondents answered that strongly agree for that take part in physical activities motivates female students for other works.

From the above findings one can see that take part participating physical activities not motivate female students in Wolaita zone secondary schools for other works.

AS indicated in the above table 4, item number 13, the 17(14.1%) of respondents responded that strongly disagree, the 47(37.9%) were replied that disagree, the 45(36.3%) answered that agree and the 14(11.7%) responded that strongly agree for that female students feel better when they participate on physical activities practically.

Based on the above analysis one can conclude that female students in Wolaita zone secondary schools were not feel better when participated on physical activities.

Table5: What Female Students Are Benefited From Being Participated In Physical Activities?

R. N	Item	Valid	Frequ ency	Percent	Valid Frequency	Cumulative Frequency
16	Helps to lead Healthy life.	Strongly Disagree	16	13.3	13.3	13.3
		Disagree	46	37.1	37.1	37.1
		Agree	44	35.5	35.5	35.5
		Strongly Agree	17	14.1	14.1	14.1
		Total	123	100	100	100
17	Avoid mental stress.	Strongly Disagree	26	21.4	21.4	21.4
		Disagree	67	54.0	54.0	54.0
		Agree	22	17.7	17.7	17.7
		Strongly Agree	8	6.9	6.9	6.9
		Total	123	100	100	100
18	Improves self confidence.	Strongly Disagree	27	22.2	22.2	22.2
		Disagree	42	33.9	33.9	33.9

		Agree	33	26.6	26.6	26.6
		Strongly Agree	21	17.3	17.3	17.3
		Total	123	100	100	100
19	Helps to wise use of time.	Strongly Disagree	13	10.9	10.9	10.9
		Disagree	34	27.4	27.4	27.4
		Agree	45	36.3	36.3	36.3
		Strongly Agree	31	25.4	25.4	25.4
		Total	123	100	100	100
20	Minimizes fear of exercising.	Strongly Disagree	11	9.3	9.3	9.3
		Disagree	52	41.9	41.9	41.9
		Agree	37	29.8	29.8	29.8
		Strongly Agree	23	18.9	18.9	18.9
		Total	123	100	100	100

On the same table 4 above, item number 14, the 20(16.5%) of respondents responded that strongly disagree, the 54(43.5%) replied disagree, 39(31.5%) were responded agree and 10(8.5%) of respondents said that female students in Wolaita zone secondary schools were committed to participate on physical activities practically.

Therefore from the above analysis one can deduced that female students in Wolaita zone secondary schools were not committed to participate on physical activities practically.

AS indicated in the above table 4, item number 15, 13(10.9%) replied that strongly disagree, the 27(21.8%) answered that disagree, 52(41.9%) said agree and the rest 31(25.4%) of respondents responded that strongly agree with that female students have no initiation to take part in participating physical activities practically.

From the above analysis one can understood that female students in Wolaita zone secondary schools were not initiated or motivated to participate on physical activities practically.

As indicated in the above table 5, item number 16, the 16(13.3%) of respondents responded that strongly disagree, the 46 (37.1%) responded that disagree, 44(35.5%) replied that agree and the

rest 17(14.1%) answered that strongly agree with that participating on physical activities leads healthy life.

From the above analysis one can deduced that female students in Wolaita zone secondary schools were not agreed on that participating on physical activities leads healthy life.

On the same table 6, item number 17, the 20(16.5%) of respondents responded that strongly disagree, the 30(24.2%) replied that disagree, 50(40.3) answered that agree and 23(18.9%) responded that strongly agree with that participating on physical activities helps to lose body weight. Based on the above analysis, one can conclude that female students in Wolaita zone secondary schools were not agreed on that participating on physical activities minimizes body weight.

As indicated in the above table 5, item number 18, the 26(21.4%) of respondents replied that strongly disagree, 67(54%) said that disagree, 22(17.7%) said agree and the rest 8(6.9%) answered that strongly agree that participating on physical activities helps to avoid mental stress. From the above findings one can understood that female students in Wolaita zone secondary schools were not agreed on that participating on physical activities helps to avoid mental stress.

As indicated in the above table 5, item number 19, the 27(22.2%) of respondents replied that strongly disagree, 42(33.9%) responded that disagree, 33(26.6%) responded agree and the rest 21(17.3%) of respondents answered that strongly agree that participating on physical activities helps to improves self confidence.

From the above analysis one can conclude that female students in Wolaita zone secondary schools were not agreed on that participating on physical activities helps to improve self confidence.

As indicated in the above table 5, item number 20, the 13(10.9%) were responded that strongly disagree, 34(27.4%) responded disagree, the 45(36.3%) replied that agree and 31(25.4%) of respondents answered that strongly agree that participating on physical activities helps to wise use of time.

From the above findings one can deduced that female students in Wolaita zone secondary schools were agreed on that participating on physical activities helps to wise use Of time. On the

same table 5 above, item number 21, the 11(9.3%) of respondents responded that strongly disagree, 52(41.9%) replied that disagree, the 37(29.8%) answered that agree and the rest 23(18.9%) responded that agree that participating on physical activities helps to minimize fear of exercising. Based students in Wolaita zone secondary schools were not agreed on that participating on physical activities helps to minimize fear of exercising.

Table 6: The Reason behind Female Students Are Not Participated In Physical Activities are:-

R. N	Item	Valid	Frequency	Percent	Valid Frequency	Cumulative Frequency
21	I have no interest to participate in physical activities.	Strongly Disagree	12	10.1	10.1	10.1
		Disagree	22	17.7	17.7	17.7
		Agree	61	49.2	49.2	49.2
		Strongly Agree	28	23.0	23.0	23.0
		Total	123	100	100	100
22	PE teachers and male students demoralize me when I made a mistake.	Strongly Disagree	22	18.1	18.1	18.1
		Disagree	27	21.8	21.8	21.8
		Agree	48	38.7	38.7	38.7
		Strongly Agree	26	21.4	21.4	21.4
		Total	123	100	100	100
23	PE teachers didn't encourage to take part in physical activities.	Strongly Disagree	12	10.1	10.1	10.1
		Disagree	19	15.3	15.3	15.3
		Agree	54	43.5	43.5	43.5
		Strongly Agree	38	31.0	31.0	31.0
		Total	123	100	100	100
24	I hate the intensity of exercising.	Strongly Disagree	17	14.1	14.1	14.1
		Disagree	27	21.8	21.8	21.8
		Agree	43	34.7	34.7	34.7
		Strongly Agree	36	29.4	29.4	29.4
		Total	123	100	100	100

As indicated in the above table 6, item number 21, the 12(10.1%) of respondents responded that strongly disagree, 22(17.7%) replied that disagree, the 61(49.2%) responded that agree and the rest 28(23%) were answered that female students were agreed that they have no interest to participate in physical activities in Wolaita zone secondary schools.

From the above analysis one can understand that female students in secondary schools were not interested to take part in participating physical activities.

On same table 6 above, item number 22, the 22(18.1%) were responded that strongly disagree, the 27(21.8%) replied that disagree, 48(38.7%) were responded agree and the 26(21.4%) answered that strongly agree that PE teachers and male students demoralize female students when they made a mistake.

Based on the above findings one can see that female students in Wolaita zone secondary schools were agreed that PE teachers and male students demoralize female students when they made a mistake.

As indicated in the above table 6, item number 23, the 12(10.1%) of respondents replied that strongly disagree, 19(15.3%) answered that disagree, the 54(43.5%) responded agree, and 38(31%) replied that strongly agree that PE teachers didn't encourage female students in participating physical activities.

From the above analysis one can deduce that PE teachers in Wolaita zone secondary schools were not encourage female students during participating in physical activities.

As indicated in the above table 6, item number 24, the 17(14.1%) of respondents responded that strongly disagreed, the 27(21.8%) replied disagreed, 43(34.7%) were answered that agree and the rest 36(29.4%) responded that agree that female students hate the intensity of exercising.

From the above analysis one can understand that female students in Wolaita zone secondary schools were hate the intensity of exercising.

4.4. The Result Of Interview And Open-End Questionnaires

What it seem the feeling of female students are trusted or believed to do practical activities practically?

As the majority of interviewed PE teachers responded that, the feeling of female students are trusted or believed to do physical activities practically is low

Does a female student have the willingness to work hard on physical activities?

Yes, but it is very low female students are not participate in all types physical activities, they are take part on ball games like volleyball but didn't interested to take part on fitness exercises and high intense activities.

Does female students have the fact of having to pay energy and time to physical activities?

As the majority of interviewed PE teachers responded that, female students have not the fact of having to pay energy and time to physical activities practically, most of time they are passing with standing or sitting around.

The desire that female students to do physical activities practically is:

As the majority of interviewed PE teachers responded that, the desire of female students to do physical activities practically is low. Does you recognize female student's ability during practical activities?

As the majority of PE teachers answered that, PE teachers didn't encourage female students during practical activities. The felling that female students certain to do physical activities practically is:

As the majority of interviewed PE teachers also replied that, the feeling that a female student certain to do physical activities practically is low.

As the researcher observed that PE teachers doesn't appreciate female student's performance, not praise them and not encourage female students to take part in physical activities practically.

Does female students are actively participate in physical activities?

If your answer is "No", write the factors that affect female student's Participation in physical activities.

The answer is NO, because female students in their lower grade level, they have no experience that also leads them lack of self confidence What is your advice for female students who do not participate in physical activities?

As the PE teachers replied that participating regularly in physical activities helps you correct body posture, improves mood, helps to academic achievement, generally helps to improve physical, mental, social, emotional, spiritual wellbeing. Therefore female students should take part on physical activities for many purposes. What are the psychological factors that affect female students in practical class of PE in your opinion?(For PE Teachers)

Majority PE teachers replied that lack of self-confidence, lack of interest, low commitment (low willingness to work hard on physical activities, the lack of fact of having to pay energy and time to physical activities) and soon.

What would be done to enhance female students participation in physical activities?(For PE Teachers)

PE teachers should provide equal chance for female students to do PA with male students, encourage, fame, praise and giving good grade for female students can promote female student's participation in PA practical class.

Do you interested to take part in PE practical class? (Female students), If No Why?

Majority of female students answered that female students are not interested to do PA practically, the reason that female students responded was there is lack of experience, fear of exercise and male students demoralize for mistakes happen.

4.5. Discussions

The finding revealed in this research is majority of PE teacher respondents are male and all are degree holder with the experience of 6-10 years. All respondents were females'. As the majority of PE teachers responded and majority of female students responded that female students in Wolaita zone Some selected secondary schools have low or lack of confidence to participate physical activities practically. Therefore lack of confidence can affect female students to participate in physical activities practically.

*Confidence consistently appears as a key skill processed by successful athletes, at international level athletes who have high self confidence perform better than who are not.

Hence confidence is the most critical mental skill defending mental toughness (Brewer, 2009), knowing this, athletes have stated that the development and maintenance of confidence is one of their biggest needs in mental training. This is because along with its importance as a mental skill critical to sport performance, another defending characteristics of confidence is its fragility (Brewer, 2009). Many athletes have admitted that confidence is a fragile psychological state. The fact that confidence in sport is so important, and yet so fragile, makes it an intriguing topic in sport psychology. Most the sport research on confidence has focused on self-confidence, or the

belief that one has the internal resources, particularly abilities, to achieve success. Self-confidence is rooted in belief and expectations, and although there are multiple definitions of self-confidence, they all refer to individuals' beliefs about their abilities and/or their expectations about achieving success based on these abilities (Brewer, 2009). A key question is how self-confidence works to influence the way that athletes perform. Self-confidence can be thought of as the mental modifier; because confidence seems to modify how athletes feel about, respond to and think about everything that happens to them in sport. For example, self-confidence has been shown to positively predict athletes' effort and persistence in sport. Confidence also affects the choice that athletes make about joining about and continuing participation in sport (Brewer, 2009).

The findings indicate that PE teachers in Wolaita zone some selected secondary schools didn't motivate (encourage, praise, fame) female students during practical class of PE. Also the desire of female students of female students to do physical activities is low. These also indicate that lack of motivation affects female students participation in physical activities practically.

Findings also stated that the female students willingness to work hard on physical activities is low. This indicate that there is lack of commitment for female students and it also leads female students inactive to take part in PA.

*Motivation was directly impact the level of success that you ultimately achieve. If you are highly motivated to improve your performances, then you will put in the time and effort necessary to raise your game motivation will also influence the level of performance when you begin a competition. Signs of low motivations are: - A lack of desire to practice as much as you should, less than 100% effort in training, Skipping or shortening training Effort that is inconsistent with your goals.(Taylor, 2008).

The three central elements of self-determinations theory –confidence, motivation and commitment were help or prevent sports people from being in the right „frame of mind“ to perform well. Positive psychological responses including confidence, motivation, low fear and commitment were associated with a greater likely hood of returning to the pre injury level of participation and return to sport more quickly. There is preliminary evidence that positive psychological responses are associated with a high rate of returning to sports activities. (Williams, 2006).

The other significant finding of this study is that PE teachers are not interested to provide equal chance for female students, and female students have a great fear and not initiated to participate on physical activities practically.

*School is a place to fulfill certain social roles with peers and the opposite sex (Frydenberg and Lewis, 1993). Most of the decisions that teenagers make important for their development and self-actualization and this might have a big impact on their levels at later stage. If the pressure to participate in sport is not generated at home, then it should come from the coaches, peers and particularly the teachers who are main driving forces within the education sector. School is thus important as it moulds the lives of our developing teenagers. On the other hand, Engel(1994), also indicates that schooling is of fundamental importance in be responsible for the view that some sports are more `masculine` or `feminine` than others. For some schools there is still a disciplinary as to which gender should participate in the different sporting codes. A lot of our schools do not have girl`s soccer, basket ball and volleyball teams as these are labeled as boys sporting codes.

Another finding in this study, which is contrary to the previous findings, is that female students in Wolaita zone secondary school students are agreed that participating in physical activities helps to lose body weight, but not agreed with participating in physical activities helps to lead healthy life and avoids mental stress.

*Physiological benefits of physical education to Physiological benefits being active also helps you feel better mentally and emotionally increases in assertiveness (Being able to ask for what you need and make decisions), increases in confidence and feeling able to do things, having positive mood, increases in self-worth and self- stem (feeling good about the you see yourself, and decreases in: anger, anxiety (worry and fear), confusion, stress and tension.(Tailor, 2008). Due to the many benefits of physical activities on the brain, this in turn results in a higher correlation of academic success with students as well as an increase in positive behavior. Field et al (2001) found that among the health benefits of physical activity, exercise has been noted to increase performance on cognitive tasks. In students who perform higher rates of exercise, it has been shown that those same students will have grade point averages. The number of hours a week a child is physically active can impact their engagement in sports, social settings, and energy levels causing them to take the initiative to put in the extra efforts in academics.

The amount of time spent in physical activities, especially twenty minutes or more daily, improves performance on decisional tasks (Trudeau & Shephard, 2008).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents a summary of the study. It starts from the purpose of the study, Literature review, research methodology, analysis, presentation and interpretation of the data Collected. Then it has the summary, conclusions and recommendations drawn from the findings of the study and the suggestions for further research are presented.

5.2 Summary

The research study employed cross-sectional design and the data collection instruments were questionnaire and interview. The questionnaires were prepared for the female students and physical education teachers. Semi structured interview was conducted for physical education teachers. The data gathered from questionnaires was analyzed in the form of qualitative and quantitative and interview was described by using narrative approach. All the data procedures were conducted by the researcher. Furthermore this study also tried to identify and explore the psychological factors that affect the participation of female students in practical class of physical education.

In order to explore the psychological factors that influence female students' participation in physical activities, three basic research questions were forwarded:

- What psychological factors are highly influence female students participation in PE activities?
- Do PE teachers allow that female students can participate on physical activities equally with males?
- Which mechanisms are attempted to made to alleviate those factors affects female students' Participation in PE activities?

This Study was conducted in five secondary schools were selected 123 female students and 14 PE teachers.

The data obtained through the questionnaire were tabulated and analyzed in the form of tables. The data obtained through interview were presented in text formats in more comprehensive ways. Besides, questions in both the questionnaires and interviews were rewritten in addition to the appendices attached at the back of this thesis so as to make the data analysis consistent with the discussions. Based on the result the following finding were made

- From the findings it can be concluded as the majority of PE teachers and female students responded that female students had low confidence that affects female students' participation in physical activities practically.
- Based on the findings of the study, PE teachers did not provide equal chance for female students to practice physical activities with males.
- As the study indicated that PE teachers didn't encourage and recognize female students during practical class of physical education .

5.3 Conclusion

Based on the data gathered and the analyzed results, the following conclusions were made interrelation to the basic research questions and that were formulated in the introduction section. Therefore, based on the findings of the study, the following conclusions were drawn.

- From the findings it can be concluded as the majority of PE teachers and female students responded that female students had low confidence that affects female students' participation in physical activities practically.
- As the study indicated that PE teachers didn't encourage and recognize female students during practical class of physical education.
- The trust or believe of female students to do physical activities practically was low.
- The findings of the study indicate that female students in Wolaita zone some selected secondary schools had low willingness to work hard on physical activities.
- Based on the findings of the study, female students had the fact of having to pay energy and time to physical activities was low.
- The findings of the study indicate that, female students in Wolaita zone some selected secondary schools had low desire to do physical activities practically

- Based on the findings of the study, PE teachers did not provide equal chance for female students to practice physical activities with males.

5.4 Recommendations

Educating female students has a considerable social return. It is one of the critical pathways to promote social and economic development of a nation. This needs to be the central concern in efforts to improve positive attitude for physical activities and availability of good environment where female students can participate in physical activity. As a result, the participation of female students was not given due attention. This study indicated that there is still a lot of work that needs to be done to encourage female students more to take part in physical activities.

This study has created an awareness of the psychological factors that hinder female students' participation in physical activities. To resolve the problems, it would be advisable to consider the following recommendations:

- ❖ Female students should have to improve their self confidence through regularly participating on physical activities.
- ❖ PE teachers should encourage, recognize, and praise female students during participating on physical activities.
- ❖ Female students in Wolaita zone secondary schools should increase their trust or belief to participate on physical education practical class.
- ❖ PE teachers should provide equal chance for female students to take part on physical activities with male students.
- ❖ Female students should develop the willingness to work hard on physical activities.
- ❖ PE teachers should create awareness on female students concerning the purpose of participating on physical activities.
- ❖ Female students should be committed to or/and improve the fact of having to pay their energy and time to physical activities.
- ❖ Female students should be desired, and encouraged by themselves to do physical activities practically.

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APPENDIX A

JIMMA UNIVERSITY

SCHOOL OF GRADUATE STUDIES DEPARTMENT OF SPORT SCIENCE

A QUESTIONNAIRE FILLED BY TEACHERS

Dear Teachers: The purpose of this questionnaire is to gather information required for the research to be conducted in Wolaita zone Some selected secondary schools concerning the psychological factors that affect female students in practical class of Physical education . The ultimate result of the research study is determined by the response you offer.

Thank you for your cooperation!

Part One: Personal Data

Name of School.....

Department

Sex Male Female.....

Educational back ground

Diploma.....

Degree.....

Masters.....

Part Two

1) Does female students have confidence to participate in PE practical activity?

A) Yes B) No

2) Which Psychological factors are more influence female students participation in PE .
Practical activity?

A) Motivation B) Confidence C) commitment

3) What it seems female students' belief to ward to participate PE practical activity?

.....
.....

4) Does teachers (you) motivate female students to take part in participation of physical
activity?

A) Yes B) No

5) Does female students are actively participate in PE activities?

A) Yes B) No

6) If your answer for question number “5” is “No”, write the factors that affect female student’s
Participation in physical activities.

.....
.....

7) Does you providing equal chance for female and male students during PE practical class?

A) Yes B) No

8) What is your advice for female students who do not participate in physical activities?

.....
.....

9) Are female students interested to take part in PE practical activity?

A) Yes B) No

10) If your answer for question number 9 is “No”, what do you think that the reason behind?.....

.....
.....

11) Does you appreciate female students in case of achievements and failure of participation During practical activity?

A) Yes B) No

12) The interest of physical education teachers to ward teaching and that of female students practical learning is:

A) Very high B) High C) Medium D) Low E) Very low

13) Does PE teachers see the problem and needs of female students?

A) Yes B) No

14) What psychological factors are that affect female students in practical class of PE in your opinion?

.....
.....

15) What would be done to enhance female students' participation in physical activities?

.....
.....

APPENDIX B

በጅማ ዩኒቨርሲቲ

የድህረ ምረቃ መርሃ ግብር

የስፖርት ሳይንስ ት/ክፍል

በተማዎች የሚሞላ መጠይቅ

ውድ ተማሪዎች፡

የዚህ መጠይቅ ዓላማ ወደ በወላይ ታዞን በሚኾኑ 2ኛ ደረጃ ት/ቦቶች/ቦታዎች የጤናና ሰውነት ማኅል መሻጻን ቅስቀሳዎችን የሚገቱ ሥነ አእምሮ አዊ ጉዳዮች ላይ ለማጥናት የሚጠቅም መረጃ መሰብሰብነ ወደ፡፡ የጥናቱ ወጪ ታማኝነት የሚዎሰነው በሚሰጡን መረጃ ትክክለኛነት ላይ በመሆኑ እውነተኛ መረጃ በ መስጠት እንዲተባበሩኝ እየጠየኩ የሚሰጡኝ መረጃ ፍጹም ሚስጢራዊ መሆኑን እገላጻለሁ፡፡

ለትብብራችሁ አመሰግናለሁ፡፡

መግለጫ፡ ስም መጻፍ አያስፈልግም፡፡

የትምህርት ቤቱ ስም

የታ..... ሴት.....

የትም/ ደረጃ.....

ዕድሜ/ 14-17

ለ/ 18-20

ሐ/ 21-23

መ/ ከ23 በላይ

ክፍል 2

1) የጤናና ሰውነት ማሳል መሻት ምህርት የተግባር ሥራ ለመሥራት ወዳላችሁ?

ሀ/ አዎን ለ/ አይደለም

2) ለጥያቄተራቁጥር “1” መልሳችሁ አይደለም ከሆነ ምክንያቱ ምን ድርጊት ነው?

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

3) ከሚከተሉት ውስጥ የሰውነት ማሳል መሻት ምህርትን በተግባር ስትሰሩ የበለጠ ክፍተት የሚፈጥርባችሁ የትኛው ነው?

ሀ/ በራስ መተማመን ለ/ ያለ መነቃቃት ለ/ የቁርጠኝነት ማነስ

4) የጤናና ሰውነት ማሳል መሻት ምህርት የተግባር ሥራ ስትሰሩ መምህራኖቻችሁ ያበረታቷችኋል?

ሀ/ አዎን ለ/ አይደለም

5) የጤናና ሰውነት ማሳል መሻት ምህርት የተግባር (የሜዳ) ሥራን በንቃት ትሳተፋላችሁ?

ሀ/ አዎን ለ/ አይደለም

6) የጤናና ሰውነት ማሳል መሻት ምህርት መምህራኖቻችሁ የሜዳ (የተግባር) ሥራን ለመሳተፍ ያላችሁ በራስ መተማመን ምን ያህል ነው?

ሀ/ በጣም ከፍተኛ ለ/ ከፍተኛ ለ/ መካከለኛ መ/ ዝቅተኛ

7) የጤናና ሰውነት ማሳል መሻት ምህርት የተግባር ሥራን ለመሥራት ያላችሁ ፍላጎት ምን ያህል ነው?

ሀ/ እጅግ በጣም ከፍተኛ ለ/ በጣም ከፍተኛ ለ/ ከፍተኛ መ/ መካከለኛ መ/ ዝቅተኛ

8) ለጥያቄተራቁጥር “7” ምጫችሁ ዝቅተኛ ከሆነ ምክንያቱ ስምን ድርጊት ነው?

.....
.....

9) የጤናና ሰውነት ማሳል መሻት እንቅስቃሴዎችን በተግባር ለመስራት ያላችሁ ቁርጠኝነት ምን ያህል ነው?

ሀ/ እጅግ በጣም ከፍተኛ ለ/ በጣም ከፍተኛ ለ/ ከፍተኛ መ/ መካከለኛ መ/ ዝቅተኛ

10) ለጥያቄተራቁጥር “9” ምጫችሁ ዝቅተኛ ከሆነ ምክንያቱ ስምን ድርጊት ነው?

.....
.....

ትዕዛዝ፡ ከዚህ በታች በተመለከተው ሰንጠረዥ ለቀረቡት ጥያቄዎች ይስማማኛል በሚትሉት ሳጥን

ወስጥዩ “x” ምልክት አኑሩበት፡፡

- ስለጤናና ሰውነት ማሳልም ሻ እንቅስቃሴ የቀረበ ሥነ አእምሮአዊ የአረዳ ድጥ ያቁ፤**

ተ/ቁ	ዝርዝር ተግባራት	በጣም አልስማማም	አልስማማም	እስማማለሁ	በጣም እስማማለሁ
11	የሰውነት እንቅስቃሴዎችን መስራት ያስጨንቀኛል፡፡				
12	የሰውነት እንቅስቃሴዎችን መስራት በራስ መትማ መንገድ ምርጫ ነው፡፡				
13	የሰውነት እንቅስቃሴ የወንዶች እንጂ የሴቶች ተግባር አይደለም፡፡				
14	የሰውነት እንቅስቃሴዎችን ሲሰራ ሊሰበር እችላለሁ ብዬ አሰጋለሁ፡፡				
15	በሰውነት እንቅስቃሴዎች መሳተፍ ለሌሎች ሥራዎችም ያነቃቃ ነው፡፡				
16	የሰውነት እንቅስቃሴዎችን ሰርጭስ መለስ ጥሩ ስሜት ይሰማኛል፡፡				
17	የሰውነት እንቅስቃሴዎችን በተግባር ለመስራት ያለኝ ቁርጠኝነት ከፍተኛ ነው፡፡				
18	የሰውነት እንቅስቃሴዎችን ለመስራት ምንም ተነሳሽነት የለኝም፡፡				

• የሰውነት እንቅስቃሴ መስራት ለምን ይጠቅማል ብላችሁ ተሳተፋላችሁ?

ተ/ቁ	ዝርዝር ተግባራት	በጣም አልሰማም	አልሰማምም	እሰማለሁ	በጣም እሰማለሁ
19	ጤናማ ሕይወትን ለመምራት ይረዳል፡				
20	የአእምሮ ጫናን ይቀንሳል፡፡				
21	በራስ መተማመንን ይጨምራል፡፡				
22	ጊዜን በአግባቡ ለመጠቀም ይረዳል፡፡				
23	ፍርሃትን ያስወግዳል፡፡				

• ሴት ተማሪዎች የሰውነት እንቅስቃሴን የማይሰሩ በትምክንያት፤

ተ/ቁ	ዝርዝር ተግባራት	በጣም አልሰማም	አልሰማምም	እሰማለሁ	በጣም እሰማለሁ
24	የሰውነት እንቅስቃሴን የመስራት ፍላጎት ስለሌለ፤				
25	መምህራንና ወንድ ተማሪዎች ሴቶች ሲያበላሹ ስለም ስቁ/ ስለሚያበሽቁ፤				
26	የጤናና ሰውነት ማጎልመሻት/ት መምህራን ሴቶች እንቅስቃሴ እንድያደርጉ ስለማያገፋፉ፤				
27	ሴቶች የሰውነት እንቅስቃሴ ጫናን ስለሚጠሉ፤				

APPENDIX C

JIMMA UNIVERSITY

SCHOOL OF GRADUATE STUDIES DEPARTMENT OF SPORT SCIENCES

SEMI STRUCTURED INTERVIEW FOR PHYSICAL EDUCATION TEACHERS

1) What it seem the feeling of female students are trusted or believed to do physical activities practically?

.....
.....

2) Does female students have the willingness to work hard on physical activities?

.....
.....

3) Does female students have the fact of having to pay energy and time to physical activities?

.....
.....

4) The desire that female students to do physical activities practically is:

.....
.....

5) Does you recognize female student's ability during practical activities?

.....
.....

6) The felling that female students certain to do physical activities practically is:

.....
.....