

JIMMA UNIVERSITY

**COLLEGE OF SPORT ACADEMY
DEPARTMENT OF SPORT SCIENCE**



**FACTORS AFFECTING THE PARTICIPATION OF FEMALE STUDENTS
TOWARDS PHYSICAL EDUCATION IN SELECTED HIGH SCHOOLS OF
WEST ARSI ZONE, OROMIA REGION**

BY:

HAILEMARIAM BAME

SEPTEMBER, 2021

JIMMA, ETHIOPIA

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OF WEST ARSI ZONE, OROMIA REGION**

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

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DECLARATION

The researcher here by declares that the thesis on the title, “*Factors Affecting the Participation of Female Students towards Physical Education in Selected High Schools of West Arsi Zone, Oromia Regional State*’s my original work, has not been presented for a degree of master in other university, and that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references.

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

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APPROVAL SHEET

As members of examination board of the final Med open defense, we certify that we have read and evaluated the thesis prepared by Hailemariam Bame entitled: - *Factors Affecting the Participation of Female Students towards Physical Education in Selected High Schools of West Arsi Zone, Oromia Regional State*". We recommended that it could be accepted as fulfilling the thesis requirement for the degree of master of education in sport science.

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Abstract

This study has a title of 'Investigating Factors Affecting the Participation of Female Students towards Physical Education in Selected High Schools of West Arsi Zone, Oromia Region'. In order to conduct this research descriptive way of research design was employed. The mixed approach (Quantitative & Qualitative) was used for data analysis those gathered by questionnaire, observational check- list and interview. The sample size of study participants was 308 female students selected by using simple random sampling technique from the three secondary schools proportionally including 6(six) PE teachers who are currently teaching in grade 10th. The data gathered through questionnaire was analyzed using SPSS V.20, whereas, the data gathered through observational check –list & interview was analyzed using narrative method. The basic research questions were: what are the major factors those affected active participation of female students on PE, what should be the role of PE teachers for effective participation of female students in PE, and what is the role of parents looks like for effective female students' participation in PE So that, the findings obtained from the data analysis indicated that the major factors those affected female students' active participation in PE were the school related, the teacher related, the students related. The socio- economic problem and socio - cultural hindrance. The implementation of teachers' role & parents' role was at lower level respectively. Based on the findings the researcher was recommended that the school administration, PE teachers and Shashemene Administrative Town Education Office have to make open discussion and give possible measurement on existed problems in collaboration with stakeholder; school facilities have to be fulfilled by assigning sufficient budget by the principals and fund raising programs have to be emerged to buy sport materials; teachers' role & parents' role are crucial to increase females' participation, so that they constantly motivate by giving sufficient support for female students to like the subject; other similar studies have to be coned to add knowledge gap and minimize barriers on female students physical activity and enhance their interest to effectively participate on physical education subject.

Key words: *Major Factors, Parents' Role, Teachers' Role*

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Education is one of the fundamental elements for social, cultural and economic development of a country. In addition, it is the main means to bring changes involves and attitudes conducive to change. Education is a fundamental human right to all people irrespective of their sex, race or economic status as it is the key to sustainable social, economic and political development (Engin-Demir, 2009). Similarly, Prastowo (2014) cited in Sam et al (2018) stated education is the most important aspect in supporting the nation's advance in the future, because through education, high-quality subjects will be created.

Physical education as a part of general education ensures that a physical exercise nourishes man. And from this simple fact derives all the philosophy of physical education and sport, and it, among other things claims: everything for a man, a man for nothing. This philosophical idea draws its strength from the simple fact that says life is the highest value obtained from the Creator (Leposavic, 2015). Physical education is an integral part of the total education process and has as its aims the development of physically, mentally, socially and emotionally fit citizens through the medium of physical activities that have been selected and planned to achieve specific outcome

The goal of physical education is to get school children physically active and remain physically active through their adulthood (Corbin, 2001). Physical Education today has the potential of contributing to the enhancement of positive lifestyle changes which ultimately look to the better quality of life. This means that through physical education, the individual can acquire life skills, sufficient knowledge and understanding, activity skills, and desirable attitudes that will eventually contribute to the well-being of him/her self. Physical education plays a vital role in physical, mental, emotional, social and psychological developments of its participants without any discrimination (Murray, 2002). Lutz, Cornish, Gonne man and Ralston (2009) showed that participating in extracurricular activities, especially school sports,

and are associated with a number of positive life experiences for participants both during high school and later in life, making free from the negative experience of being an increase in alcohol use. Sport activities have role in contributing to public health and can also provide universal language to bridge social, racial, gender and religious discriminations.

By doing, so, sport has the potential to promote peace, develop personal qualities essential to democracy such as leadership, tolerance, solidarity, co-operation and respect, and provide a means of inclusion for marginalized individuals and groups (Butler, 2008). Physical education and physical activity should be encouraged for both girls as well as boys (Sever, 2005). Worldwide women are less frequently seen participation in physical education and sport activities than men. Involving female students in physical education has been recognised as a challenge for high school teachers (Rich, 2004; Slater & Tiggemann, 2010). Historically, female students often blamed for their lack of engagement in the physical activity components of physical education (Aright& O’Sullivan, 2010).

The active participation of students to physical education and in physical activities which contribute to their development, not only physically but also emotionally, socially, mentally while a lack of participation due to the negative attitudes towards physical education, on the other hand tend to hinder such development (Shamshoum, 2003). Positive attitudes can cause lessons to be taught efficiently with active participation and motivation of teachers and students with great regard (Demirhan& Altay, 2001).

Factors affecting the active participation of female students in PE have been shown by various past studies in relation to social constructions of gender and gender stereotypes (Cockburn & Clark, 2002; Whitehead, 2008); lack of social support and influences from parents, peers and role models; (Hall, 2008; Hills, 2007) and; the teaching/classroom environment (e.g., the competitive nature of PE lessons, the teacher (Larsson, Fagrell&Readies, 2009). In addition, female students have reported feelings of embarrassment, low perceived ability, concerns over body image, lack of interest in the activities being offered and the dominance of boys in class as affecting their involvement in physical education (Flint off&Scranton, 2006; Wright & Macdonald, 2010). Different factors influence female student’s participation on physical education such as Physical education curriculum, the nature of physical education teacher, facilities and equipment, classroom atmosphere and self-perception of female themselves

were the major factors affecting the theactive participation of female students towards physical education (Rickard &Bienville, 2006).

1.2. Statement of the Problem

The issue of gender particularly in education has become a concern in many countries especially in Africa. Physical education and sport activity is not exceptional in this regard; it is a severe problem in developing nations where there is lack of family guidance and counseling, family educational background, economical background, inappropriate instructional materials in the field and socio-cultural problems were the major hindrances of the participation of female students towards physical education (Coakley,2001).

There were some local studies conducted in Ethiopia related with the issue under study. For instance, Andinet (2014) conducted on challenges of female students in learning physical education and found that boys dominate in using sport equipment and facilities and exclude females who wish to use them by intimidating or ignoring them, parents tend to promote sport for boys more than they do for female students and female students were neglected due to household work, they assume sport as being too competitive feeling inadequate due to lack of skill acquisition playing with or being watched by boys, lack of time to study at home, lack of parental support (lack of sport facilities) and low level of parental education. Similarly, Hailu (2012) carried out research on challenges and prospective of female student's participation in sports and physical activity and found that most of female students are not participating in physical activity because of lack of facilities and equipment, religion, culture and attitude of the society towards female student's participation in sports and physical activity.

Moreover, Fitsum (2014) conducted research on the trend of female student participation in physical education class activities and obtained that parent's household demand of their daughter's labor and early marriage were the major problems influencing female student participation in physical education class activities. Another research conducted by Jafer (2012) has obtained that family related factor such as educational background, attitude of society towards female education, school related factor which included absence of school facilities, lack of appropriate guidance and counseling, curriculum irrelevancy, absenteeism

and parents' low income were the major causes for females' low participations towards physical education. Furthermore, a study conducted by Henok (2014) on factors affecting female students' participation in physical education finds that, the majority of female students in the sample schools have less interest to participate physical education class, cultural, Biological, past experience, Economical, physical and physiological factors are major factors that hinder the participation of female students during PE class.

The above-mentioned studies were similar to this study with the selected title, research design they implemented, and the data collection tools. Nevertheless, the study area, the selected grade level and method of data analysis have made this study differ from the other. Moreover, this study identifies the most serious factors that should be taken in focus for problem solving, as well as using their cumulative percent that was not seen on all of the above studies rather, they listed the major factors simply.

In addition to this, there was no past study conducted on the factors affecting the participation of female students toward physical education in the current study area. The above-mentioned gapes those would be fulfilled by this study was made the researcher to be motivated to conduct this study, and to bridge this research gap, the intent of this study was to identify the factors affecting the participation of female students towards physical education in selected high schools in Shashemene town administration.

1.3. Basic Research Questions

This study was tried to answer the following basic questions:

- What are students related factors affecting the participation female students in physical education?
- What is teacher related factors affecting the participation female students in physical education?
- What are school related factors affecting the participation female students in physical education?
- What is parent related factors affecting the participation of female students in physical education?

1.4. Objective of the study

1.4.1. General Objective

The main objective of the study is to investigate the factors affecting the participation of female students towards physical education in selected high schools in Shashemene Administrative town.

1.4.2. Specific Objectives

The specific objectives of the study were: -

- To identify students related factors affecting the participation female students in physical education.
- To explore teacher related factors affecting the participation female students in physical education.
- To investigate school related factors affecting the participation female students in physical education.
- To find out parent related factors affecting the participation of female students in physical education.

1.5. Significant of the Study

This study may contribute very important points for different bodies. These are students, school teachers and educational bureaus and syllabus design experts and curriculum developers. The findings of the study:

- Female students in the study area would be the first beneficiary if the problems revealed are solved.
- It would have some contributions for teachers and syllabus designers to look into challenges affecting the participation of female students toward physical education, so as to implement strategies to minimize challenges faced female students in physical education.

- It would help syllabus experts and curriculum developers to aware on the students' problem and thereby respond and consider the problem during the preparation of textbooks and curriculum pertinent to the female students.
- It would provide an opportunity to the school to carry out a broad review on the problem under study and provides solutions to the problems.
- It would help as a reference material for people who wish to conduct further study on related study issues.

1.6. Scope of the Study/Delimitation/

This study was delimited in terms of content on identifying the factors that affect the participation of female students towards physical education and the role of PE teachers and parents in order to make female students' active participant towards physical education. Moreover, the geographical scope of the study was in Oromia region, west Arsi Zone, Shashemene town particularly, Burqa Qerro, Biftu and Shashemene Secondary School of Shashemene administration town of Oromia regional state. Moreover, this study was delimited to grade 10th female students from the selected schools because of less maturity level of grade 9 students to provide valid data and a smaller number of female students in grade 11th and 12th when compared with grade 10th. The study also delimited on the sample size of 308 female students and descriptive research design.

1.7. Limitation of the Study

The current study come across several limitations. Difficult of software to data analysis and measurement error, sample problem, difficulty of scientific explanation, access of literature inadequate language. Limited experience of the researcher himself has contributed as a limitation to the depth of the study, e.g., some difficulties related to COVID-19 lack of use of covariance. The gap in fulfilling, recent literature and some published relevant materials and documents were also found to be a limitation in this study.

1.8. Definition of Terms

Attitude: refers to the way female students at secondary schools perceive physical education. It is the positive-negative dimensions that influence an individual commitment, interest and preference to a given stimulus (Atolabi, 2009).

Culture: is when a group of people have similar beliefs which form part of their tradition and custom (J. Prinz, 2011).

Challenge: refers to the factor that affects the attitude of students towards physical education classes at selected secondary schools (RL church, 2003).

Field: - an area or a place where outdoor physical activities are being take place such as; football field, volleyball field (Habit pour, 2017).

Participation: -refers to engaging in any activity of performance (Imams, 2016)

Physical Activity: - is an all-encompassing term which includes physical education, sport, play and activity undertaken for enjoyment or health or performance enhancing purposes (TG. Johnson, 2016).

Physical education: is an education which is mainly given through physical activity in order to develop physical, mental and social wellbeing (Sahile, 2012).

Sport: - refers to those activities that are organized in a structured way and have a focus on competition (Seippel, 2006).

1.9. Organization of the Study

This study was organized into five chapters. The first chapter discusses background of the study, statement of the problem, research questions, and objectives of the study, significance of the study and delimitation of the study. In the second chapter, important areas of related literature including foreign and local research works will be reviewed. The third chapter deals with the methodology of the study. In this chapter participant, the instruments, and the procedures employed were

discussed. And it sets out the methodological framework of the research and the procedures use to achieve the research goals. It also outlines the rationale for the research design, its quantitative and qualitative aspects.

The fourth chapter concerns with the data analyse, finding and discussions. The fifth chapter deals with summary, conclusions and recommendations. The fifth chapter presents summary, conclusions and recommendations. Finally, lists of references and appendices were included.

CHAPTER TWO

REVIEW OF RELATED LITERATURES

2.1. The Concept & Historical Background of Physical Education

2.1.1. The Concept of Physical Education

Physical education as a part of general education ensures that a physical exercise nourishes man. And from this simple fact derives all the philosophy of physical education and sport, and it, among other things claims: everything for a man, a man for nothing. This philosophical idea draws its strength from the simple fact that says life is the highest value obtained from the Creator (Leuposavic, 2015). Physical education is an integral part of the total education process and has as it aimed the development of physically, mentally, socially and emotionally fit citizens through the medium of physical activities that have been selected and planned to achieve specific outcomes.

Physical Education is a learning process designed to foster the development of motor skills, health related fitness, knowledge, and attitude relates to physical activities through a series of carefully planned and conducted experiences. The learning environment is thoughtfully structured to enhance the overall development of each student within the three learning domains. Locating and evaluating the barriers that impact and cause females to avoid secondary elective physical education courses, it is clear that one needs to look at this more thoroughly and create solutions in the form of curricula, program and instruction to ensure that numbers do not decrease further (Gibbons and Hubert, 2006).

Tamer and Pular (2001) defined physical education as the process in which a person makes a change in his behaviors deliberately in accordance with the purpose of physical education (physically, emotionally, socially and mentally) by means of participating in physical exercises. Thus, physical education brings about integrity of mental, emotional and social development. It is a fundamental human right because regular participation in physical activity is an essential component of a healthy lifestyle (Butler, 2008; Biddle, Gorely and Stensel, 2004). Programs that

prepare children for lifelong physical activity must be formally organized, well designed and professionally led. Quality, school physical education programs provide young people with opportunities to develop the values, knowledge and skills they need to lead physically active lives, build self-esteem, and to promote and facilitate physical activity in the lives of others.

2.1.2. Historical Background of Physical Education

2.1.2.1. Physical Education in the World

According to Siedentop (2007) historically, physical education programs focused on teaching children and youths in the school setting. The expansion of physical education beyond its traditional realm to non-school settings and people of all ages requires a more inclusive definition to encompass the diversity of programs and the wide range of goals achieved by participants. Siedentop asserts that there is probably less agreement today on the basic meaning of physical education than there has been at any time in our education than there has been at any time in our professional history. However, he states that the mostly widely accepted meaning for physical education is based on the developmental model. This model is based on the belief that all school subject, including physical education, should contribute to the development of the whole child. Carefully structured physical activity is recognized as a means through which educational goals can be achieved (Siedentop, 2007).

Physical education was a pedagogical discovery of the late 17th and early 18th centuries. At that time, Western society was seeking to create social rules that would allow individuals to coexist, and there was great interest in other issues such as preventing disease. The Profession of Physical Education, in 1885 in the United States, as Guides cited from Luther Halsey Gluck, he labelled physical education the “new profession” during one of the meetings of the American Medical Association. In the same year, the American Association for the Advancement of Physical Education was created. Gluck was an advocate of physical fitness for youths, and he recommended integrating gymnastics and physical education into their daily lives. The main principle of Gluck’s interests was the improvement of human life through education, health, and social engagement. His greatest contributions to education were the inspiration and direction that he gave to physical education (Guedes, 2007).

During the 19th century a specific system of games and sports began to exist in England. This system has been specifically accepted in so-called public schools. It has spread throughout the British Empire and even beyond its borders. In the continental part of Europe, at that time the ethnocentric approach to physical exercise dominated. However, in the late 19th century (in 1884) Pierre de Coubertin, French nobleman, visited England and there he got familiarized with the sports games. And after returning to France, he started propagating sport and was fruitful with initiating to revive the Olympic Games and in 1896 in Athens (Greece) the first Modern Olympic Games were held. Today, sport is experiencing a large and rapid development and is present in all parts of the world (Leposavic, 2015).

2.1.2.2. Physical Education in Africa

Africa has a rich tradition of culture, history, sport and social institutions. Various countries throughout the continent have demonstrated these. The rich traditional games, plays, dances and arts of the continent have stood the test of time. They were used for various purposes socialization, initiation, ceremonies, recreation, etc. The practice of physical education is deeply rooted in the cultural framework of various ethnic communities who developed physical proficiency as an integral part of the traditional process associated with practices such as food gathering, hunting, rural activities, inter-tribal conflicts, etc. These cultural activities were grounded in traditional education wherein physical prowess was highly valued. These historical practices marked the first phase in the evolution of PE in Africa (*LO Amusa, &AL Toriola, 2010*).

According to Amusa&Toriola stated in their journal, the second phase is characterized by the contact with the “western world” which marked the beginning of the erosion of the traditional education and the establishment of colonial and missionary models of education that regarded the native physical activities as primitive, immoral and anti-Christianity. Western (colonial) formalized PE and Sport placed emphasis on military drills, physical training (PT) formalized activities and training of teachers. As many African countries were colonized by various western powers, a number of PE syllabi which emphasized the above skills were introduced to the respective countries; for example, the 1933 syllabus was introduced by Britain to all her colonies. The striking element of this (colonial) system of education was the lack of relevance to the cultures and values of original African populations. In third phase, attainment of independence by most

African countries resulted in significant developments in education (i.e. concerning PE and Sport) which was aimed at restoring those dignities and values which were reserved, maimed and destroyed during the colonial times. Most African countries redefined their education, including physical education and Sport. Specifically, physical education contributed to sport development and the emergent of the continent as a sport power. However, no visible pattern of physical education and Sport emerged; it was the story of old wine in a new bottle. The post-independence period and the last decade of the 20th Century marked the fourth phase in the evolution of physical education and Sport for Amusa&Toriola, where in the disciplines experienced serious setbacks following the current socioeconomic challenges around the world. Several physical education and Sport programs collapsed due to lack of funding. Yet Africa (and indeed no country) did not still evolve a apparent pattern or model of its own (*LO Amusa, AL Toriola, 2010*).

2.1.2.3. Physical Education in Ethiopia.

In Ethiopia like all African nations there was traditional physical activities which have been played during religious and holidays ceremonies. As Solomon (2009) indicated on the international conference of Ethiopian sport, until the 1974 revolution, Ethiopians were strictly obliged to honour the many saints and holidays of the Ethiopian Orthodox church which was highly influenced by Judaism and incorporated many Judaic practices. Due to this, it was on market days than holidays that many of the outdoor games and entertainments were held. The choice of market days also entails convenience. In those days' people who were also participants as well as spectators from near and far gathered on market days to exchange commodities, information, witness litigation, socialize with friends and relatives, run off with the future wife/husband, have drinks or pick fights. Therefore, markets were and to some degrees still are the public spaces or the public square (Solomon, 2009).

In addition to this Solomon also explained as Ethiopia had various ways by which they entertained themselves with implementing pastime or leisure time cultural games. These "pastimes include but are not limited to feresgugis - horse racing, dulamiktosh - somewhat similar to fencing, gibigb - wrestling, wana - swimming, gena - hokey, senterej - Ethiopian chess, and gebta - Macula. Except for senterej and gebeta which are board games where one's ability as a tactician and strategist are tested, the rest of the games are physically demanding and require a fine skill and agility to

participate in them. The establishment of Western modeled schools in the imperial capital, Addis Ababa, and in some of the regional capitals, and where European and other expatriates served as instructors, the traditional "pastimes" were absent from the curriculum. Instead, a curriculum of physical education as the corrupted and borrowed words signify was introduced (Solomon, 2009)

2.2. The Significance and Contribution of Physical Education

A range of evidence suggests that for many girls, sports and physical activities are positive features of their academic aspirations and achievements. The classic study of the relationship between physical activity and school performance was carried out in France in the early 1950s. Researchers reduced academic curriculum time by 26%, replacing it with physical activities, yet academic results did not worsen, there were fewer discipline problems, greater attentiveness and less absenteeism. Although there is a shortage of research in this area, early studies conducted in the US later in life, have fewer partners, and, when sexually active, make greater use of contraception than non-sporting girls. Projects are currently underway in the developing world that use sports participation as a strategy for empowering girls to avoid high-risk sexual behaviour. (Fairelough, S. & Stratton, G., 2005)

It is generally accepted that encouraging a healthy lifestyle characterized by regular physical activity in children is a world-wide priority for future health to overcome the challenges posed by sedentary lifestyles (WHO, 2002).

2.3. Physical Education and Physical Activity

This section describes current physical education practice with in Canada, discusses the experiences of multi-ethnic adolescents in physical education, and finally identifies determinants of physical activities among adolescent populations. Education should be directed developing the child's personality, talents and mental and physical abilities to their fullest potential, at the same as fostering a respect for his or her parent, his or her own cultural identity, for the national values of the country from which he or she originates, and for civilizations different from his or her own (Canada, April 2004, p35). Canada's (April 2004) vision to promote inclusive educational practices and learning environments was published. The public health agency of Canada (PHAC,

1999) explains that “minority group often experience higher degree of stress from a variety of sources, including ---- social and personal isolation and negative attitudes” them.

Physical education classrooms, in particular, have been identified as environments that may victimize visible minorities (Vertinsky et.al, 1996); however, these classes may also be opportunities social transmutation if teachers foster a positive space for interactions between multicultural youth. Chung and Phillips (2002) argue that teacher is vital in the “process of attitude modification for students”, which includes physical activity. Health Canada (2002) supports this notion of teachers fostering attitude modification within students, and specifically suggests that with in health and physical activity; physical education teachers have the opportunity to “build physical activities thinking and behaviour into their classroom to help kids become aware of the need for physical activity regardless of their cultural heritage.

2.4. Factors Affecting Female Students’ Participation towards Physical Education

2.4.1. Attitude

Attitude is the fundamental to the success or failure that we experience in our life. There is a little difference in people physically or intellectually. But what does make the difference is the attitude. You can take two people of similar background, education, skill and intelligence and find that one is the kind of person you are looking for because of a positive attitude while the other is a complete failure – the everlasting pessimist! Your attitude is the big difference. (Küçükahmet, 2003) indicated that “Attitudes are one of the personality characteristics of teachers affecting their students; in particular, attitudes towards the profession, student and school studies dramatically affect the learning process and personal character of the student” (Küçükahmet, 2003, p. 68).

Children’s characteristics and contextual factors are two major factors that are related to children’s attitudes. Children’s characteristics refer to children’s age, gender and sports skill. Contextual factors include the quality of physical education programs and the accessibility of after school physical activities (Solmon, 2003).

In general, Zeng et al (2011) revealed that both male and female participants show positive and similar ATPEA. This finding is consistent with most previous studies. In specific, the female participants in the current study show more positive attitudes about their physical education classes than those of the male participants and regard physical education classes as important as other academic classes. Concerning the ethnic factor, different ethnic groups show different favoritism on certain factors. The reasons might be according to Zeng and others related to the cultural background, the environment of PE classes and the influence of PE teachers. Regarding the co-ed versus single-sex PE class formats, most participants indicate that they are in favor of the co-ed class format (Zeng et al., 2011).

2.4.2. Physical Education Curriculum

Rickard and Banville (2006) investigated high school student's attitudes about their physical education curriculum regarding fitness and sport activities. The researchers found high school students had a greater preference for game play than fitness activities. The high school students also expressed the importance of having variety in the activities they participated in. Some of the student's felt that since they were in high school, they had covered all of the traditional activities (basketball, flag football, volleyball, football, softball) throughout their physical education experience. Thus, the students wanted to learn new and novel activities to experience in their high school physical education class. Zeng, Hipster and Leung (2011) also found that the structure and the content of the curriculum play a role in the formation of students' attitudes towards physical education, where variety and fun are related to a more favorable attitude

2.4.3. The Nature of Physical Education Teacher

Another factor that affects student attitudes is the teacher. Physical education teachers play a pivotal role in the attitudes students develop toward physical education and physical activity (Al Salim, 2017). Ryan, Fleming & Maina (2003) studied the influences the teacher has on student attitudes towards physical education. They found that the physical education teacher did favorably affect student attitudes towards physical education. The students in the study liked that their physical education teacher had "good physical skills", "they were friendly" and they "allowed the class to help plan activities." With a large majority being favorably influenced by the teacher there

was some students that felt contrary to their peers. Some of the students felt that their physical education teacher “could not relate to students,” and were “prejudiced towards their race.” Another study dealing with how the teachers affect student attitudes investigated gender differences in adolescent's attitudes (Barney& Christenson, 2012). In this study the researchers created five determinants that positively and negatively affected high school student attitudes towards physical education. The five determinants for this study were: 1) the curriculum, 2) class atmosphere, 3) self-perception, 4) the teacher, and 5) the facilities. It was found that the teacher was the second most influential determinant, both positively and negatively for high school student's attitudes towards physical education. Some of the comments the students made regarding the teacher were, “held high expectations,” “focused on learning something,” and “provided not just a play class.” The student's continued to say that they valued and appreciated a sensitive teacher. They valued someone that “encouraged them despite their low ability” and “a teacher that does not force them to run if they feel unwell.” The results from this study suggest that the teacher is a powerful determinant of student attitudes towards physical education.

Similarly, Al Salim (2017) stated that learning experiences may influence attitudes of students toward physical education programs. If they acquire new knowledge and master new skills, they may have favorable attitudes toward physical education and physical activity. Al Salim (2017) further revealed that most students in Saudi Arabia think physical education is only for recreation and for a break from the classroom educational routine due to teachers’ inappropriate handling of physical education class.

2.4.4. Students’ Background

Students’ background is one of the most influential factors that cause to develop either positive or negative attitude towards different aspects of lifelong activities such as physical activities. This is because of the students’ background may determine the present skills that they can manoeuvre during practical activities of sport. Therefore, the students that acquired skills in their background do not fear and actively participate in physical exercise program. According to the Ontario Health and Physical Education Curriculum document (2010), if skill is not acquired, youth suffer a fear of failure, leading them to withdraw from physical activity thereby decreasing their rates of overall

participation. This also shows that the formalized process of assessment and evaluation in Physical Education is an important one.

Furthermore, there may be some degree of clustering of academic and athletic abilities in children. As explained earlier, academically more capable or driven children may be more motivated in particular to do well on tests of physical fitness, particularly were running for speed and distance is the measure. Children with behavioural problems are less likely to be involved or survive in school sport. Children who are unfit and inactive may reflect greater illness and school absence, and miss out on school work (Thomas, et al, 2009).

A priority for Physical Education programs must be to develop lifelong active citizens, with high self-efficacy about their physical competencies. This should lead to higher motivation levels and increased commitment to healthy lifestyles rooted in physical activity. For Physical Education to continue to be viable in the education field, consideration to these conclusions needs to be given (Henninger, et al, 2011).

Barney & Christenson (2012) stated that female students indicated that they liked physical education because it "keeps their healthy" or "is good for their health because it helps keep them looking good and in shape." They indicated that being successful and competent gave them a positive attitude and that a lack of competence and success gave them a negative attitude. "I am a good athlete" or "I feel good when I accomplish the skills" as opposed to "I can't do all that is expected of me" or "I'm no good at anything" were typical comments. Clothing was also identified as a determinant of negative attitudes for them. Many statements referred to not wanting to change clothes for P.E. classes, wearing insufficient clothing for warmth or comfort, or having to conform to a school P.E. dress code (Barney & Christenson, 2012).

2.4.5. Learning Environment & Motivation

Flintoff and Scraton (2001) noted the disruptive influence of boys in physical education class is one of major challenge influencing girls' attitude towards physical education class. The competitive nature of physical education classes and the lack of support for girls from teachers reinforced these problems. Girls were marginalized in physical education class by boys and many described not being able to get involved in games or even getting to use equipment.

Learning environment that includes the classroom situation and different kinds of sport fields that are available to all students for practical activity and free from any constraints are believed to enhance the interest and confidence to students. Providing favourable learning environment according to Zeng, et al, is also one factor that can positively or negatively influence the attitude of students towards physical education classes, and concerning the ethnic factor, different ethnic groups show different favouritism on certain factors. The reasons might be related to the cultural background, the environment of PE classes and the influence of PE teachers (Zeng, et al, 2011). On the other hand, as Rink, 2006 indicated on his study a learning environment that promotes personal meaning is considered to be important to the development of positive attitudes. Therefore, the learning environment with fulfilled of learning material permits the students to develop their attitude of learning physical education (Rink, 2006).

Motivation represents one of the most important variables in sport. In fact, physical education teachers and students agree that motivation is one of the key elements that will facilitate not only performance but also a positive experience in the sport fields. Robert J. (2004) has defined motivation as the hypothetical construct that is used to describe the internal and/or external forces that lead to the initiation, direction, intensity, and persistence of behaviour.

Motivation in addition with other factors determines the attitude of an individual to be either positively or negatively reflected during physical activities. Thomas, Keeley & Kenneth & Fox (2009) indicated on their international review of sport & exercise psychology journal, similar to the above idea, as there are several factors including level of motivation and aspirations, cognitive skills, clustering of abilities within individuals, parental encouragement and logistic support, that could provide alternative explanations for associations between engagement in activity and sport and mental performance (Thomas, Keeley & Kenneth & Fox, 2009).

2.4.6. Socio – cultural Factors

Socio-cultural ideas about sport and gender as has been noted above, international, European and UK research has indicated a persistent gender gap in physical activity (PA) and competitive sport. According to Liston, two particular tendencies are evident in this research. One, generally speaking, women (youth/adult) are participating more in sport than their previous cohorts, but a

significant gap remains. Two, the representation of women in decision-making/leadership roles has also increased but at a much slower rate. The gender gap exists on and off the ‘field of play’. This requires us to move beyond the level of individual motives alone and to the ways in which society-wide approaches to sport and PA constrain girls/women in leadership and governance. After all, gender equality in sport and PA is a proxy for gender equality in society more generally. For this reason, it is suggested that more organized initiatives (with formal political/policy weighting) are required to make systematic inroads into a socio-cultural barrier, that is, the continual reproduction of the long-standing ideology that sport is (and has been) a male preserve (Liston, 2005, 2007, 2014).

Cultural attitudes can affect female students in physical activity. Unger et al. (2002) developed multi-ethnic cultural values scales (MCVS) by adapting previous scales on filial piety, feminism, collectivism, mechanism and fatalism. These five cultural values were thought to be particularly associated with health risk behaviours (like in activity). Unger et al. (2002) explain that values scales play an important part in gaining “a more complete pictures of the range of cultural values in the population” however, the inadequate to explore how cultural values, if any, specifically influence behaviour in regards to physical activity.

2.4.7. Family Support

Parents are decisive factors in order to develop positive or negative attitude towards physical activities and other cognitive performance. Parents who support and encourage their children’s academic activities are also likely to encourage them to be active. Similarly, children are likely to emulate their parents’ values which might include both sport and academic achievement.

According to Ontario (2010) stated that parents play an important role in their children’s learning. Overseas studies show that students perform better in school if their parents are involved in their education. By becoming familiar with the physical education curriculum, parents can better appreciate what is being taught in each grade and what their children are expected to learn. This awareness will enhance the parents’ ability to discuss their children’s work with them, to communicate with teachers, and to ask relevant questions about their children’s progress (Ontario, 2010).

Parents help to show children the value of their learning in physical education by taking an interest in the curriculum topics and helping to make connections at home. Such an interest encourages students and promotes a positive attitude about healthy, active living. As Bailey stated through discussion with their children, parents have an opportunity to learn about new approaches in physical activity and about emerging health issues. Helping students apply their learning may involve things like including children when making food purchasing decisions and preparing meals, discussing activity choices and ways of building fitness into each day's activities, and creating or facilitating activity opportunities. By recognizing the achievements of their children in physical education, parents can help them develop confidence (Bailey, 2006).

This investigation was guided by Welk et al. (2003) model of adolescent physical activity and Unger et al. (2002) multi-ethnic cultural values scales (MCVS). Both of this investigation was quantitative in nature and very useful in identifying that contributed to other behaviours in large populations of girl students. In Welk et al. (2003) model, parents influenced adolescent physical activities through two primary mechanisms, role modelling and social support. Their model was based on the youth physical activities promotion model, which proposed that parents influenced adolescents both directly and indirectly through various may also influenced adolescent physical activities directly and indirectly.

2.4.8. Gender Difference

Gender issue is the one and major factor in physical education and physical activity participation in the world. With regard to the gender differences between boys and girls, the current study found significant gender differences in the ATPEA. The present results showed that the hypotheses were true. The findings of this study were slightly in consistent with the previous studies reporting that boys had more positive ATPEA than girls (Koca and Demirhan, 2004; Pankhurst, 2000; Subramanian and Silverman, 2007). The current findings were consistent with the findings indicating that, as physical activities focused on aesthetics with beautiful and graceful movements (e.g., dance, gymnastics and yoga), girls showed more positive ATPEA than boys. On the other hand, in the studies of the children's attitudes toward physical activity, boys were found to have more positive attitudes toward physical activities that were challenging and had elements of risk (Subramaniam and Silverman, 2007). In addition, data from the Health Behavior in School-Aged

Children Survey demonstrated that adolescent girls in Grades 6–10 spent less time than adolescent boys participating in vigorous physical activity during class time (Boyce, 2004).

According to Zeng, et al (2011), he stated that the current study also found that boys were more favor of the sports and activities of soccer, basketball, weight lifting, outdoor adventure and martial arts and had more positive ATPEA than girls. He also indicated that as it is worth pointing out that the finding of female high school students is serious about their physical education classes and regard physical education classes as important as other academic classes. If female students have got favorable conditions and selected activity in physical activities, they can perform it significantly more than boys can do (Zeng, et al, 2011). Therefore, it is very important that providing favorable condition for girls in order to improve their performance.

Other scholars have shown in their study that individuality has to be taken in to consideration during practicing physical activity. LudvíkValtr, Rudolf Psotta, and Reza Abdollahipour (2016) revealed that on “The Movement Assessment Battery for Children – 2nd editions (MABC-2)”, with the aim of the study was to determine gender differences in performance of motor tasks involved in the MABC-2 test in adolescents aged 15 to 16. The result was as compared to the boys, the girls achieved a significantly shorter time of completion of the unit manual coordination task executed with their preferred hand and significantly fewer errors in the diagram motor task. On the other hand, the boys achieved significantly better results than the girls in the aiming and catching tasks. The findings of their study suggest that gender could be a major factor of performance in the motor tasks associated with object control such as aiming and catching. Other domains, such as manual agility and balance, seem to be influenced by gender to a small extent (Ludvík,et al, 2016).

Edwina (2007) stated concerning gender discrimination of physical activity that the positive outcomes of sport for gender equality and women’s empowerment are constrained by gender-based discrimination in all areas and at all levels of sport and physical activity, fuelled by continuing stereotypes of women’s physical abilities and social roles. Women are frequently segregated involuntarily into different types of sports, events and competitions specifically targeted to women. Women’s access to positions of leadership and decision-making is constrained from the local level to the international level. The value placed on women’s sport is often lower,

resulting in inadequate resources and unequal wages and prizes. In the media, women's sport is not only marginalized but also often presented in a different style that reflects and reinforces gender stereotypes. Violence against women, exploitation and harassment in sport are manifestations of the perceptions of men's dominance, physical strength and power, which are traditionally portrayed in male sport (Edwina, 2007). Similarly, in the study area of this research it is seriously visualized more than expected in that of stereotyping women's physical abilities and social roles.

According to Hill and others indicated it was interesting to note the differences between the levels of enjoyment between boys and girls in physical education. Specifically, over half (60.5%) of boys considered physical education to be one of their favorite classes while just over a third (38.8%) of the girls considered it so. Even more surprising and intriguing is the large percentage of girls (41.7%) who had no opinion about physical education. The percentage may indicate the current physical education curriculum does not include enough of female preferred activities. In addition, other factors such as teacher bias, gender role stereotyping, sexism, and harassment may contribute to make the 9th grade physical education environment less appealing to females than boys (Hill, et al, 2005).

Instructional facilities and material According to Mitzal (in Azeb, 1998) any discussion of class room organization must begin with some attention to resource and facilities that the specific step up demands or effectiveness of physical education teaching learning process. Mitzal farther describes that, when there is no lack of equipment and materials that appear geographically to the understanding of the pupil, teaching cannot be challenged indeed. In light of this statement Tirusew (1998) also describes that for effective teaching learning to take place, class room must be adequately organized and conducive enough.

According to Tirusew (1998), since teaching learning process depends almost entirely on communication between teachers and students, the number of students in a class determines the amount and the quality of knowledge imparted to and gained by the students. Thus, the large the size of students 'number in a class, the more difficult communication between the teacher and students becomes, the more effectiveness of teaching will be hindered, and the lower the quality of education will be.

Moreover, Negatu (2004) also said that in-service training —promotes efficiency, maintains enthusiasm, increase information expands interests and in general keeps teachers professionally alive and up-to-date. It has long been recognized that the qualifications and qualities of a good teacher and coach are synonymous. Personnel recruitment, selection and training are very important. In selecting and hiring, the most qualified personnel should be recruited. They include consideration of the special qualifications for teaching and coaching, the general qualifications of physical educators and the unique qualifications for special needed.

Physical Education Teachers should be trained/ qualified. In-service training should be offered as well Uniforms including shoes allowance should be provided for Physical Education Teachers. Trained/qualified Physical Education Teachers should be employed at every Secondary School: 1 male/1 female.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Description of the Study Area

The study was conducted at Shashemene secondary schools. Shashemene is located about 250km in the south of Addis Ababa. The study area has an average altitude of 2500 above the sea level. The mean annual maximum temperature of Shashemene is 26.5°C and the annual rain fall ranges from 570--980 mm.

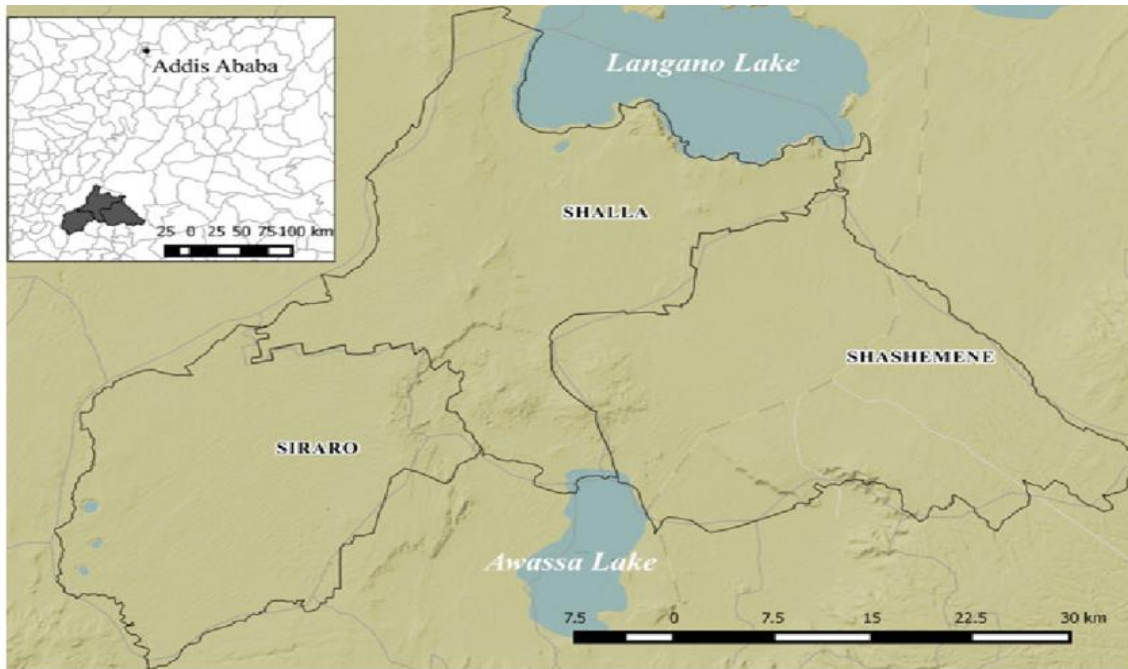


Fig. 1 Map of the Study Area

3.2. Research Design

descriptive research design was employed to conduct this study. Both quantitative and qualitative research approach were used. Because the researcher used quantitative analysis for data gathered through students' questionnaire, whereas, qualitative data was gathered through interviews and observation. Nelson, Thompson and Silverman (2005) stated that the survey is a technique of descriptive research that seeks to determine present practices or opinions of a specific population

by using questionnaires and interviews. According to Best and Kahn (2003) descriptive research design enables the researcher to examine the present situation and identify some of the major problems in the area of the study. In line of this, a descriptive cross-sectional survey design will be used to describe challenges that affect the participation of female students towards physical education.

3.3. Population of the Study

The target population of this study were grade 10th high school female students of Shashemene town Administration. In Shashemene Administration town there are seven high schools. Among these three high schools are selected through random sampling techniques such as Burqa qero secondary school, Biftu secondary school and Shashemene Secondary Schools and their respective teachers. The study contains the total population of 1345 female students in the selected three high schools (see Table 1). Since, it is difficult and unmanageable to conduct research on the above total mentioned school population, it is important to determine and select the sample population of the study.

3.4. Sample Size and Sampling Technique

A sample is defined as a small proportion of an entire population; a selection from the population of the study (Lohr, 2010). First, the study was carried out in Shashemene town administration of West Arsi Zone, Oromia region. The town administration is selected by purposive sampling method, due to their proximity and familiarity for the researcher and also this sampling approach as a strategy where “members of a sample are chosen with a purpose to represent a location or type concerning the criterion”. The reason the investigator was used this technique due to its extremely time and cost-effective when compared to other sampling methods and manageability and tired. Why the reason researchers depend on grade tenth students is waiting in the compound at end of the year when we compare with grade 11 and 12th, so it gives attention for grade tenth because, have enough time and large in number. Moreover, grade 10 female students from the selected secondary schools were chosen using purposive sampling technique because of their more maturity level to provide valid data compared with grade 9 students and due to more number of female students in grade 10 when compared with grades 11 and 12. Second, out of the seven secondary schools in the town, Burqa qerro secondary school, Biftu secondary school and Shashemene

Secondary School, three high schools (43%) were selected through random sampling techniques. Because, represent the total. In the selected three high schools there are the total population of 1345 female students out of these 308 grade 10 female students were selected through stratified random sampling technique based on Yamane's (1967) sample size determination formula indicated below (see Table 1). Accordingly, 49 from Burqa qerro female student respondents, from Biftu 655 female student respondents and 475 female student respondents from Shashemene Secondary Schools were selected through simple random sampling technique. According to Gay & Diehl (1992) random sampling is preferred because it allows all members of the population an equal chance of being included in the study. Hence, simple random sampling technique will be used to avoid bias and to ensure representativeness of the study participants in the study area.

In addition to this, the researcher has taken 6 physical education teachers; 2 from each the selected Secondary Schools using purposive sampling for interview based on their teaching experience/service of teaching because the researcher expected that they have enough knowledge and information about the challenges that affect the participation of female students toward physical education in the study area.

The sample size determination formula proposed by Yamane (1967):

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

Where, n = Sample size N = total population = 1345

a = the margin of error from 95% of confidence level

95% level of confidence with 0.05. errors were used to select total participant respondent using the procedure as follows:

$$n = \frac{1345}{1+1345(0.05)^2} = 308$$

Therefore, the sample size for the study will be 308.

Table 1, Population and Sample Size from the Selected Schools

No	School	Grade 10 Female Student Population	Sample Size
1	Burqaqerro	215	49
2	Shashemene	475	109

3	Biftu	655	150
Total		1345	308

3.5. Data Collection Instruments

The questionnaire, interview and observation were the instruments used to collect the data in this study.

3.5.1. Questionnaires

Questionnaire is one of the major tools of data collection in this study. Therefore, to identify the factors that affect the participation of female students towards physical education both closed and open-ended types of questionnaires were used to gather the relevant data for this study. The questionnaire was designed and distributed for 308 the selected sample female students. The items of the questionnaire had 17 closed-ended and five open-ended items and some of items deals about the background of the study female student participants and the other items deals about the factors that affect the participation of female students towards physical education.

The student questionnaire focused on three areas: (1) the student's background information, (2) the challenges against participation of female students towards physical education, (3) to explore the role of PE teachers and parents for the effective participation of female students in physical education. Each section of the questionnaire serves a unique purpose. The background section establishes to find student's profile for the study. The second section, required to assess the challenges of female students towards physical education. In the third section, explore the role of PE teachers and parents for the effective participation of female students in physical education. Before the final administration of the questionnaires or before distributed to the students it was translated into Afan Oromo to minimize and overcome the language barriers and to make student participants understand the item contained in the questionnaire or to obtaining accurate information

3.5.2. Interview

In this study, individual interview was conducted to obtain the relevant data. The interview questions are for the selected 6(six) grade 10th physical education teachers. Nine (9) semi-structured interview questions were designed for interview. According to Nunan (1992), there are two ways of collecting responses from interviews (i.e., recording and note-taking. The researcher preferred to use note-taking method, as the majority of the teachers may not be volunteered to be recorded.

3.5.3. Observation

The other data gathering that was employed in this study were classroom and practical physical education activities. The purpose of classroom and field observation in physical education class activities was to obtain and acquire information on how do teachers of physical education implement and transmit knowledge and practical skills to their student in general and to support female student in particular. Getting information whether teachers understand female student self-confidence or not in participating and performing the skills of physical education activities is also vital. Moreover, the availability of school facilities that helps female students to participate in physical education.

The data that was collected from the observation consisted of detailed descriptions on students' activities, actions and the full range of interpersonal interactions and the availability of school facilities that helps female students to participate in physical education that are part of the observation. Male and female students were observed to get the full information during the teaching and learning process in the class and sport field. Narrative method of writing was used for classroom and field observation.

Three Grade 10 sections were observed in the research study one section from each the three selected schools while the teachers teach physical education. The observation was limited to only two consecutive periods. The classes observed were selected randomly. During the classroom observation, the researcher sat at the back of the field or class and taken short notes and registered events related to the title in the checklist. Moreover, the researcher observed the existence of physical education facilities moving within school compound and asking the school administrators

about the place of their existence. The checklist was adopted by researcher and it was used to collect the data on the study issues. The researcher believed that different methods of data collection led to valid results on the issue under study.

3.6. Procedures of Data Collection

The researcher used the following steps in collecting the data for the study. First, relevant literatures were reviewed to get adequate information on the topic. Second, objectives and research questions were formulated to show the direction of the study. Third, data gathering tools were developed. Then, the researcher prepared adequate number of questionnaires for female student respondents, interview guides for physical education teachers, and observation checklist was developed in line with the basic research questions and objectives of the study. Then, translate the questionnaire into the local language (Afan Oromo) to make ease the language related problems.

Next, the researcher distributed the questionnaire for 20 respondents from grade 10th female students of Burka Kero Secondary School in order to gather the data for pilot study. Then, the researcher collected the questionnaire from the respondents and check for respondents' understanding of the questionnaire. After that, the researcher has made some modifications to open and vague questions that the students fail to understand and remove redundant questions. Then, the researcher distributed the questionnaire to the actual sample subjects face to face. After the questionnaires were collected, then, the researcher has made an interview with six physical education teachers from the selected three schools. Finally, the researcher observed the teaching learning classes of three physical education teachers of the sample schools using observation checklists.

3.7. Methods of Data Analysis

After carrying out the collection of data through questionnaires, structured interview and observation, based on the available data, the process of tabulation was carried out. The items then were first classified in to different tables according to the nature of issues raised in questionnaires and interview and the data wad analyzed. In analyzing the data both the quantitative and qualitative methods were used. Accordingly, all the close ended questions of the questionnaires were analyzed quantitatively using frequency count, Lickert scale, mean, standard deviation and percentage. The

data obtained from the open-ended questions of the questionnaires interview and observation were analyzed qualitatively and served as supportive for quantitative data.

3.8. Pilot Study for Validity & Reliability

Welman, Kruger and Mitchell (2005) define validity as the extent to which the research findings accurately reflect what is really happening in the situation. Content validity was checked by the advisor and English teacher who has masters in TEFL and corrected grammatical and sequential error. A pilot study was conducted on 20 female respondents from Burka Kero secondary school. During question prepared for respondent easy question and standard of students parallel to students were prepared as pilot test no need of translation. Then, the researcher distributed the questionnaire for respondents from grade 10th female students of Burka Kero Secondary School in order to gather the data for pilot study. Then, the researcher collected the questionnaire from the respondents and check for respondents' understanding of the questionnaire. Accordingly, issues raised by respondents were corrected and questionnaires wearer fined. Besides, comments given by the advisors were also taken to ensure validity of the instruments. For data quality control the researcher checked the internal consistency of the items of the questionnaire to confirm whether the developed instrument is understandable or not by the respondents. Since the questionnaire was adapted from different scholars and included self-made questions in it, the reliability of research questionnaires was tested using the Cronbach's alpha. According to George and Mallery (2003) the Cronbach's α measure results greater than 0.9 has excellent consistency; greater than 0.8 is Good; greater than 0.7 is acceptable; greater than 0.6 is questionable; greater than 0.5 is Poor; and less than 0.5 is unacceptable. The pre – test result of the pilot test was (0.67) and the re – test result after 7(seven) items corrected (0.90) and the result had excellent measurement. Finally, the improved questionnaires were being printed, duplicated and dispatched to the respondents for final study. Therefore, the output result of the pilot test was presented as follows:

Table 2. Result of Reliability Test of the Questionnaires

R. No	Categories of items	No of items	Cronbach Alpha	Item that should be deleted (corrected)	Cronbach Alpha if one item deleted (corrected)
1	The Students Related Factors	5	0.65	Item 4	0.91
2	The School Related Factors	4	0.64	Item 4	0.85
3	The Teacher Related Factors	5	0.60	Item 4	0.87
4	The Socio – economic, socio- cultural &Parents Related Factors	6	0.68	Item 3	0.96
5	Teachers’ Role	7	0.76	Item 2 and 3	0.89
6	Parents’ Role	4	0.70	Item 2	0.93
Overall		31	0.67	7 Items	0.90

Source: Own SPSS output of pilot study (2021)

3.9. Ethical Considerations

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

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1. Demographic Background of the Respondents

The following table shows that the demographic background of the study participants which includes their age category, grade level and gender those were selected proportionally from the three selected secondary schools.

Table 3, Demographic Background of the Students

R. No	Sample strata			Sample distribution					
	Name of the school	Sex	Grade Level	Age category	Sample units of each stratum	%	Religion	F	%
1.	Burka Kero Secondary School	Female	10 th	15 – 16 years	8	16.3	Orthodox	116	37.7
				17 – 18 years	27	55.1	Muslim	107	34.7
				Above 18 years	14	28.6	Catholic	57	18.5
		Total			49	100	Protestant	28	9.1
2.	Shashemene Secondary School	Female	10 th	15 – 16 years	29	26.6			
				17 – 18 years	72	66.1			
				Above 18 years	8	7.3			
		Total			109	100			
3.	Biftu Secondary School	Female	10 th	15 – 16 years	33	22.0			
				17 – 18 years	113	75.3			
				Above 18 years	4	2.7			
		Total			150	100			
Total					308	100	Total	308	100

Source: - from data of questionnaire

The above table 3 indicated the numbers of students those selected from three strata or selected schools in which from Burka Kero secondary school, 8(16.3%) were in age category of 15 – 16 years, 27(55.1%) were in age category of 16 – 17 years, 14(28.6%) were above 18 years, from Shashemene secondary school, 29(26.6%) were in age category of 15 – 16 years, 72(66.1%) were in age category of 16 – 17 years, 8(7.3%) were above 18 years, and from Biftu secondary school, 33(22.0%) were in age category of 15 – 16 years, 113(75.3%) were in age category of 16 – 17

years, 4(2.7%) were above 18 years. Moreover, all the study participants were females and grade 10th students since the study focused on female students. The religion of the study participants, from the total 116(37.7%) of them were Orthodox, 107(34.7%) of them were Muslim, 57(18.5%) of them were Catholic and 28(9.1%) of them were Protestant followers.

4.2. The Students Related Factors Female Students' Participation in PE

The first specific objective of this research was focused on identifying the major factors that affected female students' active participation in physical education and physical activity. Thus, to achieve this specific objective of this study it is important to make grouping the factors in terms of student related, school related, teacher related and socio- cultural and socio- economic factors in relation to parent related factors.

The below table 4 shows that the major factors those affected the participation of female students in the study area. There were 14 items provided in the questionnaire to assess the major factors, the first five items were indicated student related factors the second five items were indicated teacher related factors and the last four items were indicated the school related factors.

4.2.1. Student Related Factors

Table 4, Students Related Factors Female Students' Participation in PE

RNO	Items	Very-high		High		Medium		Low		Very-low	
		F	%	F	%	F	%	F	%	F	%
1	How do you rate your interest to learn the subject	58	18.8	41	13.3	42	13.6	79	25.6	88	28.6
2	You ask your PE teacher while teaching in the class and field demonstration	-	-	24	7.8	45	14.6	42	13.6	197	64.0
3	To what extent you participate in physical activity program	13	4.2	22	7.1	64	20.8	97	31.5	112	36.4
4	To what extent you like PE compared to other subjects	15	4.9	18	5.8	47	15.3	129	41.9	99	32.1
5	To what extent is your commitment to win when your school organize competition	35	11.4	40	13.0	61	19.8	75	24.4	97	31.5

The first five items (1 – 5) were concerned about students' related factors, thus, for the first item of table 4 that stated as 'How can you rate your interest to learn the subject' from the total study participants 58(18.8%) of them replied very high, 41(13.3%) of them replied high, 42(13.6%) of them replied medium, 79(25.6%) of them replied low and 88(28.6%) of them replied very low. Therefore, from the total respondents, 99(32.1%) of them were agreed to show as their interest to learn the physical education subject was at the higher level, whereas, 167(54.2%) of them were replied that their interest to learn PE was low.

According to Hüseyin (2011) study of Developing an Attitude Scale for the Profession of Physical Education Teaching (ASPPET), indicated that the evaluation over the averages numbered as 1-1.80 score range "very low", 1.81-2.60 score range "low", 2.61-3.40 score range "medium", 3.41-4.20 score range "high" and 4.21-5.00 score range "very high".

For item 2 that stated as 'You ask your PE teacher while teaching in the class and field demonstration' from the total study participants, 24(7.8%) of them replied high, 45(14.6%) of them replied medium, 42(13.6%) of them replied low and 197(64.0%) of them replied very low. Therefore, from the total respondents, only 24(7.8%) of them were agreed to show as their rate of asking their PE teacher while teaching in the class and field demonstration was at the higher level, whereas, 239(77.6%) of them were replied to show as the rate of asking their PE teacher while teaching in the class and field demonstration was low. Moreover, 45(14.6%) of the study participants replied their rate of asking their teacher was medium level.

For item 3 that stated as 'To what extent you participate in physical activity program' from the total study participants, 13(4.2%) of them replied very high, 22(7.1%) of them replied high, 64(20.8%) of them replied medium, 97(31.5%) of them replied low and 112(36.4%) of them replied very low. Therefore, from the total respondents, 35(11.4%) of them were agreed to show as the extent their participation in physical activity program was at high level, whereas, 209(67.9%) of them were disagreed to show as the extent their participation in physical activity program was at low level. Moreover, 64(20.8%) of the study participants replied the extent of their participation in physical activity program was at medium level.

For item 4 that stated as 'To what extent you like PE compared to other subjects' from the total study participants, 15(4.9%) of them replied very high, 18(5.8%) of them replied high, 47(15.3%)

of them replied medium, 129(41.9%) of them replied low and 99(32.1%) of them replied very low. Therefore, from the total respondents, 33(10.7%) of them were agreed to show as they like PE at high level compared to other subjects, whereas, 228(74.0%) of them were replied to show as they dislike PE compared to other subjects. Moreover, 47(15.3%) of the study participants replied they like PE at medium level compared to other subjects.

For item 4 that stated as ‘To what extent is your commitment to win when your school organize competition’ from the total study participants, 35(11.4%) of them replied very high, 40(13.0%) of them replied high, 61(19.8%) of them replied medium, 75(24.4%) of them replied low and 97(31.5%) of them replied very low. Therefore, from the total respondents, 75(24.4%) of them were agreed to show as their commitment to win when their school organize competition was high, whereas, 172(55.8%) of them were disagreed to show as their commitment to win when their school organize competition was low.

4.2.2. Teacher Related Factors

Table 5, Teacher Related Factors Female Students’ Participation in PE

RNO	Items	Very-high		High		Medium		Low		Very-low	
		F	%	F	%	F	%	F	%	F	%
6	Your PE teacher’s motivation during practical session	29	9.4	35	11.4	46	14.9	121	39.3	77	25.0
7	Your PE teacher provide equal chance for females and males during PE period	19	6.2	40	13.0	53	17.2	88	28.6	108	35.1
8	PE teacher understand the natural problem of female students during PE period	38	12.3	54	17.5	45	14.6	96	31.2	75	24.4
9	The PE teacher uses attractive way of teaching methods	26	8.4	64	20.8	44	14.3	93	30.2	81	26.3
10	Your teacher is friendly to encourage you every time	41	13.3	59	19.2	38	12.3	77	25.0	93	30.2

The second five items (6 – 10) were concerned about teacher related factors that can affect the female students’ active participation in physical education and physical activity. The students replied the rate of their perception and the summary results or central tendency of the result also

presented in this table. Accordingly, for item 6 that stated as ‘Your PE teacher’s motivation during practical session’ from the total study participants, 29(9.4%) of them replied very high, 35(11.4%) of them replied high, 46(14.9%) of them replied medium, 121(39.3%) of them replied low and 77(25.0%) of them replied very low. Therefore, from the total respondents, 64(20.8%) of them were agreed to show as their PE teacher’s motivation during practical session was high, whereas, 198(64.3%) of them were disagreed to show as their PE teacher’s motivation during practice was low.

For item 7 that stated as ‘Your PE teacher provide equal chance for females and males during PE period’ from the total study participants, 19(6.2%) of them replied very high, 40(13.0%) of them replied high, 53(17.2%) of them replied medium, 88(28.6%) of them replied low and 108(35.1%) of them replied very low. Therefore, from the total respondents, 59(19.2%) of them were agreed to show as the level of their PE teacher provide equal chance for females and males during PE period was high, whereas, 196(63.7%) of them were disagreed to show as the level of their PE teacher to provide equal chance for females and males during PE period was low.

For item 8 that stated as ‘PE teacher understand the natural problem of female students during PE’ from the total study participants, 38(12.3%) of them replied very high, 54(17.5%) of them replied high, 45(14.6%) of them replied medium, 96(31.2%) of them replied low and 75(24.4%) of them replied very low. Therefore, from the total respondents, 92(29.9%) of them were agreed to show as the level of their PE teacher to understand the natural problem of female students during PE period was high, whereas, 181(58.8%) of them were disagreed to show as the level of their PE teacher to understand the natural problem of female students during PE period was low.

For item 9 that stated as ‘The PE teacher uses attractive way of teaching methods’ from the total study participants, 26(8.4%) of them replied very high, 64(20.8%) of them replied high, 44(14.3%) of them replied medium, 93(30.2%) of them replied low and 81(26.3%) of them replied very low. Therefore, from the total respondents, 90(29.2%) of them were agreed to show as the level of their PE teacher to use attractive way of teaching methods was high, whereas, 170(55.2%) of them were disagreed to show as the level of their PE teacher to use attractive way of teaching methods was low.

For item 10 that stated as ‘Your teacher is friendly to encourage you every time’ from the total study participants, 41(13.3%) of them replied very high, 59(19.2%) of them replied high, 38(12.3%) of them replied medium, 77(25.0%) of them replied low and 93(30.2%) of them replied very low. Therefore, from the total respondents, 100(32.5%) of them were agreed to show as the level of their teacher is friendly to encourage them every time was high, whereas, 174(54.5%) of them were disagreed to show as the level of their teacher friendly to encourage them every time was low.

4.2.3. School Related Factors

Table 6, school Related Factors Female Students’ Participation in PE

RNO	Items	Very-high		High		Medium		Low		Very-low	
		F	%	F	%	F	%	F	%	F	%
11	The school principal support you during PE period	27	8.8	20	6.5	36	11.7	98	31.8	132	42.9
12	Absence of a separate room for changing clothes and water service didn’t affect your participation on PA	27	8.8	37	12.0	61	19.8	92	29.9	91	29.5
13	There is appropriate sport facilities for females	-	-	22	7.1	32	10.4	84	27.3	170	55.2
14	There is comfortable sport field in your school.	38	12.3	35		42	13.6	72	23.4	121	39.3

The last four items (11 – 14) were concerned about school related factors that can affect the female students’ active participation in physical education and physical activity. The students replied the rate of their perception and the summary results or central tendency of the result also presented in table 3 above. Therefore, for the 11th item that stated as ‘The school principal supports you during PE period’ from the total study participants, 27(8.8%) of them replied strongly agree, 20(6.5%) of them agree, 36(11.7%) of them replied undecided, 98(31.8%) of them replied disagree and 132(42.9%) of them replied strongly disagree. Therefore, from the total respondents, 47(15.3%) of them were agreed to show as the school principal support them during PE period, whereas, 230(74.7%) of them were disagreed to show as the school principal do not support them during PE period. Therefore, from this one can conclude that the school principal do not support female students during physical education and physical activity periods.

For the 12th item that stated as ‘Absence of a separate room for changing clothes and water service didn’t affect your participation in PA’ from the total study participants, 27(8.8%) of them replied strongly agree, 37(12.0%) of them replied agree, 61(19.8%) of them replied undecided, 92(29.9%) of them replied disagree and 91(29.5%) of them replied strongly disagree. Therefore, from the total respondents, 57(18.5%) of them were agreed to show as the absence of a separate room for changing clothes and water service didn’t affect your participation in PA, whereas, 183(59.4%) of them were disagreed to show as absence of a separate room for changing clothes and water service affected their participation in PA.

For the 13th item that stated as ‘Lack of appropriate sport facilities for females’ from the total study participants, 22(7.1%) of them replied agree, 32(10.4%) of them replied undecided, 84(27.3%) of them replied disagree and 170(55.2%) of them replied strongly disagree. Therefore, from the total respondents, 22(7.1%) of them were agreed to show as there is no lack of appropriate sport facilities for females, whereas, 254(82.5%) of them were disagreed to show as there is lack of appropriate sport facilities for females.

For the 14th item that stated as ‘There is comfortable sport field in your school’ from the total study participants, 38(12.3%) of them replied strongly agree, 35(11.4%) of them replied agree, 42(13.6%) of them replied undecided, 72(23.4%) of them replied disagree and 121(39.3%) of them replied strongly disagree. Therefore, from the total respondents, 73(23.7%) of them were agreed to show as there is comfortable sport field in their school, whereas, 193(62.7%) of them were disagreed to show as there is no comfortable sport field in their school.

4.2.4. Socio- economic, Socio- cultural and parent related Factors

The following table 7 indicates that socio – economic, socio – cultural and parent related factors those affected female students’ active participation in physical education properly. Each item of the questionnaire was analysed and summarized as follows:

Table 7, Socio- economic & Socio- cultural and parent related Factors

R · N o	Items	Very-high		High		Medium		Low		Very-low	
		F	%	F	%	F	%	F	%	F	%
1	To what extent parent’s support you to make you active participate in sport activities?	34	11.0	16	5.2	52	16.9	104	33.8	102	33.1
2	Cultural hindrance is more affected your participation in sport activities	128	41.6	98	31.8	25	8.1	33	10.7	24	7.8
3	Economical problem to buy sport wears and materials	143	46.4	78	25.3	56	18.2	17	5.5	14	4.5
4	You are worry about your sport clothes	112	36.4	89	28.9	21	6.8	53	17.2	33	10.7
5	Parents’ permission to participate in physical activity program	34	11.0	16	5.2	52	16.9	104	33.8	102	33.1
6	Misinterpretation of religious doctrine affected your physical activity participation	67	21.8	78	25.3	16	5.2	84	27.3	63	25.3

The above table 7 shows that the data gathered through questionnaire for items focused on socio-cultural, socio- economic and parent related factors. Accordingly, for item 1 that stated as ‘To what extent parent’s support you to make you active participate in sport activities?’ from the total study participants, 34(11.0%) of them replied very high, 16(5.2%) of them replied high, 52(16.9%) of them replied medium, 104(33.8%) of them replied low and 102(33.1%) of them replied very low. Therefore, from the total study participants 50(16.2%) of them were agreed to show as the extent of parents’ support them to make them active participant in sport activities, whereas, 206(66.9%)

of them disagreed to show as the level of parents' support to make them active participant in sport activities was low.

For item 2 that stated as 'Cultural hindrance is more affected your participation in sport activities' from the total study participants, 128(41.6%) of them replied very high, 98(31.8%) of them replied high, 25(8.1%) of them replied medium, 33(10.7%) of them replied low and 24(7.8%) of them replied very low. Therefore, from the total study participants 226(73.4%) of them were agreed to show as cultural hindrance is more affected their participation in sport activities, whereas, 57(18.5%) of them disagreed to show as cultural hindrance is less affected their participation in sport activities.

For item 3 that stated as 'Economical problem to buy sport wears and materials' from the total study participants, 143(46.4%) of them replied very high, 78(25.3%) of them replied high, 56(18.2%) of them replied medium, 17(5.5%) of them replied low and 14(4.5%) of them replied very low. Therefore, from the total study participants 221(71.8%) of them were agreed to show as they have economical problem to buy sport wears and materials, whereas, 31(10.1%) of them disagreed to show as they don't have economical problem to buy sport wears and materials. For item 4 that stated as 'you are worry about you sport clothes' from the total study participants, 112(36.4%) of them replied very high, 89(28.9%) of them replied high, 21(6.8%) of them replied medium, 53(17.2%) of them replied low and 33(10.7%) of them replied very low. Therefore, from the total study participants 201(65.3%) of them were agreed to show as they are worry about their sport clothes, whereas, 86(27.9%) of them disagreed to show as they don't worry about their sport clothes.

For item 6 that stated as 'Misinterpretation of religious doctrine affected your physical activity participation' from the total study participants, 67(21.8%) of them replied very high, 78(25.3%) of them replied high, 16(5.2%) of them replied medium, 84(27.3%) of them replied low and 63(25.3%) of them replied very low. Therefore, from the total study participants 145(47.1%) of them were agreed to show as misinterpretation of religious doctrine affected their physical activity participation, whereas, 147(47.8%) of them disagreed to show as there is no parents' permission to participate in physical activity program.

4.2.5. Result of PE Teachers' role for Female Students Participation

The second specific objective of this study was exploring the role of PE teachers for effective participation of female students in Physical Education. Therefore, in order to achieve this specific objective, the researcher was collected data through questionnaire and observational check- list. The questionnaire presented in the following table shows that how PE teachers played their role of teaching to transmit their knowledge by employing attractive teaching method and so that how far female students were satisfied with the teachers' teaching style. Whereas, the data gathered through observational check- list was used to confirm the analysis of the questionnaire provided for female students.

Table 8, the role of PE teachers while teaching PE in the classrooms and PA in the field

R · N o	Items	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
1	Your PE teacher encouraged you despite your low ability	39	12.7	42	13.6	41	13.3	112	36.4	74	24.0
2	PE teacher initiate you to like PE and PA	27	8.8	34	11.0	43	14.0	89	28.9	115	37.3
3	PE teacher teaches PE with sensitive & committed manner	18	5.8	45	14.6	40	13.0	109	35.4	96	31.2
4	The PE teacher uses attractive way of teaching methods	36	8.4	35	20.8	44	14.3	93	30.2	81	26.3
5	PE teacher doesn't force you to run if you feel unwell	38	12.3	55	17.9	24	7.8	124	40.3	67	21.8
6	Your teacher is friendly to encourage you every time	41	13.3	59	19.2	38	12.3	77	25.0	93	30.2
7	Your teacher had good physical skills	15	4.9	20	6.5	32	10.4	147	47.7	94	30.5

The above table 8 indicated that for item 1 that stated as 'Your PE teacher encouraged you despite your low ability' from the total study participants, 39(12.7%) of them replied strongly agree, 42(13.6%) of them replied agree, 41(13.3%) of them replied undecided, 112(36.4%) of them replied disagree and 74(24.0%) of them replied strongly disagree. Therefore, from the total respondents, 81(26.3%) of them were agreed to show as their PE teacher encouraged them despite

their low ability, whereas, 186(60.4%) of them were disagreed to show as their PE teacher didn't encourage them despite their low ability

For item 2 that stated as 'PE teacher initiate you to like PE and PA' from the total study participants, 27(8.8%) of them replied strongly agree, 34(11.0%) of them replied agree, 43(14.0%) of them replied undecided, 89(28.9%) of them replied disagree and 115(37.3%) of them replied strongly disagree. Therefore, from the total respondents, 61(19.8%) of them were agreed to show as PE teacher initiate them to like PE and PA, whereas, 204(66.2%) of them were disagreed to show as their PE teacher didn't initiate them to like PE and PA.

For item 3 that stated as 'PE teacher teaches physical education subject with sensitive & committed manner' from the total study participants, 18(5.8%) of them replied strongly agree, 45(14.6%) of them replied agree, 40(13.0%) of them replied undecided, 109(35.4%) of them replied disagree and 96(31.2%) of them replied strongly disagree. Therefore, from the total respondents, 63(20.5%) of them were agreed to show as PE teacher teaches physical education subject with sensitive & committed manner, whereas, 205(66.6%) of them were disagreed to show as their PE teacher didn't initiate them to like PE and PA.

For item 4 that stated as 'The PE teacher uses attractive way of teaching methods' from the total study participants, 36(8.4%) of them replied strongly agree, 35(20.8%) of them replied agree, 44(14.3%) of them replied undecided, 93(30.2%) of them replied disagree and 81(26.3%) of them replied strongly disagree. Therefore, from the total respondents, 71(23.1%) of them were agreed to show as the PE teacher uses attractive way of teaching methods, whereas, 174(56.5%) of them were disagreed to show as their PE teacher didn't use attractive way of teaching methods.

For item 5 that stated as 'PE teacher force you to run even if you feel unwell' from the total study participants, 38(12.3%) of them replied strongly agree, 55(17.9%) of them replied agree, 24(7.8%) of them replied undecided, 124(40.3%) of them replied disagree and 67(21.8%) of them replied strongly disagree. Therefore, from the total respondents, 93(30.2%) of them were agreed to show as their PE teacher does not force them to run even if they feel unwell, whereas, 191(62.0%) of them were disagreed to show as their PE teacher force them to run even if they feel unwell.

For item 6 that stated as ‘Your teacher is friendly to encourage you every time’ from the total study participants, 41(13.3%) of them replied strongly agree, 59(19.2%) of them replied agree, 38(12.3%) of them replied undecided, 77(25.0%) of them replied disagree and 93(30.2%) of them replied strongly disagree. Therefore, from the total respondents, 100(32.5%) of them were agreed to show as their teacher is friendly to encourage them every time, whereas, 170(55.2%) of them were disagreed to show as their teacher is friendly to encourage them every time.

For item 7 that stated as ‘Your teacher had good physical skills’ from the total study participants, 15(4.9%) of them replied strongly agree, 20(6.5%) of them replied agree, 32(10.4%) of them replied undecided, 147(47.7%) of them replied disagree and 94(30.5%) of them replied strongly disagree. Therefore, from the total respondents, 35(11.4%) of them were agreed to show as their teacher had good physical skills, whereas, 241(78.2%) of them were disagreed to show as their teacher hadn’t good physical skills.

Another study dealing with how the teachers affect student attitudes investigated gender differences in adolescent's attitudes (Barney& Christenson, 2012). Some of the comments the students made regarding the teacher were, “held high expectations,” “focused on learning something,” and “provided not just a play class.” The student's continued to say that they valued and appreciated a sensitive teacher. They valued someone that “encouraged them despite their low ability” and “a teacher that does not force them to run if they feel unwell.” The results from this study suggest that the teacher is a powerful determinant of student attitudes towards physical education.

4.2.6. The Role of Parents for Effective Participation of Their Daughters in PE.

The third specific objective of this study was to find out the roles of parents for effective participation of female students in physical education. Thus, in order to achieve this specific objective, the data gathered through questionnaire was presented as follows:

Table 8. The role of parents for effective participation of female students

R. No	Items	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
1	Your parents encourage you to participate in physical activities	67	21.8	78	25.3	16	5.2	84	27.3	63	25.3
2	Your family are volunteer to buy sport wear & shoes for you	17	5.5	31	10.1	61	19.8	138	44.8	61	19.8
3	Your parents have positive attitude to sport and physical exercise	43	14.0	23	7.5	32	10.4	70	22.7	140	45.5
4	Your parents permit you to play games outside the school	18	5.8	35	11.4	42	13.6	136	44.2	77	25.0

The above table 8 shows that for item 1 that stated as ‘Your parents encourage you to participate in physical activities’ from the total study participants, 67(21.8%) of them replied strongly agree, 78(25.3%) of them replied agree, 16(5.2%) of them replied undecided, 84(27.3%) of them replied disagree and 63(25.3%) of them replied strongly disagree. Therefore, from the total respondents, 145(47.1%) of them were agreed to show as their parents encourage them to participate in physical activities, whereas, 147(47.7%) of them were disagreed to show as their parents didn’t encourage them to participate in physical activities.

Table 8 item 2 that stated as ‘Your family are volunteer to buy sport wear and shoes for you’ from the total study participants, 17(5.5%) of them replied strongly agree, 31(10.1%) of them replied agree, 61(19.8%) of them replied undecided, 138(44.8%) of them replied disagree and 61(19.8%) of them replied strongly disagree. Therefore, from the total respondents, 48(15.6%) of them were agreed to show as their family are volunteer to buy sport wear and shoes for them, whereas, 199(64.6%) of them were disagreed to show as their family are volunteer to buy sport wear and shoes for you.

Table 8 item 3 that stated as ‘Your parents have positive attitude to sport and physical exercise’ from the total study participants, 43(14.0%) of them replied strongly agree, 23(7.5%) of them replied agree, 32(10.4%) of them replied undecided, 70(22.7%) of them replied disagree and 140(45.5%) of them replied strongly disagree. Therefore, from the total respondents, 66(21.4%) of them were agreed to show as their parents have positive attitude to sport and physical exercise, whereas, 210(68.2%) of them were disagreed to show as their parents have negative attitude to sport and physical exercise.

Table 8 item 4 that stated as ‘Your parents permit you to play games outside the school’ from the total study participants, 18(5.8%) of them replied strongly agree, 35(11.4%) of them replied agree, 42(13.6%) of them replied undecided, 136(44.2%) of them replied disagree and 77(25.0%) of them replied strongly disagree. Therefore, from the total respondents, 53(17.2%) of them were agreed to show as their parents permit them to play games outside the school, whereas, 213(69.2%) of them were disagreed to show as their parents never permit them to play games outside the school.

To sum up, parents’ role to enhance their children’s active participation in PE subject was totally at the lower level in the study area because the cumulative mean of all items was 2.46. This finding is confirmed by different scholars those studied on similar issues, for example study conducted by Welk et al. (2003) model; parents influenced adolescent physical activities through two primary mechanisms, role modelling and social support.

4.3. Analysis of Interview Questions

All physical education teachers those are teaching in grade 10th were selected purposefully to be asked the interview questions during the appointed date and time and the researcher has taken short notes to analyse the information given by the six (6) interviewees. The interviewees were coded as T1, T2, T3, T4, T5, and T6 to differentiate their perception on each item of the interview questions and the analysis was presented qualitatively in the following narrative method.

- Do you believe that female students have good attitude for physical education subject?

All the respondents have given similar answer to this question. They argue that most of female students in the study area have negative attitude towards physical education and physical activity and they have less interest to learn in the classroom as well as to participate in field practice.

- Do you believe that female students have equal participation with male students during physical education period?

T3, T4, T5 and T6 were replied that during physical education period male students participate more actively than female students, whereas, T1 and T2 replied for this question as both males' and females' participation during PE teaching – learning process was at the lower level or negligible.

- To what extent female students participate during physical education period?

For this question all the respondents answered that as the extent of female students' participation during physical education period can be said to be less in the study area.

- How to increase the participation of female students during physical education period?

All the selected physical education teachers have the same perception on this question. They replied that first the teacher should have interest and skill of PE, and then the school principals have to consider the subject as compulsory and fulfil facilities and at the last parents and stakeholders should be concerned for the improvement of female students' participation in the subject and physical activities.

- Is there a place for female students where they can change their cloths, where they can wash their body, toilets and other necessary materials in your schools to make them participating in physical education class activity?

The interviewees replied that in all the three schools there is no protected place for changing clothes during physical activity and no place to wash their body but there is toilet for female students in all schools as well as partially there is sport materials for females to participate in physical activity but it is not sufficient to include all students at the same time.

- What is specific assistance that is given to improve and develop the female student's effort in your school?

All the respondents replied that there was no specific assistance for female students in their school because if the teacher provides specific tutorial program for females they do not come and participate on the program.

- Do you think and believe that the presence of female teachers increases the participation of female student in your school?

All the respondents argue on that to some extent the presence of female physical education teachers may increase the female students’ participation but the factors are beyond the presence of female teachers. In order to increase the female students’ participation other major factors should be alleviated.

- Do you think that the society, parents, schools’ administration workers, teachers, principals and male students have the roles to motivation of the participation of female students in school and other sport activities?

“Yes, of course! Generally teaching – learning process is not an individual task but it needs a collaboration of all stakeholders to achieve its goal. Therefore, the society and parents should have played their own role by motivating female students to participate in physical education and be benefited from it. Since the school administrators, teachers and male students are the dominant factors those can influence the females’ active participation, they always should motivate female students and support them in all aspects to increase females’ confidence.”

4.4 Observational checklist

Table 9, Data collected with observational check – list based on teacher’s role

No	Activities	Excellent		Very good		Good		Poor (not described)	
		F	%	F	%	F	%	F	%
1	Clarify of objective	-	-	1	16.7	2	33.3	3	50.0
2	Ability to explain issues which are not clear	-	-	3	50.0	1	16.7	2	33.3
3	Skill of asking questions with simple language	-	-	3	50.0	3	50.0	-	-
4	Method of teaching that the teacher used to make the lesson attractive and participative i.e. (discussion, argument, debate, field practice, exercises problem solving etc.)	-	-	-	-	2	33.3	4	66.7

5	Encouraging female students to related theory with practice and skill of participation on the practical activities.	-	-	-	-	1	16.7	5	83.3
	Facility	Available		Partially Available		Not Available			
1	Team game facility	-		3		-			
2	Athletics facility	-		2		1			
3	Gymnastics facility	-		1		2			
4	Water facility	-		-		3			
5	Room for changing clothes	-		-		3			

The above table 7 shows that the data gathered through observational check- list of three classrooms randomly selected from each school and the same check – list was employed for the three classrooms twice during two consecutive periods. Even though the same teacher and classroom was observed two times the data was taken separately so that the observational check – list was employed six times. In addition to this the availability of sport facilities in the three secondary schools were also observed and analysed.

Therefore, based on the first item of the check – list, from six observed periods only in 1(16.7%) of period the observer has seen very good clarification of the objective of the day lesson, in 2(33.3%) of periods the observer has seen good type of objective clarification, whereas, during the remaining 3(50.0%) of periods the teacher didn't describe about the objective of the day lesson rather they begin from presentation of the lesson.

The second item of the check – list was to measure the ability of the teacher to explain issues which are not clear. Thus, from the six observed periods during 3(50%) of the periods very good style of explanation for issues those were not clear was observed, in one class the ability of the teacher to explain issues which are not clear was good and in the remaining 2(33.3%) of periods the style was poor or not observed.

For the third item that stated as 'Skill of asking questions with simple language' from the six round observation, 3(50%) of them have seen very good skill of asking questions with simple language, and 3(50%) of them was good.

Moreover, the fourth check –list item that stated as 'Method of teaching that the teacher used to make the lesson attractive and participative i.e. (discussion, argument, debate, field practice,

exercises problem solving etc.’ from the six round observation 2(33.3%) times observed good style of teaching method was appropriately implemented to make the lesson attractive and participatory, whereas, in 4(66.7%) rounds the observer didn’t see attractive and participatory teaching method in the classroom as well as in the field practice.

On the fifth item of this check – list that stated as ‘Encouraging female students to related theory with practice and skill of participation on the practical activities’ the observer has seen good type of while the teacher encouraging female students during practical activity only on a single round but during 5(83.3%) rounds the observer didn’t observe the teacher while encouraging female students on practical sessions.

It indicates that the teachers’ role was estimated as implemented at nearly ‘good’ level because the weight given for ‘good’ performance was (2). Physical education teachers play a pivotal role in the attitudes students develop toward physical education and physical activity (Al Salim, 2017). Therefore, the role of teachers in the study area was currently ‘good’ but not either ‘very good’ or ‘excellent’ so as to develop female students’ participation in the subject teachers’ role has to be ‘excellent’ or at least ‘very good’.

Moreover, the availability of sport facilities was observed in the selected three secondary schools. In order to measure the availability of sport materials the weight given to ‘Available’ was ‘3’, the weight given to ‘Partially available’ was ‘2’ and the weight given to ‘Not available’ was ‘1’. Therefore, the cumulative mean of team game facility was (1.84) and this result indicated that the team game facilities such as; football field, volleyball court, basketball court, handball court and the balls are partially available because the result was near to the weight given to partially available facilities.

Generally, the above data collected during observation of three selected secondary schools indicated that the availability of school facilities was at lower level and that confirms the data gathered through questionnaire of the students concerning school related factors those affected the active participation of female students on physical education and physical activity.

4.5. Discussion of Finding

The finding obtained from the analysis based on the first basic research question is that the major factors investigated in the study area included student related factors, teacher related factors and school related factors. Similar to this finding, Ontario stated on Health and Physical Education Curriculum document (2010) as if skill is not acquired, youth suffer a fear of failure, leading them to withdraw from physical activity thereby decreasing their rates of overall participation. This also shows that the formalized process of assessment and evaluation in Physical Education is an important one.

Moreover, based on the second basic research question that stated as teachers' role for female students' participation in PE, the analysed data revealed that the role of teachers was not significantly employed to increase the students' active participation in PE in the study area.

Furthermore, the third finding obtained from the analysis of this study is the role of parents in the study area was low and not significantly implemented to develop their daughters' active participation in PE subject. Concerning on parents' support, Welk et al. (2003) in his model stated as parents influenced adolescent physical activities through two primary mechanisms, role modelling and social support. Their model was based on the youth physical activities promotion model, which proposed that parents influenced adolescents both directly and indirectly through various may also influenced adolescent physical activities directly and indirectly.

Similarly, Ryan, Fleming & Maina (2003) studied the influences the teacher has on student attitudes towards physical education. They found that the physical education teacher did favorably affect student attitudes towards physical education. The students in the study liked that their physical education teacher had "good physical skills", "they were friendly" and they "allowed the class to help plan activities."

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5. 1. Summary

This study has a title of ‘Factors Affecting the Participation of Female Students towards Physical Education in Selected High Schools of West Arsi Zone, Oromia Region’. In order to study this research descriptive way of research design was implemented. The mixed approach (Quantitative & Qualitative) was used for data analysis those gathered by questionnaire, observational check-list and interview. The sample size of study participants was 308 female students selected by using simple random sampling technique from the three secondary schools proportionally including 6(six) PE teachers who are teaching in grade 10th of the three schools. So that, the findings obtained based on the three aforementioned specific objectives were summarized as follows:

- The major factors those affected female students’ active participation in PE

The major factors those affected female students’ active participation in PE were organized in to three broad factors such as student related, school related and teacher related factors. Accordingly, from the analysis the finding obtained shows that the school related factors were the most seriously affected factors with the teacher related factors were relatively less serious having and the seriousness of the student’s related factors were medium.

In addition to this based on the mean result of each item of socio – economic, socio- cultural and parent related factors the most seriously affected the female students’ active participation in physical education when listed in descending order look like the following:

- Economical problem to buy sport wear and Cultural hindrance.
- They worry about their port clothes and Misinterpretation of religious doctrine
- Parents’ support and Parents’ permission to participate.
- The role of PE teachers for effective participation of female students in Physical Education

PE teachers' role for effective participation of female students in Physical Education, from the analysed data the finding obtained shows that the roles of the teachers were implemented at low level. This implied PE teachers' role were not properly applied to effective participant of female students in the subject. Moreover, from the observational check – list data analysis the finding obtained indicated that as teachers' role. It implies the implementation of teachers' role was poor in the study area.

➤ The role of parents for the effective participation of their daughters in physical education

Investigating the role of parents for the effective participation of their daughters in physical education was the third specific objective of this study. The finding obtained from the analysis of the questionnaire indicated that the current status of parents' role for active participation of female students in physical education was at lower level and therefore, parents in the study area do not play their role to improve their daughters' active participation in physical education subject.

5.2. Conclusion

Based on the findings the following conclusions have been drawn: -

The school related factors were the most seriously affected factors because, school principal do not support female students during physical education and physical activity periods while, the teacher related factors were relatively less serious and the seriousness of the students related factors were medium when compared with the two.

- The socio- economic problem and socio - cultural hindrance were the other factors for active participation of female students in PE.
- Misinterpretation of religious doctrine and lack of Parents' support also additional major factors those affected active participation of female students in PE
- PE teachers' role for effective participation of female students were implemented at low level with having cumulative mean of and the finding obtained from analysis of observational check -list indicated that as teachers' role cumulative mean was, and it implies the implementation of teachers' role was poor in the study area.

- The current status of parents' role for active participation of female students in physical education was at lower level with having cumulative mean and therefore, parents in the study area do not play their role to improve their daughters' active participation in physical education subject.

5.3. Recommendations

Based on the findings of the study the following recommendation was drawn: -

- ❖ According to the finding obtained in this study school related factors and student related factors were the most serious factor that affected female students' active participation in PE and PA. Therefore, the school administration, PE teachers and WEO have to make discussion and give possible measurement on existed problems in collaboration with stakeholders.
- ❖ School facilities have to be fulfilled by assigning sufficient budget by the principals and fund-raising programs have to be emerged to buy sport materials.
- ❖ Student related factors and parent related factors also affected the participation of female students. Thus, the PE teacher with school directors have to discuss with students and fulfill the required materials in school as well as supporting PE teachers can increase the female's participation
- ❖ Teachers' role is very important to increase females' participation, so that PE teachers friendly and constantly motivate them by giving sufficient support for female students to like sport.
- ❖ Parents have crucial role to improve their daughters' interest to PE and therefore, PE teacher with the principals have to make discussion with parents to alleviate the problem and increase the students' participation.
- ❖ Other similar studies have to be conducted to add knowledge gap and minimize barriers on female students' physical activity.

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APPENDIX - A

JIMMA UNIVERSITY

SPORT ACADEMY

DEPARTMENT OF SPORT SCIENCE

Questionnaire to be filled by female Students

The purpose of this questionnaire is to obtain information about the factors that affecting the participation of female students towards physical education. Your genuine response contributes much to the success of the research to be under taken. Hence, you are kindly requested to fill the questionnaire.

I. Write your own Background Information on the Space Provided

1. Name of the school _____

2. Grade _____

3. Age _____

II. The following questions are to measure how much you are affected by student related factors to participate actively during physical education period. Please put 'X' in the box related to your perception.

R.No	Items	Very-high	High	Medium	Low	Very-low
1	How do you rate your interest to learn the subject					
2	You ask your PE teacher while teaching in the class and field demonstration					
3	To what extent you participate in physical activity program					
4	To what extent you like PE compared to other subjects					
5	To what extent is your commitment to win when your school organize competition					

III. The following questions are to measure how much you are affected by teacher related factors to participate actively during physical education period. Please put 'X' in the box related to your perception.

R.No	Items	Very-high	High	Medium	Low	Very-low
1	Your PE teacher's motivation during practical session					
2	Your PE teacher provide equal chance for females and males during PE period					
3	PE teacher understand the natural problem of female students during PE period					
4	The PE teacher uses attractive way of teaching methods					
5	Your teacher is friendly to encourage you every time					

IV. The following questions are to measure how much you are affected by school related factors to participate actively during physical education period. Please put 'X' in the box related to your perception.

R. No	Items	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	The school principal support you during PE period					
2	Absence of a separate room for changing clothes and water service didn't affect your participation on PA					
3	There are appropriate sport facilities for females					
4	There is comfortable sport field in your school.					

VI. The following questions are to measure how much you are affected by socio- cultural, socio- economic and parent related factors to participate actively during physical education period. Please put 'X' in the box related to your perception

R. No	Items	Very-high	High	Medium	Low	Very-low
1	To what extent parent's support, you to make you active participate in sport activities?					
2	Cultural hindrance is more affected your participation in sport activities					
3	Economical problem to buy sport wears and materials					
4	You are worry about your sport clothes					
5	Parents' permission to participate in physical activity program					
6	Misinterpretation of religious doctrine affected your physical activity participation					

VII. Rate the Following Questions from very serious to less serious factors using number 1 up to 4 (Put number 1 for the most serious factor/best answer....and 4 for minor factor/not the best reason in the blank space)

1. Which of the following factors do you think will impede your Participation in physical activities?

A. Teachers approach_____ B. Lack interest on the subject_____

C. Participating in physical activities is difficult and boring_____

D. Absence of a separate room for changing clothes and water service_____

2. Cultural hindrance is more created and caused by

A. Being seen by sport tights and shorts which shows their body_____

B. Undermining of female's students by male counterparts_____

C. Giving stereotype names to females when they found in sport fields_____

D. Low attention given by teachers than male counterparts_____

3. What are the causes that hinder females to participate in sport activities? You can encircle above one choice.

A. No parent's permission

B. Lack of time

C. Lack of appropriate sport facilities for females

D. Economical problem to buy sport swears and materials

E. Write if any -----

4. What are the major hindrances when female students practice in the Physical education? Rate your answer by giving rank 1 up to 4 on the space provided.

A. Cultural influence__ _____ B. Religious influence_____

C. Family influence_____ D. Social influence_____

APPENDIX - B
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Interview guidelines prepared to physical education teachers

1. Do you believe that female students have good attitude for physical education subject?
2. Do you believe that female students have equal participation with male students during physical education period?
3. To what extent female students participate during physical education period?
4. How to increase the participation of female students during physical education period?
5. Is there a place for female students where they can change their cloths, where they can wash their body, toilets and other necessary materials in your schools to make them participating in health and physical education class activity?
6. What is the effort that female student makes to win in sport competitions in your school or out of the school?
7. What is specific assistance that is given to improve and develop the female student's effort in your school?
8. Do you think and believe that the presence of female teachers increases the participation of female student in your school?
9. Do you think that the society, parents, schools Administration workers, teachers, principals and male student have the roles to motivation of the participation of female students in school and other sport activities?

APPENDIX – C

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Class Room and Outdoor Observational Check List

Part I. To assess the factors affecting the participation of female students during physical education class in sample schools.

Name of school _____

Name of Observer _____

Date of Observation _____

Facility	Availability of school facilities		
	Available	Partially available	not available
1. team game facility			
1.1 football game field			
1.2 football			
1.3 volleyball court			
1.4 volleyball			
1.5 basketball court			
1.6 Basket ball			
1.7 Handball court			
1.8 Handball			
2. athletics facility			
2.1 Athletics field			
2.2 Javelin			
2.3 Shoot put			
2.4 Discus			
2.5 Hurdle			
2.6 High jump stand and bar			
3. Gymnastic facility			

3.1 Matters			
3.2 Parallel bar			
3.3 Horizontal bar			
3.4 Swedish box			
4. Water facility			
5. Room for changing cloth			

Part II. To observe the range of teachers' role implementation

No	Activities	Excellent	Very good	good	Poor
1	Clarify of objective				
2	Ability to explain issues which are not clear				
3	Skill of asking questions with simple language				
4	Method of teaching that the teacher used to make the lesson attractive and participative i.e. (discussion, argument, debate, field practice, exercises problem solving etc.)				
5	Encouraging female students to related theory with practice and skill of participation on the practical activities.				