

**JIMMA UNIVERSITY
SPORT ACADEMY**



**STUDENTS, TEACHERS AND SOCI AL FACTORS AFFECTING
FEMALES FOOT BALL PARTICIPATION IN SOME SELECTED
SECONDARY SCHOOLS DURAME CITY ADMINISTRATION,
KEMBATA TEMBARO ZONE, SNNPR**

BY

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**ARESEARCH THESIS SUBMITTED TO THEDEPARTMENT OFSPORT SCIENCE
SPORTACADEMY,JIMMA UNIVERSTY IN PARTIAL FULFILMENT FOR THE
DEGREE OF MASTERS OFEDUCATION TEACHING PHYSICAL EDUCATIN**

SEPTEMBER, 2021

JIMMA, ETHIOPIA

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**A THESIS SUBMITTED TO SPORT ACADEMY, JIMMA UNIVERSITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTERS OF
EDUCATION IN TEACHING PHYSICAL EDUCATION**

**SEPTEMBER, 2021
JIMMA, ETHIOPIA**

APPROVAL SHEET-I

This is to certify that the Thesis entitled “**Students, Teachers and Social Factors Affecting Females Foot Ball Participation in Some Selected Secondary Schools**” submitted in partial fulfillment of the requirements for the degree of Master of Science in sport science ,Sport Academy Jimma University, is a record of original research done by **Hirut Bekele Batiso**, under our supervision, and no part of the thesis has been submitted for any other degree or diploma. The assistance received during the course of these investigations has been duly acknowledged. Therefore, I recommend it to be accepted as fulfilling the thesis requirements.

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APPROVAL SHEET-II

We, the undersigned, members of the Board of examiners of the final open defense by **Hirut Bekele** have read and evaluated his thesis entitled “**Students, Teachers and Social Factors Affecting Females Foot Ball Participation in Some Selected Secondary Schools**” and examined the candidate. This is therefore to certify that the thesis has been accepted in partial fulfillment of the requirement for the degree of Master of Education in Teaching physical education.

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DECLARATION

I declare that this thesis is my original work and that all source materials used for this thesis have been properly cited and acknowledged. This thesis has been submitted in partial fulfillment of the requirements for MSc. degree in Sport Science at Jimma University. I earnestly declare that this thesis is not submitted to any other institution any where for the award of any academic degree, diploma, or certificate.

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Signature

Date

Hirut Bekele

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ABBREVIATIONS & ACRONOMYS

CA	Continental Football Associations
CECAFA	Council for East and Central Africa Football Association
EFF	Ethiopian football federation
FA	Football Association
FIFA	Federation International De Football Association
PE	Physical Education
UK	United Kingdom
WFC	Women Football Confederation
CAWF	configuration of African Women foot ball

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ABSTRACT

The purpose of the study was to assess the major factors affecting female students' participation in football practical class at Durame city administration secondary schools, located 350 km south west of Addis Ababa. It is attempted to seek out the major factors affecting female students' football participation practical class. The data were distributed and collected from Durame city administration secondary schools namely Hidase, Aambo, Durame, and Zato. 261 female students, 8 PE teachers and 4 School principals. The selection of the Sample population purposive and systematic random sampling techniques were used. The study was carried out with descriptive survey method and both for qualitative and quantitative approaches. The main instrument of data collection was questionnaires and interviews. The data obtained through both quantitatively and qualitatively. Quantitatively analysis made using tables of descriptive percentage and then worded through qualitative. There were several challenges that faced female students' participation in football practical sessions. Motivation of the students, demonstration ability of the teachers, society's negative attitude towards women football which translates to poor participation of women in football and other factors such as biological factors menstruation and pregnancy; poor of the football organization in school, limited access to facilities and equipment in their schools and women's gender roles and responsibilities. To increase female student's participation in football lesson, community would be advised to encourage, teacher advised to be a role model, the school is better to prepare and have adequate material and facilities for football lesson. The principals and other stakeholders should prepare football competitions for female.

Keywords: Participation, females Football,(Student, Teacher, Principal and social factor)

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Football is one of the leading participation and spectator sport in the world over. It has been in existence since 1100 and was introduced to Africa by the colonialists Alegi (2010) and it is one of the greatest phenomena in terms of attraction to people of all ages, gender and nationality. The number of spectators has recently achieved staggering numbers – nowadays stadiums and sport arenas have to be gigantic so they can fit tens of thousands of football fans (Owen, et al, 2007). With the arrival of television, the number of football fans has grown to billions of people. Billions of people around the globe are attracted by the Federation International de Football Association (FIFA) World Cup that takes place every four years. In 2010, the world cup in South Africa and the slogan “it’s time for Africa” brought a sense of belonging to many African football lovers (Andre, 2010). Being a loyal fan to a particular football team is undoubtedly a highly meaningful activity for football fans (Tapp,2004).

The first women’s football world cup was held in 1991, sixty one years after the first men football world cup. It is held after every five years though little is known about as Alegi (2010) argues that there are inexcusable delays by the organizers that make women football more difficult for fans and media to participate in the competitions. It is clear that women World cup is not as publicized as the Men’s world cup a fact that shows that women football still has a long way to go. According to the FIFA women’s world cup Report (2011), Germany and USA has won twice while Norway and Japan won the other matches. Nigeria and South Africa has represented Africa in the Women’s world cup though with poor performances often losing the matches early (FIFA Africa Report, 2010).

In Africa, women football is not given much attention Saavadra(2007). Only Nigeria and South Africa seems to be leading as they have both made appearances in the FIFA women’s world cup and has continually participated in African women championships. Both teams have played in several editions of the women football world cup though none has ever gone beyond the quarterfinals (CAF, 2011). According to Alegi (2010), their performance is greatly attributed to

the fact that Nigeria and South Africa have a more established league system although the countries are still struggling to get their women's national team to international level. According to Savadra,(2003), other African countries such as Senegal, Ghana, Cameroon and Equatorial Guinea have participated though unsuccessfully in Africa Cup of Nations(CAF) organized by Confederation of Africa Women Football (CAWF).

However Compared to males, females have less access to enter schools, are not provided with equal opportunities at all levels of education and hence do not enjoy the benefits of education that males do Tsige Haile(1991). Female education in the third world suffers from low participation, poor performance and gender biases, which are the outcome of the society's discriminators practices on females as indicated by ICDR (2001) Physical education syllabus for grade 9 – 12, physical education is an essential subject matter which focuses on learning in the psychomotor domain and the development of life time patterns of physical activity.

Male and female students involved in physical activity develop coordination and abilities useful in work and play; develop ethical, behaviors and the responsibility of citizenship, self-discipline and activities in team sports. A according to Leonard II and Knapp (1968) the fundamental purpose of physical education is to promote through since females are occupied by household activities; they have less time to participate in different physical activities especially in football. Therefore, the participation of female students in football seeks more attention and can be maximized by providing them access to relevant training program to promote their participation for the development of the society Fekede Eshete (1997).Football is a game of ball control both individually and in combination with other members of the team. To be able to control a ball a player must master the fundamentals. To master the fundamentals, a player must know the mechanics of each and then practice them as often and as diligently as he/she can. To be able to play with the ball, a player must get the feel of it and he/she should practice the techniques until he /she can control the ball.

Female participation in sports has come a long way. Efforts have been and are being made in getting more females to participate in sports. However, a lot more efforts were still required to generate greater female participation in the world of sports (Linus, 2003).

In the ancient Olympic games, as reported by Jackson and Harris (1999), women were not allowed to watch the activities let alone participate in them. By the end of the nineteenth century, English women from the middle classes were taking part in sports. Victorian attitudes meant that women played in cumbersome dresses making movement difficult (Jackson et, al, 1999). In the early twentieth century, the national governing bodies of some sports were formed and there were organized competitions for women different from that of men. Women competed for in the Olympic Games for the first time in 1904 but only in archery (Jackson et al, 1999). Jackson et, al (1999), also opined that the first world war was the turning point for women sports where the myth that women were unable to cope with men's sports was broken.

Attitude regarding female participation in sports are changing over the years as women in sports have continued to grow. There are females who have made sports participation part of their daily life. In spite of all these, female participation still fall a lot lower than that of the males (Eileen, 2005).The under-representation of females in sports is an issue of national concern so it becomes a matter of national concern for government and non-governmental sports organization to implement solutions.

The aforementioned raises questions as to what females do with their leisure time particularly after completing secondary school. Research has indicated that adolescence that are idle become involved in high risk behaviors including substance abuse as argued by Iso-Ahola and Crowley and cited in Buffer (1996). Research studies have also suggested that participation lowers the rate of sexual activity and teenage pregnancy. The women sports foundation (Digest, 1997), has shown that the involvement of girls in sports also reduce dropout rates from schools. The promotion of female participation in sports will help create a contest for women to lead healthier and productive lives.

1.2. Statement of the problem

The brief study of physical education and its relationship to the females' football participation needs more appreciation and understanding through study of its component parts together with identifying the problem that hinder its future development and favorite progress. The recent findings, Livingstone (2003) argues that the decreasing participation rates in sport and physical activity are an active growing concern for the nation. Despite potential benefits from physical activity and sport, there is still a wide scope across the UK of adults and children who are inactive to meet required recommendations each week (Sport England 2010). As Coleman & Schofield (2005) discuss this has been noted in a recent review over adolescents.

The importance of sport activity is essential and the requirement of inducing a healthy and active lifestyle may lead to prevention of sedentary illnesses (Bramham & Hylton 2008). According to Stivachitis, K (1999) Restriction or prevention of women or girls from sport and recreational activities is an act of discrimination which violates the enjoyment of their human rights. As stated above all those factors may be rooted from different direction.

Female participation in sports no doubt has positive implications for physiological, social, aesthetic and mental development of women. In spite of this, the level of participation is still low. Most females would participate in other activities rather than sports on the guise that sporting activities are too physical and should be left for males alone other factors also account for the above. It is on this note that this research is geared at addressing factors influencing female participation in sporting activities.

Students in Ethiopia have received several years of physical education teaching. Physical education has been given as a vital and unique subject among all, it is because of that provides movement as a primary means to give the lesson. Even though, physical Education taught for many years the participation of the female students in the football practical class is very low than male students.

To address this gap the researcher was gone to find the major factors that affect female students' participation football practical class in case of Hidase, Ambo, Durame, Zato, secondary schools in Durame city Administration, Kembata Tembaro zone, south nation and nationality people region and also the researcher attempted to seek answers to the following research questions.

1.3. Research Question

The following research questions were mainly focused on students, teachers and social factors affecting females' football participation.

Therefore, the study was tried to answer the following research question.

1. What are the major factors that affect female students' participation in football section?
2. What is the major role of the teacher for effectiveness of female student's participation in football class?
3. Does they social, student, teacher factor affecting female foot ball participation class?
4. What should be done to improve female students' participation of football participation class?

1.4. Objective of the study

1.4.1. General Objectives

The general objective of this study was to investigate the major student's teachers and social factors affecting females' football the participation in some selected secondary schools of Durame city administration of Kembata Tembaro zone.

1.4.2. Specific Objectives

1. To identify students related factors affecting female football participation class.
2. To assess teachers related factors affecting female football participation class.
3. To describe social related factors affecting female football participation class.
4. To suggest possible measurement and forwarding the necessary recommendation for concerned bodies.

1.5. Significance of the Study

The findings of this study revealed the level of participation and general perception towards females in sports. Consequently, it guides governmental and non-governmental organization in the formulation of sporting policies that would benefit female folks. This study will also educate females on the need and importance of sports participation and in turn suggest ways to prevent injuries when partaking in sporting activities.

The major purpose of this study was to assess and obtain information about challenges of female students in football practical class in Durame city Administration of Kembata Tembaro zone.

Therefore the study may be the following significances.

- ✓ It gives some ideas about the challenges of female students in foot ball practical class as compared to male students in Kambata Temebaro zone Durame city administration secondary Schools.
- ✓ The study contributes for policy makers to make policy in considering challenges of female participation in football class.
- ✓ The result of the study indicates the problems and cases that affect female student's participation in football class.
- ✓ The finding of this study also provides specific information for those who are interested in conducting research on related issues.

1.6. Delimitation of the study

This study was conducted the only in the activity and participation of grade 9 and 10 female students in football participation and interests in secondary school. Therefore, the study also delimited only to investigate the major factors of that student's teacher and social factors affecting females' football less participation.

This study was in selected to some selected secondary schools of Durame city administration in Kembata Tembaro zone.

1.7 Limitation of the Study

To investigate this research the researcher faced some problems some of them were internet access forup to date information, different reading materials like books, journals and some indexes and also Corona virus pandemic also challenged the researcher during the data collection. As anyone knows that reliable data and information is abase for any research work the researcher need to have such materials. The other thing that the researcher faced during the process of the study was financial and time constraints. And limited number of the school in the study area was a major problem to investigate the study.

1.8. Operational Definition of Terms

Activities: is the condition in which things are happening or being done. A things that a person or group has done. Tapp (2004)

Demonstration: a practical exhibition and explanation of how some thing works or is performed. ICDR (2001)

Factor: is the circumstance fact or influence that contributes to a result or outcomt. (Diges,1997)

Football: is one of the fastest team games that involve its own quality with plenty of physical economical and emotional values. Alegi (2010)

Gender: is the state of being male or female (typically used with reference to social and culture differences rather than biological ones). Saavadra (2007)

Interest: is the state of wanting to know or learn about something or someone. (Elileen 2005)

Participation: is the action of taking part in something. ,ICDR(2001)

Physical Education: is term used to describe an area of educational activity in which the main concern is with bodily movement. It is also an education in which is given mainly through physical activities to develop and maintains all aspects of personality such as: physical, mental and social well beings. ICDR (2001)

Practice: is a repeated exercise in performance of an activity or skill so as to acquire a maintain proficiency in it.(Elileen, 2005)

Sport: it is an activity involving physical exertion and skill in which an individual or team competes against another or others for entertainment. (Own ea al 2007)

1.9. Organizational of the study.

This research proposal consists of three chapters, chapter one deal with Introduction, Statements of the problem, Research Question, Objective of the study Significance of the study, Delimitation of the study, Limitation of the study, Operation definition of Terms and Organization of the study, Chapter Two Review of Related literature and Chapter three deals with Research Methodology, chapter four deals with the results and finally chapter five deals with the summary, conclusion and recommendations.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. History of Football in Africa and Ethiopia

Football is the most popular sport in Ethiopia. Although not one of the leading football nations in Africa, Ethiopia has produced some outstanding teams at both club and international level as well as some talented individual players. Football in Ethiopia came under the control of the Ethiopian Football Federation (EFF) when that organization was founded in 1943. The EFF affiliated to FIFA in 1953 and to the Confederation of African Football in 1957. League football was in existence before the formation of the EFF with regional leagues contested during the 1938/39 and 1939/40 seasons in the provinces of Eritrea, Harar, Amhara, and Sidamo as part of the Italian occupation. The first recognized version of the Ethiopian Premier League was contested in 1944 when five teams representing the various communities of Addis Ababa competed for a title won by the British Military Mission-BMME. The Ethiopian Cup was added the following year and has been contested regularly since (albeit with some gaps, notably in the 1960s).

The Ethiopian national football teams made its first appearance in 1947 and since then has enjoyed both highs and lows. As one of the few independent African states in the immediate aftermath of the Second World War Ethiopia were important teams in the development of the international football in the continent Armstrong .N, (1999).

2.1.1. Women's association football

Women's association football, more commonly known as women's football or women's soccer, is the most prominent team sport played by women around the globe.

It is played at the professional level in numerous countries throughout the world and 176 national teams participate internationally. The history of women's football has seen major competitions being launched at both the national and international levels. Women's football has faced many struggles throughout its history. Although its first golden age occurred in the United Kingdom in

the early 1920s, when one match achieved over 50,000 spectators, The Football Association initiated a ban in 1921 that disallowed women's football games from the grounds used by its member clubs. The ban stayed in effect until July 1971. Women may have been playing "football" for as long as the game has existed. Evidence shows that an ancient version of the game (Tsu Chu) was played by women during the Han Dynasty (25–220 CE). Two female figures are depicted in Han Dynasty (25–220 CE) frescoes, playing Tsu Chu.

There are, however, a number of opinions about the accuracy of dates, the earliest estimates at 5000 BCE. Reports of an annual match being played in Scotland are reported as early as the 1790s. The first match recorded by the Scottish Football Association took place in 1892 in Glasgow. In England, the first recorded game of football between women took place in 1895. Association football, the modern game, also has documented early involvement of women. In Europe, it is possible that 12th-century French women played football as part of that era's folk games. An annual competition in Mid-Lothian, Scotland during the 1790s is reported, too. In 1863, football governing bodies introduced standardized rules to prohibit violence on the pitch, making it more socially acceptable for women to play.

The well-documented early European team was founded by activist Nettie Honeyball in England in 1894. It was named the British Ladies' Football Club. Nettie Honeyball is quoted, "I founded the association late last year [1894], with the fixed resolve of proving to the world that women are not the 'ornamental and useless' creatures men have pictured. I must confess, my convictions on all matters where the sexes are so widely divided are all on the side of emancipation, and I look forward to the time.

When ladies may sit in Parliament and have a voice in the direction of affairs, especially those which concern them most." Honeyball and those like her paved the way for women's football. However the women's game was frowned upon by the British football associations, and continued without their support. It has been suggested that this was motivated by a perceived threat to the 'masculinity' of the game. A Welsh women's football team pose for a photograph in 1959. Women's football became popular on a large scale at the time of the First World War, when employment in the industry spurred the growth of the game, much as it had done for men fifty years earlier. The most successful team of the era was Dick, Kerr's Ladies of Preston, England. The team played in the first women's international matches in 1920, against a team from Paris, France, in April, and also made up most of the England team against a Scottish

Ladies XI in 1920, and winning 22-0. Despite being more popular than some men's football events (one match saw a 53,000 strong crowd), women's football in England suffered a blow in 1921 when The Football Association outlawed the playing of the game on Association members' pitches, on the grounds that the game (as played by women) was distasteful. Some speculated that this may have also been to envy of the large crowds that women's matches attracted. This led to the formation of the English Ladies Football Association and play moved to rugby grounds. Gail J Newsham (1997)

In August 1917, a tournament was launched for female munitions workers' teams in north east England. Officially titled the Tyne Wear & Tees Alfred Wood Munitions Girls Cup, it was popularly known as The Munitionettes' Cup. The first winners of the trophy were Blyth Spartans, who defeated Bolckow Vaughan 5-0 in a replayed final tie at Middleborough on 18 May 1918. The tournament ran for a second year in season 1918-19, the winners being the ladies of Palmer's shipyard in Jarrow, who defeated Christopher Brown's of Hartlepool 1-0 at St James' Park in Newcastle on 22 March 1919. Following the FA ban on women's teams on 5 December 1921, the English Ladies' Football Association was formed (www.fifa.com).

A silver cup was donated by the first president of the association, Len Bridgett. A total of 24 teams entered the first competition in the spring of 1922. The winners were Stoke Ladies who beat Doncaster and Bentley Ladies 3-1 on 24 June 1922. In 1937 and 1938, the Dick Kerr's Ladies F.C. played Edinburgh City Girls in the "Championship of Great Britain and the World". Dick Kerr won the 1937 and 38 competitions with 5-1 score lines. The 1939 competition however was a more organized affair and the Edinburgh City Girls beat Dick Kerr in Edinburgh 5-2. The City Girls followed this up with a 7-1 demolition of Glasgow Ladies in Falkirk to take the title. Gail J Newsham (1997).

2.1.2. Women's in Olympics

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

England and other British Home Nations are not eligible to compete as separate entities because the International Olympic Committee does not recognize their FIFA status as separate teams in competitions Bailey, Steven (1995)

The participation of UK men's and women's sides at the 2012 Olympic tournament was a bone of contention between the four national associations in the UK from 2005, when the Games were awarded to London, to 2009. England was strongly in favor of unified UK teams, while Scotland, Wales, and Northern Ireland were opposed, fearing adverse consequences for the independent status of the Home Nations within FIFA. At one stage it was reported that England alone would field teams under the UK banner (officially "Great Britain") for the 2012 Games. However, both the men's and women's Great Britain teams eventually fielded some players from the other home nations Reilly, Thomas; Gilbourne, D. (2003)

2.1.3. Football Association Women's Challenge Cup (FA Women's Cup)

After the lifting of the F.A. ban, the now defunct Women's Football Association held its first national knockout cup in 1970–71. It was called the Mitre Trophy which became the FA Women's Cup in 1993. Southampton WFC was the inaugural winner. From 1983 to 1994 Doncaster Belles reached ten out of 11 finals, winning six of them. Chelsea are the current holders and the most successful club with a record 13 wins. Despite tournament sponsorship by major companies, entering the cup actually costs clubs more than they get in prize money.

In 2015 it was reported that even if Notts County had won the tournament outright the paltry £8,600 winnings would leave them out of pocket. The winners of the men's FA Cup in the same year received £1.8 million, with teams not even reaching the first round proper getting more than the women's winners (www.fifa.com).

2.1.4. Female participation in football during physical education class

According to Jones et al (1997) Female participation during education is a tool to enable citizen to make all a rounded participation in development process. The participation of female in socio-economic programs especially depends on their educational back ground educating girls and women are critical to achieve the benefits as well as the improvement in the areas of health. The female participation gap in physical activity is wide in developing countries. In developing countries with low female participation is one the cause for female to be under privileged underrepresented in development programs. These raise the issue that the role of educational and female participation should be analyzed and studied. Living in an overly obese society, we must do our best as physical educators to promote lifelong physical activity to our students. We must

do everything in our power to improve female student's perspectives on and experience in physical education and to life style. Different studies were conducted on the participation of female students in physical activity for example, in Saskatche when, Avery Girolami and Humbert, (1998) stated that in the school selected for their study, over 80% of the young women who participated in physical activity when it was compulsory did not enroll in optional physical activities. Another study focusing on participation in physical activity King and Closes, (1992) determined that young female participation in physical activities and us likely to be physically active at age 20. If girls are turned off by physical education in higher preparatory and secondary school. They are much us likely to remain active as adults.

2.2. Factors affecting the participation of female students in football

According to Sidentop (1998), High school physical education was endangered species. A subject matter that might gradually became extinct in secondary curriculum. He argued that in increasing lack of expectations for significant out come in high school physical education and own more learning. Concern that students have stopped care about physical education would bring in physical educators have duty to alter the expectations of high school students have due to alter will be in effective if negative attitude towards the course lead students to ignore its value. Attitude is the agent that can change perceptions and the catalyst that can education a positive education experience. Like biological factors menstrual, physiological and psychological factors like personality, self-concept etc and cultural factors like family, school, culture and media and also economic factors. (Ibid)

2.2.1. Biological Factors (Factors related to menstruation)

According to Hargreaves (1997), strenuous exercises did not negatively affect the menstrual cycle, nor did menstruations significantly affect physical performance. For many years strenuous exercises has been believed that delayed onset of the menstrual cycle caused many girls to continue playing sports based on the observation that menarche occurred later in athletes than non-athletes. Girls experience less physical distress associated with their menstrual cycle when they play sport. Many reports highlight the positive influence of moderate and regular physical activity on the menstrual cycle. There is no doubt that the benefits of playing sport far outweigh the disadvantages in respect of young developing female bodies. There is some correlation

between strenuous physical activity and delayed menstrual cycle. For long period of time there has been such believe that physical exercise has negative(-ve) on menstruation and given for the least many years medical perspectives indicated that physical activity during menstruation is not have come to stage to disprove the belief.(Ibid) As shaver (1981) further reported a study had been made in Hungary on women athletes and it was found that there were disturbance on the set of during the menstrual period doubt women athletes is much greater than the amount of general female population.

2.2.2. Physical and Physiological influence

Shaver (1981) argued that the physical fitness of women in sport has always been questioned because of a variety of physiological concerns including the menstrual cycle, reproduction ,damage to breasts and genitals. There are some difference in physical and physiological aspects between male and female. These differences have no effect on female to participate indifferent sports. Anatomical and physiological differences are quite apparent between the two sexes particularly after puberty period. Early studies argued that females should not be involved in sport, due to the deleterious effects of physical exertion on the frequency of menstruation and the fact that the reproductive organs of female can be affected. These belief sprevalled for years and later evidence began to prove these early beliefs wrong Leunes& Nation, (1991) Pre-adolescence is (9-11 years) a stage that involves a slow but consistent form of growth. It is a calm period just before rapid onslaught of adolescence.

The body is undergoing developmental changes in the skeletal system, muscular system and motor development. Accepting one's physical appearance and being able to deal with the physical changes involved with maturity and growth is one of the most crucial developmental tasks common to most adolescents Brett Schneider& Hein, (1997). Frydenburg& Lewis (1993)suggested that Adolescence has been referred to as a period of „storm and stress“ and it Is also a period when the teenager is confronted with a series of hormonal hurdles and developmental challenges Adolescents have to deal with a number of issues simultaneously , including the development of an identity, achieving independence away from the family, and at the same time acceptance by the peer group. Most important is the transition from childhood into adulthood, which comes with many psychological and physiological adaptations.

Pregnancy

Anecdotal evidence shows that pregnancy does not hamper performance of women who choose to participate in sport throughout their lives. Leunes and Nation (1991) stated that Irwin, who was a female athlete, won an Olympic medal in diving when she was four months pregnant. Another example is that of Hays who successfully completed the world championship rodeo as a bareback rider when she was eight months pregnant.

It also appears that athletes return to top form rather quickly after having had children. Geber et al (1974), concluded by saying that females could look forward to having an active and exciting sports life uncomplicated by irregular menses, pregnancy and childbirth.

Body Form

According to Coakley (1986), discussed myths that excluded females from sports, in the process of playing sport; it is believed that females might damage their breasts. There is no evidence that shows that the breasts or reproductive organs are at risk at any point when females take part in sport. Breasts are the least vulnerable organ of the female body. Eitzen&Sage (1993) stated that the uterus is said to be the most shock resistant organ. Infact, male sare more susceptible to injury and trauma because their sexual organ is external. Kane (1998)explored that the bone structure of females is definitely smaller and more fragile. Female 'sgain strength as they mature and several studies have indicated that sort-term training programs can increase muscle strength in all children. At the age of 14 years the growing ratefor girls slows down and if they continue being physically active then they increases their strength. Females have the ability to enhance their physical strength that would eventually enable themselves to perform at high competitive level.

2.2.3. Psychological Factors (Youth Identity)

Youth identity has in the past been an area of interest and the concept has been used differently in various approaches thus leading to controversy. According to, Freedomberg and Bred schneider (1997) youth to identity by identifying close correlations between identity developments in adolescence and developmental task. Such tasks include acceptance of one's physical appearance as physical changes occur and understanding that these changes would lead

to growth, maturation, and building good value systems as a guide for personal actualization. BrettSchneider (1997) suggested that identity has two definable components, namely personal identity and social identity. Personal identity develops on the basis of continuity of self-experience in the course of life. Social identity evolves from the image that others help to create for the self. The development of an identity during adolescence is a process through which an individual maintains a balance between personal and social identity, which means it is important for the youth to know themselves. Self-knowledge empowers them in the realm of decision-making.

Personality

Morris & Summers (1995) stated that people have different views as to who can and can not play sport. It is a common belief that certain personality types are more suited to the sport ingarena. Individuals across the spectrum of personality types initially have a tendency to participate in sport and should individuals feel uncomfortable they will withdraw, leaving behind a group that is more homogeneous in their common interest The decision to play sport might be an individual choice driven, instilled and inspired by external factors that usually have little to do with personality types. External factors include encouragement and motivation from parents, teachers, peers or even role models in the community.

A conducive sporting environment could also be a motivating factor and the media can be a powerful tool to instill an interest and affinity to sport Harris, (1994). Prakasa and Over man (1984) asserted that sport, traditionally has been thought of as a process of physically building men and the „male“ athletic personality; this is viewed as tantamount to the „male personality“. This view suggests that an athlete is supposed to be competitive, rugged, aggressive, tough, independent, dominant, assertive, achievement or ientedand self-controlling. A real“ woman is supposed to possess different psychological and physical characteristics thus implying femininity and possible fragility Self-concept.

BrettSchneider & Hein (1997) cautioned that self-concept is established when people gather information that changes whenever an individual encounters new experiences, it also represents complete knowledge of a person about self, which enables the individual to know her/his own competencies. „Each person develops perceptions and ideas of his/her abilities ,characteristics and personal ways of acting, eventually providing a sense of meaning on a self-rating of quality. In this sense, the self-concept is the result of a naïve theory or an internal model of a person,

which directs behavior and which is either confirmed or modified on the basis of behavior and experience”

The different encounters and interactions that one has with other people will enable the individual to know more about him-self or her-self. As an individual associates with other people these encounters will either enable them to improve or change their behavior and sometimes even agree with their present behavior. Female teenagers are greatly influenced by the evaluation of significant others, they appreciate reinforcement and encouragement based on their own actions. Brett Schneider and Hein (1997) argued that self-concept allows females to assess themselves by acknowledging their weaknesses and strengths. Often females compare their performance to that of other participants and with time, if their performance improves, then their self-concept also improves and the female sport participant feels competent in what they are involved in. Being competent in a particular sporting code enables the girls to be self-motivated and builds self-confidence. A positive self-concept in teenage girls who participate in sports elevates the level of self-esteem. Digest (1997), asserted that sport helps to build confidence and a positive body image, which can be linked to lower levels of depression according to women’s sports foundation.

2.2.4. Factors related to Family

Varpatoli (1986) suggested that sport has been trivialized, regarded as separate from life and as unrelated to the broader social context and processes. The family prevails as the primary socializing agent and to a high extent it also defines appropriate gender behavior, which sometimes could include sport. Numerous studies have indicated that other people who are usually seen as role models have influenced many individuals who become involved in sport.

According to Haris, (1994) the family is said to be generally responsible for early sports socialization, including modeling, reinforcement and the shaping of the observed behavior Buffer et al (1996), also argues that the socializing process at home for both sexes is different.

Boys usually get more support and encouragement to get involved in activities, which offer sporting opportunities. They are furthermore provided with role models who encourage and support participation in physical activities. Snyder and Spreitzer (1976) stated that girls receive greater encouragement for certain sporting codes which are seen to be more feminine. Girls are encouraged to participate in gymnastics rather than baseball.

Learners who receive parental support will be motivated to perform better than those learners who are not motivated by their parents. Interest in sport by children is usually preceded by the parents' interest Harris, (1994). The, Nicholls' theory (1984) Theory of Achievement Orientation states that through achievement the child will display great interest opportunities in the future. Nicholls' theory relates to differences in understanding the meaning of competence or ability. Some people think that competence implies performing better than other people and this is termed an ego-involved orientation. In contrast, other people see competence from a personal point of view, which can lead to personal improvement and this, is referred to as task-orientation.

According to Nicholls' theory the motive is to demonstrate some level of competence mediated by underlying differences in the personal interpretation of achievement. This theory has attracted a lot of attention but unfortunately has not been empirically tested within the youth sport realm Higginson, (1985). A major difference between the two theories is that Nicholls (1984) argues that the demonstration of competence is the most gratifying feeling in the sport fraternity, as opposed to Harter, who emphasizes that the attainment of competence is what, is most rewarding in any world of sport. The demonstration of competence, particularly for learners who have worked extremely hard to reach that level, could be very rewarding. According to Higginson (1985) found that parents were the main socializing agents in the early years of both girls and boys. As the individual older significance of family support seemed to decrease and peers, coaches and teachers become the main supportive agents.

2.2.5 Environmental factors

Birthplace

Cote et al., (2006) suggest that Retrospective studies of high performing athletes in the US and Canada athletes from small communities (30,000-100,000 people) have a greater chance of succeeding in sport. This birth place effect might indicate the importance of the early years on a child's engagement with PE and sport.

Rees et al., (2013) suggests in small to medium communities young people may have better access to sport facilities, a more fertile ground for play, participation and competitive experience and have an increased likelihood of competition with or against adults. Rees's hypothesis is that skill rather than early maturation is the key factor in this less crowded sporting pathway,

suggesting the less crowded pathway is more favorable for creating adult champions. Smaller cities have been shown to have more emphasis on the quality and quantity of play where there is greater access to facilities and open spaces, as well as an emphasis on engagement with families, schools and communities. This can lead to increased developmental support for the athlete Cote et al, (2006); MacDonald et al, (2009). Communities that are too small suffer from not having the facilities, support networks or coaching available to the athletes to lead the developmental process of talent to elite level.

In support, large urbanized environments are thought to limit the opportunities available to young people; this is shown by lack of facilities available for outside play due to a close proximity to street traffic, resulting in smaller social networks for children and diminished opportunities to grow social and motor skills Mac Donald et al, (2009).

Studies on male and female athletes have shown that they receive different treatment in sport socialization; however research into the birth place effect for both genders have shown to be favorable to smaller cities and towns MacDonald et al, (2009); Baker et al, (2007). In summary, the research is showing that certain sizes of communities have positive effect on the early years of a developing athlete, but at this stage only speculative answers are being provided as to why.

Support

Quality of support from parents, family, siblings, coaches and teachers is all important in the development of a young athlete as they journey towards elite performance Connaughton et al, (2010). The support of the coach has continually been stated as essential for the transition and support to elite performance Durand-Bush, (2002); Gould et al, (2010). Coaches who installed confidence and trust have been shown to produce successful teams and athletes. Teachers and friends have been shown to be the two main influences for young athletes. Gould et al (2010) in his review of UK Olympic champions highlighted the importance of breadth of support around successful athletes. Suggesting that the range of support an elite athlete requires needs be individualized and broad. While researchers agree that support is critical success, Rees et al. (2013) indicated that poorly delivered support may be worse than no support at all.

There are a number of key transition phases for young athletes at school; perhaps the two most common ones are between primary secondary schooling and at the end of secondary schooling. While many PE teachers and school coaches try hard to prepare their young athletes for the

latter and few young athletes realize the consequences of a widening selection pool post 18 years will have on their ambition to continue to succeed in sport.

2.2.6. Factors related to the School

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

On the other hand, Engei (1994) also indicated that schooling is of fundamental importance in perpetuating the notion that some sports are more „masculine“ or „feminine“ than others. For some schools there is still a discrepancy as to which gender should participate in the different sporting codes.

A lot of our schools do not have girls' soccer, basketball and volleyball teams as these are labeled as boys sporting codes. Schools are institutions in which physical activity is mainly organized within an educational context and thus determines whether learners will participate.

The link between sport and education plays a crucial role in the holistic development of the learner Khumalo, (1999).

Poor quality of learning environment, poor school facilities irrelevant curriculum, distance to school, lack of role models and teachers negative attitude to girls education are impediments that hinder girls participation in education FAWE, (1996:10) Learning materials are one factor, which put female students at a disadvantage. Most of the physical activities materials are not suitable and inviting girls to participate in activities according to their ability and age wise and they do not approve a balanced treatment of the sexes but exhibit male bias.

2.2.7. Factors related to Culture

Culture is when a group of people have similar beliefs which form part of their tradition and custom. According to Hargreaves (1997), culture is seen lived dominance and subordination of particular classes, in the sense that certain cultural beliefs can affect the progress of particular areas in life. Cultural beliefs have a great impact on the involvement of females in sport As

Leonard II (1993) point out the influence of culture on females participation in sport that “female had to be confident and prevented from doing anything that might her delicate productive system and that means she had to be prevented from doing virtually physical activity .Edward (2003) explored that cultural influence are claimed that physical education and sport have variety of positive cultural effect they build character encourage team work and team sprite. Kane (1998) argued that sport could be regarded as one of the most important sites fort he production of cultural beliefs and practices that equate gender differences. These cultural beliefs make women think that they will never attain the levels of their male counterparts where sport performance is concerned. “A women’s place is in the kitchen” is still a common saying and many cultures still firmly believing it. Participation in sport masculinizes females and is therefore viewed negatively Fasting, (1987). The above sentence confirms the fact that masculine and feminine behaviors are culture bound. Most males are accepting of females not participating in sport. According to Kiouvula (1995), the participation of women in sport has always been seen as the presence of women in a man’s world. Hargreves (1997) suggested that women were excluded from convenient venues.

Davies (1996) suggested that during infancy and childhood, children develop attitudes, which are formed through their interaction with their world. Parents and family members play apertinent role in this regard. As the child develops, school influence becomes more important.

When learners are outside the home they are exposed to different behaviors and attitudes. From primary school to senior secondary school, learners make choices, which can build or destroy them as individuals. Entrenching such behavioral patterns will depend on whether such behavior is approved of in the family dynamics. If these, patterns are accepted by the family then they would be reinforced.

The adoption of attitudes and behaviors in relation to sport is often associated with the need to be accepted by their parents, community and the society they interact with on a daily basis Davies, (1996). Harris (1994) stated that the family is said to be generally responsible for early sports socialization and interest in sport is often preceded by the parents“ interest. Socialization is “the process whereby individuals learn skills, traits, values, attitudes, norms and knowledge associated with performance of present or anticipated social roles.

The sport socialization process contains three components the socialization into sports refers to the social and psychological influences that shape an individual’s initial attraction to sports.

These influences include the prevalent attitudes and values within the family or the peer group. Brustard (1992) explored that socialization via sport refers to the acquisition of attitudes, values, and knowledge as a consequence of sport involvement. Socialization out of sport involves those influences that contribute to an individual discontinuing his or her sport participation"". The following socializing agents directly or indirectly influence the choice that would be made by teenagers on a daily basis.

2.2.8. Factors related the Media

Kane (1998) suggested that the media's portrayal of female athletes plays a fundamental role in the preservation of stereotypes that are formulated by people in relation to female involvement in sport. The media's portrayal of female sport participants is limited. There is an increasing awareness of young adult sport fiction books; although very few of them have a female sport protagonist as opposed to those with male protagonists which are still found six times more. Fiction portraying female protagonists would be more appealing and such books can encourage girls and make them realize that there are other options in their lives.

This will enable teenage girls to counteract the limitations of gender stereotypes and to realize that they can follow their dreams, even in sport. Reading about strong, competent sports women could also encourage more black female adolescents to participate in sports.

2.2.9. Economic status factor

A family's economic status is considered to be an influential factor in the general participation of children in sport Kirk et al, (2005). It is unknown if this is related to the financial cost associated in taking part in sport or if it is related to the cultural 'value' placed on sport. Rees et al., (2013) states that there is minimal evidence to link socioeconomic status and success in performance sport. Past literature such as Houlihan et al (2000) has shown a tendency to suggest that independent schools have better coaching and support than the state sector.

Houlihan et al. (2000) states there are a strong link between the advantages of the independent sector, social class, educational attainment and sports participation. Tozer (2013) in his analysis of the school backgrounds of the members of the British Olympic team between 2000- 2012 claimed that the members who went to independent schools out performed

non independent school members of TeamGB. Tozer did not put this success down to outstanding sports facilities and specialist coaches at the private schools.

He was also unable to find a link with sport scholarships, but explained that most scholarships are awarded at 11-13 years as parental pressure prevents schools from offering them at 16 years when it is much easier to recognize talent. While Tozer states that members of Team GB attending independent schools reflects the national average for the school population post 16, he states that those attending independent schools who were placed in the top eight finishers within Team GB, is higher than the national average. Some further consideration is needed to normalize for the bias of Team GB's success in sports, like rowing, equestrian and sailing, on the data. If Team GB's success came predominantly from sports like football, table tennis, boxing, basketball and taekwondo, the findings are highly likely to be reversed.

In summary, it is hard to establish from the evidence if the socioeconomic status has a direct link on achievement in high performance sport. It is clear from the research that socioeconomic status does impact general participation in sport and by association it would be possible to say that by default it does affect participation in competitive school sport. When participation is linked to access to practice it is possible to suggest that socioeconomic status does effect achievement, but to do so with confidence would be misguided. This is an area that needs further research. Higginson, (1985) suggested the notion is that social background and availability of opportunities influence the decision to be involved in sport or not. This implies that the economic background of an athlete facilitates the choice to participate in sport because opportunities are readily available. Sport participants can thus afford to travel to where the facilities are situated and they can also afford to buy the necessary sporting equipment. There are however, many factors that make it impossible for certain females to take part in sport According to Higginson (1985), argued that even if facilities are available a child might not participate in sport if the parents are unconcerned regarding this facet of the child's development.

2.3. Factors related to Instructional Facilities and Materials

Motzel further discussed that, when there is no lack of equipment and materials that appear geographically to understanding of the pupil teaching cannot be challenged indeed. In light of this statement, Tirusew (1998) also describes that for effective teaching and learning to take place, classroom must be adequately organized and conducive enough. The crux of educational

quality among others heavily relies upon the environmental conditions and facilities of the classroom. Whenever theoretical issues presented in classroom for students, it is practically proved that students get the most out of them when they supported by teaching materials Hallak, (1990). The writer further maintained that classroom should have furniture that is comfortable and easy to move from one point to another and to arrange for different purpose. The most writers argued that classroom should encompasses teaching materials like, textbook, guide, map, charts etc. therefore teaching material and other classroom situation are often per amount importance in the process of teaching and learning where lack of appropriate material results in hampering effective transmission of knowledge.

In learning football the essential issue which are necessary available includes, the ball, the facilities and equipment and the like. It was discovered that the available facilities and equipment at every school visited were not significantly used by the teacher for effective teaching. This research result was in with the opinion of Awosika (2009), that it might be impossible to achieve satisfactory results from athletes whose facilities and equipment's are in adequate or of sub-standard.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Study Area

This research conducted in Durame city administration secondary schools in kambata Tembaro zone in durame city administration which is located in 350 km south west of Addis Abebe and the city was encircled by Kedida Gamela worada from four directions of South, West ,East and North. The city is composed of 8 Kebele and 42 villages. The total number of population is 51,834 with urban family sizein. Durame city administration there are one university campus, one poly technical and vocational college, three preparatory school, four governmental and three non-governmental secondary schools, total seven primary schools are found. Based on kamebata Tambaro zone Bureau of finance and economic development (2007,annual statistical abstract p,10). Out this Hidasse, Hambo, Durame and Zato secondary school are selected purposely. Moreover, this area had no conducted research regarding the student’s teacher and social factors affecting in female football participation.



Map of Kembata Tembaro Zone

3.2. Research Design

The purpose of this study was to explore the students, teachers and social factors affecting in female football participation in some selected schools in south nation and nationality of peoples region Kembata Tembaro zone Durame city administration in some selected secondary schools and to suggest some possible solution for the factors. To these effects, the descriptive research design was used to explore many factors as reason for hinder of female football participation. For this study the researcher used descriptive survey design to explore the students' teacher and social factors affecting in female football participation. The descriptive research design helps to describe and interpreted the current condition (Best and Kahan,2003).

3.3. Source of the Data

In Durame city administration 3 preparatory schools,4 governmental and 3 non-governmental secondary schools, out of this Hidasse, Hambo ,Durame and Zato secondary school are selected randomly based on lottery method.

The data source was categorized in to two namely, primary data and secondary data sources

3.3 Primary data

The primary data sources of information were female students, physical education teachers and principals

3.4. Population of the study

The sample population of the study was obtained from Durame city administration 4governmental and 3 non-governmental secondary schools. Out of these 7 secondary schools, 4 governmental secondary schools were selected namely Hidase, Ambo, Durame and Zato secondary schools are selected by random sampling. Why because the researcher is select four secondary schools is, by lack of availability of time to collect the data and to get large number of respondents from the school.

3.5. Sample size and sample techniques

Durame city Administration has 1350 female students in 2013academic year among them 755 were grade 9th and 10th students. So from the total number of 755 female students of grade 9th

and 10th, the researcher was selected 261 female students as samples by simple random sampling. And also the researcher took 8 teachers from the total of 12 physical education teachers in the sampled schools as sample of the study and from 4 principals from 12 principals were selected by using purposive sampling method from the sampled schools. The systematic random sampling method was employed to get the sample which represents the whole population.

Table 1:-Population and Sample size.

Respondents	Schools	Population	Sample
secondary Female students	Hidase	203	70
	Ambo	123	43
	Durame	246	85
	Zato	183	63
	Total	755	261

3.6. Pilot Study

Pilot study used to ensure the appropriateness of the items(The instrument used for data collection) pilot study was carried out in durane city admnstration secondary school for 261 female student,8 physical education Teachers and 4 school principals who were selected for the pilot study.

Based on the response obtained from the pilot study, correction and revision was maintain the validity and reliability of the language coherence .After that the questionnaire were distributed to female students , physical education students and school principals of four secondary school, hidase, ambo, durame and zato who were selected for the study.

3.7. Data Collection Instrument

The instruments used for data collection were questionnaires, interviews and direct observation.

3.7.1. Questionnaire

As the major data collecting instrument both closed-ended and open ended questionnaires was employed for physical education teachers, female students and principals. Closed-ended questionnaires consist of questions that offer respondents a set of answers to choose one that reflects their views. Open ended questionnaire consists of questionnaire which invites respondents to write their ideas, views and beliefs. Both type of questionnaire was developed to be used in providing clear understanding to the knowledge of the sampled respondents related to the problems of football participation and interests of female students. The content of each questionnaire was composed of statements to relate to problems of female student football participation.

3.7.2. Interview

Face-to-face interview was conducted with four governmental secondary school directors, four physical education teachers and 261 female students. To this end, a set of unstructured open ended interview questions was prepared in English and the researcher interviewed by converting the question to Amharic. The interview items were mainly focused on the problems of female student's football participation. Involvement of society and material support for the successful participation of female students in football is very important. The data obtained from the interview consists of responses of the directors about their knowledge, experience, opinions, perceptions, and intervention concerning the development and the promotion of football.

3.8. Data Collection Procedure

The researcher prepared the questionnaires in English. The questionnaire was distributed for female students, physical education teachers and principals. Finally the researcher collected data

from questionnaire and interview. In the study, both dependent and independent variables were used while analyzing the quantitative data using with frequency and percentage.

The dependent variable in the study was participation of female students in football. And independent variables are related factors were student factors (interest and motivation of the student, ability to follow teachers demonstration), teacher factors (attitude to females participation, giving permission in time of biological problems, helping the students to be effective in football), and school principals factors (fulfilling material equipment, creating awareness for the society about females participation in football, preparing competition in school level).

3.9. Method of data Analysis

In order to achieve the objectives of the study the data obtained from different sources through different data gathering instruments has to been analyzed based on the nature of the data. Therefore, both quantitative and qualitative techniques were used to analyze and interpret the obtained data. The qualitative and quantitative data generated by open ended questionnaire was analyze using frequency and Percentage value and the qualitative data was collected through interview was analyzed and discussed qualitatively with text explanation.

3.10. Ethical Consideration

The researcher made the two clouting ethical consideration for this study first, his/her work use any fabricated data by his own school. second he/she was present things the way they are regards of his persona preference like or dislike etc. third ,he/she was maintain identify of the informants. The information that the researcher obtained can be used only for this research.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

This chapter deals with results and analysis of the study. The data were collected through questionnaires, focus group discussion and observation checklist from female students, teachers and the school principals. Here the data is presented in tables and analyzed using frequency and percentage in order to give full information about the study.

4.1 Results of female students

Table 2 student's response result

No	Question	Frequency					Percentage				
		1	2	3	4	total	1	2	3	4	Total
1	The interest of the students in practical class	42	63	71	85	261	16.1	24.2	27.2	32.5	100
2	Female student motivation	35	80	40	10	261	13.5	30.6	16.9	39.1	100
3	When the teacher demonstrate you will follow well and practice it	32	65	72	92	261	12.3	24.9	27.6	35.2	100
4	The teacher helps female student practical class	15	52	68	126	261	5.7	19.9	26.1	42.3	100
5	The teacher give permission in cause of some biological problem	44	51	75	91	261	16.9	19.5	28.7	34.9	100
6	The attitude of the teacher to help female students participation in foot ball	36	82	46	97	261	13.9	31.4	17.6	37.1	100
7	The extent of male student support in female football participation	48	85	89	39	261	18.4	32.6	34.1	14.1	100

1=strongly agree, 2= agree,3=disagree, 4= strongly disagree

Q1: The interest of the students in football practical class

According to the above table most of the students which 32.5% responded that, the students have a strongly disagreed for interest of practical class, 27.2% of them respond as disagreed for interest of practical class, 24.2% of them agreed for interest of practical class and the rest 16.1% of respondents respond that they were strongly agreed for interest of practical class. So here we can say that most of the students had strong disagreed for interest in football practical class. That was may cause less participation in the football for female students.

Q2: Female Students' Interest and Motivation to football can be affected by Teacher

As shown in the above table most of the students which 39.1% responded that, the students have a strongly disagreed for motivation and interest of practical class, 16.9% of them respond as disagreed for motivation and interest of practical class, 30.6% of them agreed for motivation and interest of practical class and the rest 13.5% of respondents respond that they were strongly agreed for motivation and interest of practical class. So here we can say that most of the students had strongly disagreed for motivation and interest in football practical class. That was may cause less participation in the football for female students.

Q2: The Ability how you follow and do practice

According to the above table 35.2% of the students responded that they were strongly disagree to follow the teachers demonstration and do practice, 27.6% of them respond as disagree to follow the teachers demonstration and do practice, 24.9% of them agreed to follow the teachers demonstration and do practice and the rest 12.3% of respondents respond that they are strongly agree to follow the teachers demonstration and doing practice. So here we can say that most of the students strongly disagreed to follow the teachers demonstration and do practice. That may cause less participation in the football for female students.

Q3: The teachers help female students to participate in football practical class

According to the above table 48.3% of the students responded that their teachers strongly disagree assistance for participation of football practical class, 26.1% of them responded that their teachers disagree for assistance of participation in football practical class, 19.9% of the

students respond their teachers agree for assistance in participation of football practical class and the rest 5.7% of respondents respond that their teachers strongly agreed for assistance in participation of football practical class. So here we can say that the teacher strongly disagreed to help female students to practical football class. This may cause less participation in the football for female students.

Q4: The way how teachers give permission in cases of some biological problems

The above table 1 shows 34.9% of the students responded that their teachers strongly disagree to give permission in cases of some biological problems, 28.7% of them responded that their teachers disagree to give permission in cases of some biological problems, 19.5% of the students responded that their teachers agree to give permission in cases of some biological problems and the 16.9% of respondents respond that their teachers strongly agree to give permission in cases of some biological problems. So here we can say that the teacher strongly disagreed to give permission for female students in some biological problems. This may cause less participation in the football for female students.

Q6: The Attitude of Teachers towards Female Student Participation in football practical class

As the above table shows 37.1% of teachers strongly disagree for female students' participation in football practical class, 17.6% of them disagreed to female students' participation in football practical class, 31.4% of teachers agreed to female students' participation in football practical class and the rest 13.9% of the students responded that their teachers strongly agreed for their female students' participation in football practical class. This one of the teachers factor which affect female students' participation on football.

Q 7: The male students support in females' football participation

According to the above table 14.9% of the students responded that strongly agree for the males students support their schools, 32.6% of the students respond disagree for the male students support in their schools, 34.1% of the students respond agree for the support from the male students and the rest 14.9% of respondents respond strongly agree for the extent of the male

students support for females participation in football practical class in their schools. That may cause less participation in the football for female students.

4.2 Results from the teachers Response

Table 3 The results from teacher's response

No	Question	Frequency					Percentage				
		1	2	3	4	total	1	2	3	4	Total
1	The performance of teacher	1	2	2	3	8	12.5	25	25	37.5	100
2	The presence of field for football practical class	2	1	2	3	8	25	12.5	25	37.5	100
3	The measurements of teacher change the attitude of female students to word foot ball	2	1	2	3	8	25	12.5	25	37.5	100
4	The problem faced by the teacher during the practical class	4	2	1	1	8	50	25	12.5	12.5	100
5	Provision of chance for both male and female student	1	1	2	4	8	12.5	12.5	25	50	100
6	The period allotted for physical education class is enough	1	1	2	4	8	12.5	12.5	25	50	100
7	Did you agree that female students interest and motivation affected by the teacher	3	2	1	2	8	37.5	25	12.5	25	100

1= strongly agree 2 = agree , 3 =disagree, 4= strongly disagree

Q 1: The Performance of the Teacher

According to the above table most of the teachers which 12.5% responded that teachers strongly agree for performance, 25% of them agree, 25% of them disagree and the rest 37.5% of respondents responded strongly disagree for performance of the teacher. So here we can say that most of the teachers concluded that there teacher performance strongly disagree with female students' participation in football. That may cause less participation in the football for female students.

Q 2: The presence of fields for football practical class in the schools

This table value shows that 25% of the teachers strongly agree for the presence football fields to participate practical football class but, 12.5% of teachers agree for the presence football fields for participation of football practical class, 25% of the teachers disagree for the presence football fields and 37.5% of the teachers strongly disagree for the presence football fields. Here we can see more percentage of the teachers strongly disagree for the presence of fields for practices. This was one of the factors that hinder the participation of the female students in football practical class.

Q 3: The Measurement of Teachers to Change the Attitude of Female Students towards Football

The table above shows that 12.5% of the teachers strongly agree to take measurements to change female students attitude to participate in practical football class, 25% of teachers agree to take measurements to change female students attitude to participate in practical football class, 25% of the teachers disagree to take measurements to change female students attitude to participate practical football class and 37.5% of the teachers strongly disagree to take measurements to change female students attitude to participate practical football class. Here we can see more percentage of the teachers strongly disagree to take measurements to change female student's attitude to participate practical football class. This was one of the factors that hinder the participation of the female students in football practical class.

Q 4: Problems Faced by the Teachers during the Practical Session in football

The table above shows that 50% of the teachers strongly agree to the problems faced during football practical class, 25% of teacher agree to the problems faced during football practical class, 12.5% of the teachers disagree to the problems faced during football practical class and 12.5% of the teachers strongly disagree to the problems faced during football practical class. Here we can see more percentage of the teachers strongly agree to the problems faced during football practical class. This was one of the factors that hinder the participation of the female students in football practical class.

Q 5: Provision of chance for both male and female students by their Teachers during the Practical Session in football

From the table above 12.5% of the teachers strongly agree to provide equal chance for male and females during football practical class, 12.5% of teachers agree to provide equal chance for male and females during football practical class, 25% of the teachers disagree to provide equal chance for male and females during football practical class and 50% of the teachers strongly disagree to provide equal chance for male and females during football practical class. Here we can see more percentage of the teachers strongly disagree to provide equal chance for male and females during football practical class. This was one of the factors that hinder the participation of the female students in football practical class.

Q 6: The Period Allotted for Physical Education is enough

From the table above 12.5% of the teachers strongly agree to period allocation for physical education and practical session, 12.5% of teachers agree to period allocation for physical education and practical session, 25% of the teachers disagree to period allocation for physical education and practical session and 50% of the teachers strongly disagree to period allocation for physical education and practical session. Here we can see more percentage of the teachers strongly disagree to period allocation for physical education and practical session. This was one of the factors that hinder the participation of the female students in football practical class.

Q 7: Female Students' Interest and Motivation to football can be affected by Teacher

From the table above 37.5% of the teachers strongly agreed that female students interest and motivation to football can be affected by their teachers, 25% of teachers agree that female students interest and motivation to football can be affected by their teachers, 12.5% of the teachers disagree that female students interest and motivation to football can be affected by their teachers and 25% of the teachers strongly disagree that female students interest and motivation to football can be affected by their teachers. Here we can see more percentage of the teachers strongly agreed that female student's interest and motivation to football can be affected by their teachers to period allocation for physical education and practical session. This was one of the factors that hinder the participation of the female students in football practical class.

4.3 Results from School principals Response

Table 4Results of school principals response

No	Question	Response					Percentage				
		1	2	3	4	total	1	2	3	4	Total
1	The attitude and motivation of principals and society toward female football participation	0	1	1	2	4	0	25	25	50	100
2	The back ground knowledge understanding of principals about female student football practical class	0	2	1	1	4	0	50	25	25	100
3	The opinion of principals and administers to fulfill facility and materials for female students football practical class	1	1	1	1	4	25	25	25	25	100
4	Encouragement of the teacher and female students	0	1	1	2	4	0	50	25	25	100
5	Change family and society attitude to words female students to football practical class	0	1	1	2	4	0	25	25	50	100
6	The availably of material in school to female student in football participation	0	1	1	2	4	0	25	25	50	100
7	Organizing tournament and sport competition at school level	0	1	0	3	4	0	25	0	75	100

1=strong agree, 2=agree, 3=disagree, 4=strong disagree

Q 1: The attitude and Motivation of principals and the society towards the participation of female students in practical sessions of football activities.

The above table shows 25% of the principals and the society agree towards the participation of female students in practical sessions of football activities, 25% of the principals and the society disagree towards the participation of female students in practical sessions of football activities had good attitude and 50% of the principals and the society strongly disagree towards the participation of female students in practical sessions of football activities. This implies the school principals and society had low attitude towards the female students' participation on football practical session. This is one of the social factors which affect female students' participation in football.

Q 2:- The background knowledge and understanding of principals about female student's participation in football activities.

The above table shows 50% of the principals and the society had background knowledge and understanding that agree towards the participation of female students in practical sessions of football activities, 25% of the principals and the society had background knowledge and understanding that disagree towards the participation of female students in practical sessions of football activities had good attitude and 25% of the principals and the society had background knowledge and understanding that strongly disagree towards the participation of female students in practical sessions of football activities. This implies the school principals and society had of the principals and the society had background knowledge and understanding that strongly disagree towards the participation of female students in practical sessions of football activities. This is one of the social factors which affect female students' participation in football.

Q 3:- The opinion of principals and administrators to fulfill facility and materials for female students football practical sessions.

From the table above 25% of the teachersstrongly agreed to fulfill facility and materials for female students football practical sessions, 25% of teachersagree to fulfill facility and materials for female students football practical sessions, 25% of the teachersdisagree to fulfill facility and materials for female students football practical sessions and 25% of the teachersstrongly disagree

to fulfill facility and materials for female students football practical sessions. This implies that the opinion of principals and administrators disagreed to fulfill facility and materials for female students' football practical sessions. This is one of the factors which affect the participation of female students' football practical sessions.

Q 4: Encouragement of the teachers and female students to be successful in football practical activities.

The above table shows 25% of the principals and the society agree to encourage the students and the teachers to be successful in football practical activities, 25% of the principals and the society disagree to encourage the students and the teachers to be successful in football practical activities and 50% of the principals and the society strongly disagree to encourage the students and the teachers to be successful in football practical activities. This implies the school principals and society had not encouraged students and the teachers to be successful in football practical activities. This is one of the social factors which affect female students' participation in football.

Q 5: Changing family and society attitude towards female students in football practical class by creating awareness.

The above table shows 25% of the principals and the society agree to change family and society attitude towards female students in football practical class by creating awareness, 25% of the principals and the society disagree to change family and society attitude towards female students in football practical class by creating awareness and 50% of the principals and the society strongly disagree to change family and society attitude towards female students in football practical class by creating awareness. This implies the school principals and society had not created awareness to the society and to the family. This is one of the social factors which affect female students' participation in football.

Q6: The availability of material in school to practices female foot ball

The above table shows 25% of the principals and the society agree to availability of the material in the schools to participation of the female students in football, 25% of the principals and the society disagree to availability of the material in the schools to participation of the female students in football and 50% of the principals and the society strongly disagree to availability of

the material in the schools to participation of the female students in football. This implies the school principals had not fulfilled materials which helps for the football practices.. This is one of the social factors which affect female students' participation in football.

Q 7:- Organizing tournament and sport competition at school level

The above table shows 25% of the principals agree to organize tournament and sport competition at school level, but 75% of the principals strongly disagree to organize tournament and sport competition at school level in poor way. This implies there was no organizing of tournament and sport competition at school level and this is one of the factors which affect the participation of female students in practical sessions of football.

4.4 Results from data Obtained from Teachers and Female Students with Observation Checklist

When the subject teacher gives the lesson he/she was mostly appreciate and admire boys rather than girls. This was observed by the researcher during the practical lesson from this the researcher suggests Physical education teachers need to be as a role model and sometimes with the practical part it seems to be less. So this was the one of the problems for females 'students. This is because if the students didn't get good demonstration they will be expelled through the class. So the researcher observed there were no good demonstration was taken by PE teachers. During the observation time most of the teachers were not used additional materials as long as the subject teacher meet his students always she/he used nothing except whistle and some balls.

At the researcher observed teachers give feedback at the end of the practical class but majority of students who getting such feedback were boys and sometimes the teachers were given such correction with hot feeling and also by insulting the students that may affect their participation and not all teachers wear appropriate close that is why some students also get into field with trouser carelessly. Some teachers try to motivate the students during football practices session for female students but the rest were not interested to motivate the students to participate .It is not easily observable to understand female interest but sometimes females when they are coming to the field of play they delayed and also ask permission to not participate in the exercise. The school compound had a good volleyball field of play in two schools out of four but not football field. During the practical session physical education teachers are expected to give more time for female students but except one teacher no one given such opportunity during the observation .Majority of the teachers use tutorial class for all of the students. Even if it needs to be given also for females this could also not early shown in the school compound, except with other subject teachers.

4.5. DISCUSSIONS

This study tried to assess the student, teacher and social factors affecting female's participation in football. Participation rates among females were much lower than among males. This gender gap is caused by many barriers, which can be categorized as 'students' 'teachers' and 'social'. These play a significant role in females' attitudes and behavior. Motivation of females is another factor that influences participation of women in football. All the respondents agreed to this. From the discussion groups, it was established that most of the female students felt empowered to start participation in football. They argued that every time they want to play a game this is similar with Jones et al (1997). Female participation during education is a tool to enable citizen to make all a rounded participation in development process The participation of female in socioeconomic programs especial depends on their educational background educating girls and women are critical to achieve the benefits as well as the improvement in the areas of health.

The finding of this study showed that the teacher strongly disagreed to give permission for female students in some biological problems. This may be because of the finding of Hargreaves (1997), strenuous exercises did not negatively affect the menstrual cycle, nor did menstruations significantly affect physical performance. For many years strenuous exercises has been believed that delayed onset of the menstrual cycle caused many girls to continue playing sports based on the observation that menarche occurred later in athletes than non-athletes. It contradicts to Shaver (1981) argued that the physical fitness of women in sport has always been questioned because of a variety of physiological concerns including the menstrual cycle, reproduction, damage to breasts and genitals. There are some difference in physical and physiological aspects between male and female. These differences have no effect on female to participate indifferent sports.

The finding of this study also shows more percentage of the teachers strongly disagree to take measurements to change female student's attitude to participate practical football class. This was one of the factors that hinder the participation of the female students in football practical class. According to Haris, (1994) the family is said to be generally responsible for early sports socialization, including modeling, reinforcement and the shaping of the observed behavior Buffer et al (1996), also argues that the socializing process at home for both sexes is different. Boys usually get more support and encouragement to get involved in activities, which offer

sporting opportunities. Snyder and Spreitzer (1976) stated that females receive greater encouragement for certain sporting codes which are seen to be more feminine. To confront this discrimination, be aware that homophobia can be subtle as well as open. There is a need for more open discussion in this area, as well as educational projects to raise awareness and stimulate debate. Be aware of the tendency to depict sportswomen as overly feminine in a bid to counter 'homo-negativism', or as unfeminine. According to Nicholls' theory the motive is to demonstrate some level of competence mediated by underlying differences in the personal interpretation of achievement. This theory has attracted a lot of attention but unfortunately has not been empirically tested within the youth sport realm Higginson, (1985)

The finding of this research also shows more percentage of the teachers strongly disagree to provide equal chance for male and females during football practical class. This was one of the factors that hinder the participation of the female students in football practical class in similar way Hargreaves (1997) said, culture is seen lived dominance and subordination of particular classes, in the sense that certain cultural beliefs can affect the progress of particular areas in life. Cultural beliefs have a great impact on the involvement of females in sport As Leonard II (1993) point out the influence of culture on females participation in sport that "female had to be confident and prevented from doing anything that might her delicate reproductive system and that means she had to be prevented from doing virtually physical activity .Women and girls cannot play sport if they cannot get access to the necessary facilities. Too often, sports halls priorities' male sport when it comes to pitch time so that men and boys get facilities at their preferred times, while women and girls have to make do with less convenient times. Access to sporting facilities is particularly limited for women and girls with disabilities. For example, one third of disabled young people feel excluded from local sports opportunities. Access can be limited by physical barriers such as inaccessible entrances, reception areas, changing rooms and sports facilities, or lack of accessible transport and parking. Barriers can also be created when information is presented in formats which are inaccessible to visually impaired and/or hearing impaired people.

Schools are institutions in which physical activity is mainly organized within an educational context and thus determines whether learners will participate but, the opinion of principals and administrators disagreed to fulfill facility and materials for female students" football practical

sessions. This is one of the factors which affect the participation of female students' football practical sessions.

The finding of this study also revealed that the school principals and society had not encouraged students and the teachers to be successful in football practical activities and they had not created awareness to the society and to the family and also they had not organized tournament and sport competition at school level. The link between sport and physical education plays a crucial role in the holistic development of the learner Khumalo, (1999). Poor quality of learning environment, poor school facilitates irrelevant curriculum, distance to school, lack of role models and teachers negative attitude to girls education are impediments that hinder girls participation in education FAWE, (1996:10) Learning materials are one factor, which put female students at a disadvantage. Most of the physical activities materials are not suitable and inviting girls to participate in activities according to their ability and age wise and they do not approve a balanced treatment of the sexes but exhibit male bias.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

The study was to investigate the major factors that affect female students' participation in football in case of Durame city secondary schools Kembata Tembaro Zone. In this study the following basic research questions were carried:

- What are the major factors that affect female students' participation in football?
- To what extent lack of necessary facility, parents and gender affect football.
- What is the major role of the teachers for effectiveness of female students' participation in football?
- What is female student's attitude towards the participation of football?
- What should be done to improve female student participation in football?

The study employed for both quantitative and qualitative research approach and it was conducted in four secondary schools grade 9 and grade 10 female students. 261 female students were selected using systematic random sampling method, 8 subject teachers and 4 knowledgeable staff members and the school principals as a source of the study were selected purposively. The data collected was analyzed using percentage and word, and then based on the data analysis the following findings were obtained.

- Most of female students showed the performance of the teachers' ability were low; the demonstration capacity was also implied to them very weak.
- The school material, equipment for handball lesson has been also reflected by the students as problems for the low participation record in football.
- Female student were agreed to the idea that may physical education teachers were not allowed students specially females to participate with football lesson.
- Physical education teacher and female students relationship with the view of students were also on somewhat have a gap.
- The feeling of students concerning football training can be shown with most of them as it causes injuries.

- To change the lack of interest and to improve female student participation, they show their interest with creating awareness and doing regularly football training.
- The teachers put themselves as poor measurement takers to change the students' attitude and motivate for enhancing females students participate in football.
- The period allotted for physical education was also seen as a problem for both students and teachers to give the teaching learning process effectively in football lesson.

5.2 CONCLUTION

The data collected was analyzed using percentage and frequency, and then based on the data analysis the following major findings were obtained.

- The school material, equipment for football lesson has been also reflected by the students as problems for the low participation record in football
- Female student were agreed to the idea that may physical education teachers were not allowed students specially females to participate with football lesson.
- To change the lack of interest and to improve female student participation, they show their interest with creating awareness and doing regularly football training.
- The period allotted for physical education was also seen as aproblem for both students and teachers to give the teaching learning process effectively in football lesson.
- The ability of physical education teachers to give the lesson, to demonstrate and to communicate with girls was clearly poor.
- The school compound had no adequate material and facilities to give football lesson properly that was a major problem for female students to participate in football wisely.
- Physical education teachers did not used different teaching methods and mechanisms to motivate and improve females experience in teaching football lesson.
- Female students taught that football is full of body contact that may cause certain injuries to them. Due to these females fear to participate in football training. The attitude of female students, teachers and parents for participation of physical activity were less .

5.RECOMMENDATION

Based on the findings the following recommendations were forwarded to solve the problem of the study:-

- To increase female student's participation in football lesson, it is better to prepare and have adequate material and facilities for football lesson in schools.
- Physical education teacher advised to be a role model for their students and motivate females to participate in football by giving more time.
- Physical education teachers advised to be friendly to help and show the female students to be successful in football.
- Female student's participation is good if they were aware of the importance of physical activities and their safety procedures in participation of football practical sessions.
- The community would be advised to encourage female students to participate in football.
- The principals were advised to prepare football competitions for female students on the school level.

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APPENDIX I

JIMMA UNIVERSITY

SPORT ACADEMY

DEPARTMENT OF SPORT SCIENCE

Dear respondents; This questionnaire is to be filled by female students of Durame city administration, Hidasse, Ambo Durame and Zato Secondary Schools. The purpose of this questionnaire is to collect information on students, teachers and social factors affecting in female football participation. Therefore, you are kindly requested to fill in this questionnaire ideas that in corporate different issues related to the paper. Your realistic response will achieve the success of this research only.

Thank you in advance for your response!

Questionnaire for Students

Part. 1. Background information.

The following are the respondent background. Hence fill all the information that expresses you.

1. Name of the school _____
2. Age _____ 3. Your grade level _____

Questionnaire provided for female students of Durame city administration Secondary Schools.

The objectives of the questionnaires are to gather information on female participation in football participation.

I. Please circle what you choose from the given alternative

1. There is an interest of the students in practical class
A. Strongly agree B. Agree C. Disagree D. strongly disagree
2. Female student are interested and motivated on football
A. Strongly agree B. Agree C. Disagree D. strongly disagree
3. When your teachers demonstrate you will follow well and do practice
A. Strongly agree B. Agree C. Disagree D. strongly disagree
4. The teacher helps female student practical class
A. Strongly agree B. Agree C. Disagree D. strongly disagree
5. The teachers give permission in cause of some biological problem

A. Strongly agree B. Agree C. Disagree D. strongly disagree

6. The attitude of the teacher to help female student's participation in football

A. Strongly agree B. Agree C. Disagree D. strongly disagree

7. The extent of male student support in female football participation

A. Strongly agree B. Agree C. Disagree D. strongly disagree

APPENDIX II

JIMMA UNIVERSITY

SPORT ACADEMY

DEPARTMENT OF SPORT SCIENCE

Questionnaire for Teachers

This questionnaire is to be filled by teachers of Durame city administration, Hidasse, Ambo Durame and Zato Secondary Schools. The purpose of this questionnaire is to collect information on students, teachers and social factors affecting in female football participation. Therefore, you are kindly requested to fill in this questionnaire ideas that incorporate different issues related to the paper. Your realistic response will achieve the success of this research.

Thank you in advance for your response!

Part1. Background information

- 1.1. School name _____ 1.2. Your job _____
1.3. Sex male _____ female _____ 1.4. Age _____
1.5. Qualification: A, Diploma ____ B, first degree C, Second degree ____
1.6. Experience _____ years A.1--5 B. 5--10 C. 15--20 D. above 20

Part: 2 Direction: Please circle what you choose from the given alternative.

1. The teacher has performance has effect in females participation
A. Strongly agree B. Agree C. Disagree D. strongly disagree
2. The presence of field for football practical class
A. Strongly agree B. Agree C. Disagree D. strongly disagree
3. The measurements of teacher change the attitude of female students to word foot ball
A. Strongly agree B. Agree C. Disagree D. strongly disagree
4. The problem faced by the teacher during the practical class
A. Strongly agree B. Agree C. Disagree D. strongly disagree
5. Provision of chance for both male and female student
A. Strongly agree B. Agree C. Disagree D. strongly disagree
6. The period allotted for physical education class is enough
A. Strongly agree B. Agree C. Disagree D. strongly disagree
7. Did you agree that female students interest and motivation affected by the teacher
A. Strongly agree B. Agree C. Disagree D. strongly disagree

APPENDIX III

JIMMA UNIVERSITY

SPORT ACADEMY

DEPARTMENT OF SPORT SCIENCE

Interviews for School principals

This questionnaire is to be filled by teachers of Durame city administration, Hidasse, Ambo Durame and Zato Secondary Schools. The purpose of this questionnaire is to collect information on students, teachers and social factors affecting in female football participation. Therefore, you are kindly requested to fill in this questionnaire ideas that incorporate different issues related to the paper. Your realistic response will achieve the success of this research.

Please mark with a tick (x) your response in only. One of the five alternatives by the major factors that female student's participation of football practical class.

Strongly agree (SA), agree (A), Disagree (D), Strongly disagree (SD)

Thank you in advance for your response!

1. The attitude and motivation of principals and society toward female football participation

A. Strongly agree B. Agree C. Disagree D. strongly disagree

2. The background knowledge understanding of principals about female student football practical class

A. Strongly agree B. Agree C. Disagree D. strongly disagree

3. The opinion of principals and administers to fulfill facility and materials for female students football practical class

A. Strongly agree B. Agree C. Disagree D. strongly disagree

4. Encouragement of the teacher and female students

A. Strongly agree B. Agree C. Disagree D. strongly disagree

5. Change family and society attitude to words female students to football practical class

A. Strongly agree B. Agree C. Disagree D. strongly disagree

6. The availably of material in school to female student in football participation

A. Strongly agree B. Agree C. Disagree D. strongly disagree

7. Organizing tournament and sport competition at school level

A. Strongly agree B. Agree C. Disagree D. strongly disagree

CHECK LIST

The main purposes of these interviews are to collect information regarding to the students teacher and social factors affecting female football participation. In Durame city administration, Hidasse, Ambo, Durame and Zato Secondary schools . Thus, your direct participation has been found essential and you have been selected for the interview. So, you are kindly requested to provide information needed objectively and honesty. It is assured that the collected information will be kept confidential and used for research purpose only.

Thank you!!

Interview Questions

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

1. Does the teacher give equal opportunity for boys and girls during football lesson?

.....

2. Does the teacher show the practical work well?

.....
.....

3. Does the teacher use different material and teaching aid?

.....

4. Does the teacher give feedback for female students while they work?

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5. Does the teacher give correction at the right time?

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6. Does the teacher wear appropriate close?

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7. Does the teacher motivate female students to participate football practical session?

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8. Do female students are interested to participate in football session?

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9. Does the playing field for football was well constructed?

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10. Does the teacher give more time for female students?

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11. Does the teacher use tutorial class only for female students?

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Thank you!!!