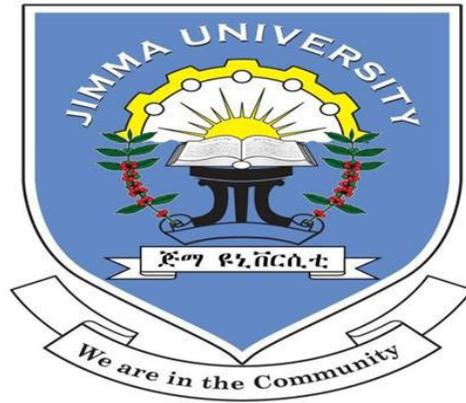


**JIMMA UNIVERSITY
SPORT ACADEMY
DEPARTMENT OF SPORT SCIENCE**



**BY
GUTEMA ELLE**

**ASSESSMENT OF FEMALE STUDENTS' PARTICIPATION IN ATHLETICS CLASS,
THE CASE OF NEGELE ARSI SENIOR SECONDARY AND MODEL SCHOOLS,
WEST ARSI ZONE OROMIA REGIONAL STATE**

**ATHESIS SUBMITTED TO SCHOOL OF GRADUATE STUDIES
OF JIMMA UNIVERSITY DEPARTMENT OF SPORT SCIENCE
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER EDUCATION IN SPORT SCIENCE.**

**SEPTEMBER 2021
JIMMA, ETHIOPIA**

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**SEBTEMBER 2021
JIMMA, ETHIOPIA**

DECLARATION

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

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List of Abbreviations and Acronyms

ESPN: Eastern sports network

FFM: Fat free mass body

GPA: Grade point accumulation

HE: Higher education

HEIs: Higher education institutions

NASBE: National association of state boards of education.

NBA: National basketball association

NFHS: National federation of state high school association.

NFL: National football league

RCS: Research and community service

VO2Max: Maximal oxygen consumption

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Abstract

The purpose of this study was to assess female students' participation in athletics class in Negele Arsi Senior Secondary and Model school. The reason why the researcher dealt with this issue was the effect of athletics participation on academic achievement professionally relevant and applicable to him as he is currently, serving as a facilitator and a coach in his school, Negele Arsi Senior Secondary schools. His experience coaching in athletics gave him rise to interactions with parents, administrators and stake holders who regarded athletics positively, negatively, and ambiguously. To undertake this study the producer of this study took a sample of 308 female students from 2053 and eight physical education teachers. Moreover, to collect data he applied three data collection instruments such as questionnaire, interview, and observation and descriptive statistics method of research was applied. The finding of this study indicate some barriers of not student participated in athletics class was the following. Most of female students found to be aware of the benefits they can get from the athletics participation classes. Most of female students do not participate in athletics classes due to the pressure of their cultural, psychological, religious and natural factors. From the sample, majority of them participate only in theoretical lessons rather than practical based on the producer of this research recommended the following solutions Ministry of education, teachers' society family and other concerned governmental bodies should work more on female students to relief from their natural, societal, personal, economical and other bounded problems. The administration of Negele Arsi Woreda education offices should give due emphasis to females participation and must make effort to assign qualified or trained teachers. Physical education teachers and school administrations should explain clearly the importance of the active participation in athletics. Female students should participate actively in practical athletics class in order to gain benefit from this lesson.

Key words: *Athletics, Physical Education, Female students'*

CHAPTER ONE

1. INTRODUCTION

1.1 Back ground of the study

In terms of participation and equality, women have made tremendous strides in the past few decades. Today it is common to see females participating in all levels of the workplace, the political arena, and athletics. However, while it is generally accepted in many cultures that women can partake in facets of life that were once considered male oriented, there are still many stigmas that surround females that chose to do so.

This is especially obvious in the area of sports. Gender roles are social mores that influence the perceptions and behavior of individuals on a daily basis. They tell people how they are supposed to act, look, and even what one's interests should be. These roles are culturally dependent and are reinforced from birth (Ozkan & Lajunen, 2005; Williams & Best, 1990). For example, traditional American culture stresses that men are supposed to support the household financially and are not supposed to convey emotions.

Women, on the other hand, are supposed to be emotional and fulfill the role of caretaker and mother. In modern society these traditional roles have become blurred but as recently as 1990 two in three people in a United States-based survey supported these roles as the "ideal family situation"(Gallup, 1990). Societal and economic considerations have increasingly moved women into areas that were historically dominated by men and vice versa.

It has become more acceptable for men to be second to women in the workplace, or even to be responsible for child care and act as a stay at home dad. Due to these changes traditional gender roles have become more androgynous over the years; however, they are still very prevalent in many aspects of today's society. Accordingly, athletes are often exposed to and evaluated based on traditional gender roles. Although it has become more acceptable for females to participate in masculine sports or males to participate in feminine sports there is still potentially a negative connotation attached to those athletes who participate in "opposite sex" sports. The differences in opportunities and recognition in sports between male and females have been well documented.

Opportunities for female student athletes have increased in certain areas in the past 30 years, but female students continue to lag far behind their male counter parts.

The researchers in this research set out to find how that situation affects the values and opinions of young female athletes at the high school and Model school. How important are sports in their lives? What is the likelihood they will play sports at a higher level? What is the likelihood they will pursue a career in sports, either as a professional athlete, coach or administrator? Education is one of the main instruments of development for any country. It is an interpersonal transaction that takes place among human being in exchange of knowledge, skill, and attitude. Educational experiences are accumulated and transmitted from generation to generation as well as among country.

The importance of education has been exhibited in improving the quality of human lives through various scientific and technological developments in the world. Because of this fact education is included in the document of universal deceleration of human right that entitles everyone to the right to basic education. But it is challenging to provide education for all citizens.

Physical education has a contribution to the development of individual well-being Physical education helps individual to add to the inner satisfactions that are fundamental to real happiness. This phase of the curriculum should promoted vigorous health, mental, emotional bhavior and developmental patterns. The concern regarding to the academic achievement of high school female athlete student is a manifestation of education reforms, Clichy (1998) conclude in the early 1980s public education.

Society at various levels aware about the need of development physical education program is an integral part of the curriculum for all students. It is a definite and functional medium of education that aims develop the student's physical, social, mental, and emotional capabilities to the optimal development. To get the abovementioned vital importance of physical education active participation is one of the major factors. But there are so many factors that inhabit female students to do not participate in health and physical education class. The urgency of addressing

and correcting academic/athletic imbalances to schools is under scored by estimated 7.4 million students who participated in high school athletics during the 2008 school year (associated press, 2008), this indicated that the increase of students participating in interscholastic sports is positive as athletics improve the overall high school experiences for students.

Even though girl's education has important impact on social development, world bank report(1984) notes "Girls" education affect the economic well-being of a country improving gross national product per capital income, female sector, and non -market and home production. "Girls" education and literacy also have a direct impact on infants and child's immunization and life expectancy further, education women generally later. It was considered that athletics sport practiced only by men, but now a day this believes is becoming history, because the number of female participants has increased from day to day all over the world by controlling the factors that affect females from participating in athletics events.

More specifically sport is one of the most important element of physical education which includes like gymnastic, ball games, and athletics widely participated all over the world. They raise competitive interest and attract people' attention. Among them school athletics is now the most attractive and popular sport throughout the world. It is vigorous event which demands a great among of physical fitness qualities such as strength, endurance, power, coordination, speed, reaction time, agility and also require team work, critical thinking and decision making.

In terms of participation and equality, women have made tremendous strides in the past few decades. Today it is commonplace to see females participating in all levels of the workforce, the political arena, and athletics. However, while it is generally accepted in many cultures that women can partake in facets of life that were once considered male oriented, there are still many stigmas that surround females that chose to do so.

This is especially obvious in the area of sports. Sport is an indispensable part of education system all over the world at each level of studies. Also sport has been a part of the higher education experience for both students and staff in higher education institutions for most of the

last century. For many years sport was purely recreational or associated with training physical education teachers. Recreational participation by students and staff still forms an important part of sport in higher education but increasingly sport is playing many more roles. From the 1970s, the application to sport of knowledge and theories from medicine, physiology, psychology, biomechanics, sociology and management has led to the development of a number of courses in sport and sports science at undergraduate and postgraduate levels.

Sports graduates make a wide range of career choices including working in government and local authorities and increasingly in sports administration and coaching, and in commercial fitness and sport. Further specialization is occurring in higher education in response to developments in the sports industry and elite sports practice, with courses in sports development, sports engineering, sports journalism and sports law, for example.

In the recent Research Assessment Exercise and in Teaching Quality Assessments, sports research has been rated highly and sports courses noted for their multi-disciplinary, flexible and coherent nature together with their impressive links to industry and the sports professions. However, traditionally, many elite athletes were selected from the ranks of the top amateur clubs in each sport, but high performance sport is increasingly associated with higher education.

School athletic sport provides enjoyable, supervised activities for youth. Student athletes report healthier eating habits, increased parental support, and decreased anxiety and depression. Furthermore, a recent national study has shown a positive association between participating in school sports and lower rates of tobacco, drug, and alcohol use (though a higher level of smokeless tobacco use was reported). Female students who participate in athletics sports were also more likely to disapprove of their peers' substance abuse. In addition, participating in athletics sports is associated with higher levels of self-esteem and motivation, overall psychological well-being, and better body image for girls.

Some research efforts, however, have not found these positive relationships for some groups of youth, finding, for example, higher rates of alcohol use for some groups of youth who participate

in school sports activities. Moreover, for varied reasons, participation in athletics has a positive association with academic achievement. High school athletes were found to have higher GPAs than non-athletes, lower absentee levels, a significantly smaller percentage of discipline referrals, lower percentages of dropout, and higher graduation rates. However in developing countries like Ethiopia the participation of female students in athletics sport in high school level is highly influenced by different factors such as physiological, psychology, biological, religious factors, culture factors and other factors.

1.2 Statement of the problem

Athletics is an integral part of the school and community in both as a discipline and interaction specially, in- financial, social, and cultural as well as others. Athletics and academic expectations present school administrators with the unenviable task of finding a balance between the two, or choosing one over the other.

Physical education in high school setting designed to provide students with a strong scientific foundation as well as an appreciation of physical, psychological and emotional demand encountered by physically active populations. Therefore, physical education is also an integral part of curriculum as well in providing equal opportunity for both male and female students to participate and take part in the profession. If female student do not participate equally with male students in the activity, they cannot benefit from the athletics lesson.

The problem is conflicting viewpoints exist as to whether a student-athlete's academic achievement is affected as a result of participation in high school athletics. As, Gehring (2004a) cited a report conducted by the National Association of State Boards of Education (NASBE). The report found both the television coverage of high school sporting events and the corporate sponsorship of athletic teams was increasing. However, school leaders are not ensuring academic goals remain the top priority (Gehring, 2004a).

Gehring (2001) concluded the un ethical recruitment of student athletes and the excessive inducements provided to them were affected negatively the school's academic mission. A potential rational was presented by Beem (2006) who stated sports at all levels is a big business. However, in real situation females are not participating equally with male students in athletics

sports. The researcher believes that this problem should have to be investigated and controlled to achieve the objective of athletics lesson.

Generally, the purpose of this study was to assess high school female students' participation in athletics class by considering **the following questions**:-How does female student's participation in learning athletics lesson look like? How do female students understand the benefits obtain from learning athletics lesson? Do physical education teachers make an attempt to involve female students in the athletics practical lesson? How female student participation in the athletics class can be improved? What problems does female students face while they engaging in practical athletics?

Physical education teachers should provide a positive learning environment to motivate all students to be addressed in the teaching learning of athletics. Moreover, it should be more concerned the female students of the school. Promoting classroom community and establishing a safe and caring learning environment are other key components in ensuring that all students feel welcome and wanted in every physical education setting. Greeting students at the door with a friendly smile can put them in a positive frame of mind, and it also conveys that you care and that you are happy they have come to your class.

It is important that you get to know all the students in your class, not just the athletically skilled students. Perhaps the greatest way to build classroom community and motivate students to be engaged in their own learning is to ask them for their opinions many times during the semester and to make it clear that their input is valued. When students have input into the activities in which they will be participating, and when they are made to feel part of the assessment and evaluation aspects of the class, their intrinsic motivation is increased. Provide students with choices and guide their decisions, rather than leaving it completely up to them.

Aicinena (1991) states that “the prudent teacher would seem to be one who allows some input into classroom decision making, yet maintains control of the processes involved in instruction. Such actions would seem most likely to affect positive attitudes toward physical education.” Students want to know that their teacher cares and values their opinion. Let their voices be heard given them some ownership and responsibility. Budris (1993, 21) found that new activities can positively affect the atmosphere in physical education classes: “One can improve the

psychological atmosphere of his/her classes with new activities, and can improve the physical environment even more easily. "Girls, particularly, prefer to try new activities, rather than repeating the same activities whether in a segregated or coeducational physical education class. New activities level the playing field for everyone involved.

Avery, Girolami and Humbert (1998, 25) found that "young women strictly wanted activities that offered most of them equally in the class and in the field. They also prefer to have units of instruction spread out throughout the semester or term rather than concentrating on one activity, sport or skill set for a prescribed time frame (such as one or two full weeks).

1.3 Research questions

- What are the major problems that Female students face while teaching learning process of Athletics, both in classes and in the field practices?
- How can Female students' performance and participation of learning Athletics be enhanced?

1.4 Objectives of the Study

The aim of this study is to investigate female students' participation problems towards learning athletics both in classes and in the field. Negele Arsi Senior Secondary and Model School has such a core problem to be solved. So, the researcher objective is finding out barriers that hinder Female students' learning of athletics in his school and coming up with some solution is the goal to be considered. The other one is laying down various techniques and pointing in which Female students' performance and participation in athletics has got enhanced at school and elsewhere too.

1.4.1 General objectives

The overall purpose of the study is identifying the major factor which affects female student's participation in athletics class in Negele Arsi Senior Secondary School and Model School. This is a case study of the magnitude and reason of early or pre mature departure girls from effective participation in secondary school education and the strategy adopted for improving the obstacle to retain females in school.

- To identify problems those affects female students' participation towards athletics lesson and investigate the magnitude of its effect.

□ To describe techniques that is necessary for both teachers and students to teach and learn the lesson athletics theoretically as well as practically.

1.4.2 Specific objectives

- To improve female students' performance and participation of teaching learning of Athletics.
- To analyze the extent of female students' participation of Negele Arsi Senior secondary and Model School.
- To explore the main cultural/traditional, political, economic and social as well as structural factors that reduces participation of female students' in Negele Arsi Senior Secondary and Model School.
- To investigate the prevailing practices and interventions for improving the participation of female students' in athletics and finding out possible capacity building measures that may contribute to the promotion of female participation in learning athletics.

1.5 Significance of the study

Athletics has been a mainstay of the high school scene for decades. Today, this field has merely expanded, encompassing an even greater variety of competitive options for female students to get involved in high school athletics for share love of the game, the lesson etc.

There are significant benefits from these extracurricular activities as well. However, Ethiopia has considered having a considerable gain in female education in the past decade; statistics shows that the country still has a long way to go with.

The reason why the researcher dealt with this issue was the effect of athletics participation on academic achievement professionally relevant and applicable to him as he is currently, serving as a facilitator and a coach in his school, Negele Arsi Senior Secondary and Model Schools.

His experience coaching in athletics gave him rise to interactions with parents, administrators and stake holders who regarded athletics positively, negatively, and ambiguously.

The researcher acknowledges athletic improprieties at his school level.

- Examining the responsibility of physical education teachers in strengthening female student's relationship and the instructional process in athletics lesson.

- Assessing factors that affect the interaction of female students towards athletics teaching learning process
- Encouraging the concerned authority to study and solve the problem.
- Suggesting and recommended possible way of controlling these problems.

1.6 Delimitation of the study

The study will not incorporate all students that found within the school rather female students of grade 9, 11, and 12 and teachers of physical education. The research does not focus on the elementary and junior school rather than the high school and Model Schools one. The research is conducted to the problems participating and performing of the teaching learning of athletics both in class and in the field. The study illustrates ways of improving the problems participating and performing of the teaching learning of athletics both in class and in the field, in the case of Negele Arsi Senior Secondary and Model School.

1.7 Limitation of the study

This study has some limitation such as, to time, up to date materials, and insufficient recent made research. Though, due these the researcher went up and down to accomplish the study via reading different literature. Besides, it is limited to in depth descriptions and does not aim to theoretically predict the behaviors in similar setting without actually observing them as experimental studies. The study is not exhaustive during the data collection process there where many problems tracing and locating female's participation.

1.8 Definition Of the terms

Athletics: - Refers to an organized competitive physical activity or sport or a game of individual or team sport.

Culture: - Refers to the changing patterns of learned behavior and the product of learned behavior including attitude.

Motivation: - Defined as a drive to do something.

Physical education: - The term refers to a process of learning through physical activities designed to improve physical fitness, develop motor skills, knowledge and behavior of healthy and active living, sportsmanship, and emotional intelligence.

Physiological: - Refers to the science which deals with the functional part of the body.

Psychological:-Indicates that the study of athlete's behavior in different situation.

Strength: - Refers to the pre operational to the cross section areas of a muscle.

Tradition: - Refers to the cultural continuity in social attitudes, customs, and institutions

1.9 Organization of the study

This study is composed of five chapters. The first chapter deals with the introduction which includes the statement of the problem, significant of the study, definition of terms, limitations, and delimitations of the study, methods, procedures, and source of data, and organization of the study. The second chapter deals with the review of related literature to the participation of female students towards learning athletics class. Here, the library work and other available information pertinent to the study are consulted. The third chapter deals the design and methodology. The fourth chapter deals with presentation and interpretation of information gathered from the selected school, females participation in athletics class is discussed here in detailed. The last chapter of the study deals with the summary, conclusions and recommendation made in the first three chapters.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 Overview

Physical education plays a critical role in educating student's wholeness: mental, physical, psychological, social and cultural behaviors, which make them ready for every discipline in every aspect. It contributes directly to the development of physical competence and fitness to make informed choices and understand the value of leading physically active lifestyle. As athletics is one part of physical education, the benefits of it can affect also both academic learning and physical activity patterns of students.

The healthy, physically active student is more likely to be academically motivated, alert, and successful in cognitive, affective and psychomotor development skills. As children grow older and enter adolescence, physical activity may enhance the development of a positive self-concept as well as the ability to pursue intellectual, social and emotional challenges.

Throughout the school years, quality of different branches of physical education including athletics, can promote social, cooperative and problem solving competencies. Quality physical education especially athletics program in our nation's Schools are essential in developing motor skills, physical fitness and understanding of concepts that foster lifelong healthy lifestyles.

2.2. Female students and athletics in global perspectives

Globally, fans of professional and high school sports are provided with 24 hour comprehensive coverage of sporting events and news (Burgess, 2007). However; he stated this, the sports on television are unsatisfactory fans which can appraise his or her sports fanaticism in the chat rooms or message boards. Gehring (2004a) and Burgess also found sports networks such as the Eastern Sports Networks (ESPN) carry the majority of important high school and professional sporting events.

However, Gehring concluded the increased television exposure is no longer relegated to female students' in high schools and professional sports. He found television coverage of high school

sporting events is increasing. Unfortunately, Gehring concluded the athletic exposure results in high school sports becoming a business. When high school sports become a business, schools build stadiums worth tens of millions-of dollars, and student-athletes are passed through class (Gehring).

2.3 Female students and athletics in Ethiopia

History of Ethiopian athletics cannot be traced accurately. It is widely believed that the sport was widely practiced in schools and military before 1897. The sport was limited to these parts of society only because of others did not have access to equipment used for competition or was not organized in a manner that motivated progress. Also many educationalists and educators that pair out that the participation on female students in physical education and athletics sport activities are very low than male students based on different problems.

2.4 The role of friends

Friendship groups may have important role to play in encouraging participation in sports and exercise. Masow, (1995) observed that sport was often just one feature of belonging to a group and, for many young people, being with friends was considered to be more important than the sport itself. Orme, (1991) recommended that the promotion of sports and exercise as a social activity, especially for girls, should be encouraged.

In contrast, boyfriends were reported as having a negative influence on the sport and leisure activities of young women (Orme, 1991; Coakley and White,1992). Young men were more likely to be dominant in relationship and tended to have more of a say in activities engaged in as a couple. Girls were more often the spectator and supporter of boyfriend s rather than participant in sports themselves. Conversely, young men interview by Coakley and White (1992) stated that they would not ‘allow’ girlfriends to interfere in their sport and leisure activities.

2.5 The role of parents

Research has also shown that parents play an important role in the early development of young children’s participation in sport. They can be supportive of involvement in particular activities, for example, by providing money and transport (Mason, 1995). Research conducted with older

young people, especially of females (aged ,13-23 years) suggests that parents can have also a negative impact on sports participation of them (Coakley and White, 1992).As a result the girls in particular reported that they were often restricted due to parental concerns about safety, for example, when travelling home in the dark after participation in sports.

2.6 Physical education of high School today

High school is a time to make friends, create constructive ideas, shows active participation in different activities and makes ready oneself for the future life. Unfortunately, due to shortage of budget, some schools have opted out of high school sports, believing that money would be better spent on other similar various academic disciplines.

Physical education is a part of a total instructional program that deal with sport and their physical activities lesson in the field of physical education contribute to a great role to the overall goals of education by providing students with the benefits of sports for girls are well-known. Sports teach girls commitment, respect for others, how to relax, concentrate under stress, set and achieve goals, accept responsibility and failure and be gracious winners and physical activities significant to both mental and physical development. What many administrators, teachers and parents fail to realize is that high school sports offer teenagers the same outlet.

Participating in high school sports is important for motor skill development, maintaining a healthy exercise program and provides for a release of anger when the academic stressors become overwhelming. When youth participate in high school sports they release endorphins which helps decrease depression and increases energy. Most high schools, if not all, require at least an average to participate in these sports, which provides the child with a healthier, longer life style, and with a lower' risk of heart disease, high blood pressure, high cholesterol, diabetes, and most of all obesity.

Despite all the benefits of physical activity, most school-aged children in this country are inactive. Lack of physical activity has also contributed to a sharp increase in childhood obesity in the last decade. Given the fact that regular physical activity will help younger people stay healthier, and is an essential component of childhood development, it is important that this be included as part of the regular school curriculum. There are too many variables in human life to

ever be able to conclude that physical activity improves academic performance. However, we can certainly say that regular physical activity will help to reduce the risk of heart disease, high blood pressure, obesity and diabetes and will help you to live a healthy and happy life. Physical education including athletics is an important aspect of any school students' curriculum.

A daily well athletic programmed and appropriately monitored physical activity can help students to increase their self-esteem, acquire the skills, develop the knowledge, attitude, discipline, and confidence needed to maintain active lifestyles. Recently there has been significant pressure on school authorities from the local government to show increased achievement of recently established standards in academic areas specially reading and math. As provinces develop standardized tests to hold schools and students accountable, subject that is not tested becomes low in priority.

Therefore, there has to be a federal law and regulation stating that standardized physical education be part of the regular school curriculum and find schools and students accountable for achieving the standards and like any other subject students must obtain satisfactory mark in order to go to the next grade. However, this should not just be limited to elementary or high school students.

All colleges and universities should include physical education (activity) as part of their regular study program and every semester a four or five credit course is taken by the student. Since such course does not require any further preparation could easily be scheduled in the student's time table. It is very important to have well planned life style at younger age, so it becomes secondary in nature.

Quality of daily physical activity for all school age students is of crucial importance and is, in part, the responsibility of school. Physical education is particularly important at this time of growing concern about the reduced levels of physical activity and increased levels of obesity, diabetes and related health problems For all age groups. Achieving optimal health is closely linked to success in all life domains, and a comprehensive education that addresses mental,

emotional and physical element is essential. With the objective in mind that "physically active, healthy kids learn better" all school students should have a minimum 30-60 minutes of moderate activity every day. To achieve that, all schools across the country must fit the physical education program into the school curriculum and make it an essential part of the educational system and students are required to pass the course in order to graduate. All provinces set minimum standards of achievement in physical education.

Based on the objective started in the syllabus for the physical education it is a course that serve a double purpose of varies lesson in physical education help students a quire necessary development and maintains increasing their endurance strength, balance and flexibility. This helps students to know the effect different activities on their personality in regarded to self - perception attitude, interest aspiration social and emotional qualities and general feeling of well - being or self -realization on the other. Thus students will being able to develop the specialized stills knowledge and positive attitudes needed to participate in sport and physical education. Different scholars in the field have confirmed these objectives of physical education on schools. Clyde Knopp and learned (1968-77) stated.

The fundamental purpose of physical activity is the establishment and maintains of competencies, attitudes, ideas, drives and conditions which enable each individual to establish apparent of living that provides satisfactory, self -expression and adjustment through individual accomplishment and contributes to group were fore through home community, state national and world citizen ship appropriate for each individual. It can be detected from this statement the most important purpose of physical education for high school.

Students are to enable them learn which exercise contributes to their well-being in their future life and to help them acquired positive attitude and skills which most likely ensure their determination to incorporate their knowledge of physical education to in their day to day activities both for present and in the future.

2.7 The effect of gender

Gender role and expectations have an important influence on participation in sport and exercise. Coakley and White (1992) reported that girls in their study were less keen to define themselves as sports women, even when they were physically active. Girls also viewed sports participation in restrictive manner as a school activity rather than for their own recreational purpose. Orm (1991) observed that among girls, sports and exercise were valued more their benefits to body shape and body weight than keeping fit. In contrast, for boys there was a positive association between sport and sports participation, man hood and muscularity. This is in agreement with earlier findings from young women in focus group interviews who reported that physical activity does not belong in the female domain- it is simply not considered feminine enough(Mitchell,1997)

2.8 Gender issues in physical education:

Something that has remained fairly constant in high schools over the last few decades is the low enrolment of female students in post compulsory physical education courses. As physical educators, we need to gain an understanding as to why girls are choosing not to participate in physical education after it is no longer compulsory. Often, those students are less physically active after graduation and into their adult lives. If we can understand why many girls are leaving high school with negative feelings about physical education, we can implement strategies to deal with the trend accordingly. This article is intended to provide an in-depth understanding as to why girls are opting not to take physical education beyond the compulsory levels. Also, the question of segregated or coeducational physical education classes will be discussed. The bulk of the article is dedicated to understanding why girls have negative feelings toward physical education and what we as educators can do to change their perspectives.

2.9 Why are girls turned off by physical education?

Research indicates that previous negative experiences in physical education, particularly during high school, are the number one reason girls dislike physical education (Avery, Girolami and Humbert 1998). Many girls have found previous physical education classes to be too competitive, and they feel that teachers show gender bias and make students engage in intense activity (such as running laps or doing pushups) as a form of punishment.

They also feel that student athletes are favored and that teachers have minimal expectations for almost all girls. Another concern often mentioned by girls is their not being able to participate in physical education without wearing proper gym attire. Avery, Girolami and Humbert (1998, 19) highlight the comment of one participant, who said, “We didn’t bring our stuff so we just sat against the side of the gym, about ten of us. Our teacher put us there and we weren’t allowed to do gym, it was a guy. He called us the vegetable garden.” Many girls are discouraged by harassing comments and critical remarks from classmates about their performance. Male classmates, who often feel secure in the physical education environment, make many of these derogatory comments. They also do little to include girls in the planned activities and to create a more cohesive and friendly classroom environment (Avery, Girolami and Humbert 1998).

As physical educators, should we not be held accountable for our classroom environment, as well as for how we attempt to accomplish the outcomes of the curriculum? Who is to blame for female students’ unwillingness to participate in or even register for elective physical education classes? The “old school” teachers who are too set in their ways to even realize what is going on? The unqualified physical education teachers who are oblivious to these subtle issues? Or are there more compelling sources of blame? These are questions that we as educators (and, specifically, professionals with an interest in and passion for physical education) need to consider if we are to change the perspectives and experiences of girls in physical education.

The provincial curriculum has been developed to decrease the emphasis on competition and sport specific drill and practice, while increasing the emphasis on cooperating, understanding the benefits of physical activity and engaging in daily physical activity for life. It is encouraging that the curriculum has taken this approach to guiding the teaching of physical education, but are physical education teachers themselves aware of this shift in curricular focus?

2.10 Importance of physical activities for girls and young women

There is extensive evidence of the benefits of sports and physical activity for girls and young women:

- ✓ Physical activity early in life can help prevent major diseases, including cancer, cardiovascular disease, diabetes, osteoporosis, obesity-related diseases, and Alzheimer's disease. Females who regularly exercise four or more hours a week may reduce the risk of breast cancer by almost 60%.
- ✓ Girls who participate in sports are less likely to take up smoking, or use illicit drugs.
- ✓ Female athletes are also 50% less likely to experience unintended pregnancy.
- ✓ Playing sports helps promote better overall mental health among teenage girls. Regular exercise builds self-confidence, promotes healthy body image, reduces stress, and lowers rates of depression among teenagers.
- ✓ Girls involved with school sports are more likely to graduate from high school, have higher grades, and have higher educational aspirations. Studies show that athletes spent more time on homework and applied to more universities than non-athletes.
- ✓ Financial support available to girls through athletic scholarships makes college more accessible to students of all economic backgrounds.

While athletic activity is enormously beneficial to the health, success, and self-esteem of girls, some girls are not encouraged or given the opportunity to participate in sports and fitness activities.

Your school may or may not be treating its young women fairly. The information on the following pages will help you figure that out and take action to address any problems you discover.

2.11 Participation in high school athletics

High school athletic programs have helped to both construct and break down gender differences. High school is a very influential time for the construction of gender differences; any deviation from the norm can bring serious sanctions for the individuals that deviate. High school athletics have long been a place in which boys' teams received ample support financially, and more moral support from both faculty and students, than girls' teams. In 2008 "high school female athletes received only 41% of participation opportunities, which is 1.25 million fewer participation opportunities than male high school athletes".

The fact that high school males' sports programs receive more attention than their female counterparts sends the message to staff and students alike that female athletes are inferior and less valued than male athletes. Participation in high school athletics by female students has increased rapidly during the past thirty years.

The 2001 Participation Report by the National Federation of State High School Associations shows an increase of 2,490,139 female high school students taking part in athletics between 1971 and 2001 as compared to an increase of only 254,152 for male high school athletes during the same time period. With this increased enthusiasm for participation have come exceptional opportunities for female students to maximize their athletic potential.

Female athletes are able to combine the demands of academic learning with opportunities to meet the challenges of robust exercise. Additionally, the expanded opportunities to cultivate emotional confidence and to experience a positive environment for social interaction are healthy and vital ingredients in the life of these exuberant female adolescents. Unfortunately, this increase in participation has not been without problems. Among the concerns of providing for high quality female athletic programs are the additional demands and strains on facilities, finances, scheduling, transportation, equipment, uniforms, and personnel including qualified coaches, assistant coaches, and athletic trainers.

Along with this increase in the participation of females in athletics has come the potential for both harmful and beneficial experiences. Athletic Directors must be aware of this potential for hurtful incidents leading to unpleasant memories (e.g. a swat on the behind when going into the game) as well as the incidents leading to good times and positive memories (e.g. a high five with the coach after scoring the winning goal). Defining appropriate behavior and educating both the athlete and the staff are necessary components of every athletic program.

2.11.1 High school athletics: research citing a positive effect.

Proponents stated high school academic achievement is positively affected by athletic participation. In fact, supporters concluded high school athletics positively impacts the high school, its students and the community - academically, personally and socially (Yancey, 2007) Burnett (2001) concluded high school athletics keep students out of undesirable activities.

Yancey discussed and stressed the positive effects of athletics on the school culture. He found athletic participation reduces student absences and develops positive student teacher relationships.

However, the positive effect of high school athletic participation found by Yancey (2007) is not relegated to a student-athlete's high school experience. Athletic participation can serve as a catalyst for post-secondary academic success (Reid, 2005). Reid's study focused on high school seniors who graduated in 1992. He compared and contrasted non-athletes and student-athletes who served as team captains of their particular sport, junior varsity and varsity athletes, and intramural participants. Reid found the student-athletes demonstrated higher rates of physical activity and smoked 30 cigarettes at a lesser rate compared to their non-athletic peers eight years later. Reid referenced conclusions from another study which stated students participating in high school athletics demonstrated advanced performance figures pertaining to grades, school attendance, graduation rates, and discipline records.

2.11.2 The benefit of athletics sport for high school female students

Athletics have been a mainstay of the high school scene for decades. Today, the field has merely expanded, encompassing an even greater variety of competitive options for male and female students alike. While many students get involved in high school athletics for sheer love of the game, there are significant benefits from these extracurricular activities as well.

❖ Emotional and psychological benefits:

✓ Higher self-esteem

Teenage girls generally experience a self-esteem crisis far more serious than boys. Girls playing sports have higher self-esteem and look to relationships with boys less to build self-esteem. They say that sports give them more confidence. Overall, "positive self-esteem, or general self-worth (GSW), allows individuals to feel good about who they are and what they can do, while at the same time giving them the confidence necessary to meet new challenges" (Health Care Industry, "Sports Participation and Self-Esteem:"). There have been many studies done on how to improve self-esteem levels, and participation in sports seems to be something that positively correlates to higher self-confidence levels in both boys and girls.

Generally, "adolescence is a time of transition, as individuals struggle to deal with physical, cognitive, and social changes throughout this developmental period" and during this time "a decline in self-esteem can have a significant impact". Although this decrease in self-esteem happens for both boys and girls, "adolescent girls in particular, demonstrate significant declines in self-esteem throughout this developmental period" and the decline for boys "appears less dramatic than that of girls". Research has found that "participating in sports can have benefits for adolescent girls that reach beyond simply staying physically fit," and through athletics girls, "have better images of their own bodies, higher levels of self-esteem and more trust for others" Science Daily, "UF Researcher: Participating in Sports Gives Girls Strong Self-Images" available online:. Ultimately, it seems that greater self-esteem means more confidence in oneself. This is not only limited to athletics, but the enhanced self-esteem translates to other areas of life such as relationships and school academics.

✓ **Better self-image**

Female athletes obsess less about their looks and whether they are attractive, although this is not always the case. High school girls find participation in sports a way to break gender stereotypes.

✓ **More self-confidence**

Teenage girls suffer from a lack of self-confidence far more than boys. Studies have consistently shown that girls who are physically active perceive their academic and athletic ability in a better light.

✓ **Lower rates of depression and risk of suicide**

Sports and physical activity are linked to decreased likelihood of symptoms related to stress and depression. Teenage girls who participate in sports are less likely to be suicidal than girls who do not participate in sports.

✓ **Community Representation**

While club sports have become a popular pastime for both students and college recruiters, there is still a lot to be said for playing for your high school team. According to Unigo, students who participate in high school sports learn the benefit of representing their community on the field or court. These athletes learn the fun of team rivalries and revel in the praise of a job well done for

their school. This feeling of community and the honor of representing the home team may run over into college athletics if the student advances in his sport as well.

✓ **Fitness**

The fitness level of athletes in high school sports programs cannot be underestimated. According to a report from the National Federation of State High School Associations (NFHS), a 2006 study on female athletes found that when female students are given more opportunity to participate in athletics in high school, their weight and body mass improve. A 2001 survey found that students agreed they would not spend as much time in sedentary activities like watching television and playing video games if they had other options after school. Studies also suggest that student athletes are less likely to participate in unhealthy or risky behavior when they are playing sports in high school. The same report by the NFHS cited a 2002 study by the Department of Education that found students who spent no time in extracurricular activities in high school were 49 percent more likely to use drugs and 37 percent more apt to become teen parents. Just four hours in an extracurricular activity like sports each week dramatically improved those numbers.

✓ **Improved Academics**

A survey conducted by the Minnesota State High School League in 2007 and reported by the NFHS found that the average GPA of a high school athlete was 2.84, while a student who was not involved in athletics had an average GPA of 2.68. The survey also showed that student athletes missed less school than their non-athlete counterparts, with a total of 7.4 days missed and 8.8 days missed, respectively. Another study published in the *Medicine & Science in Sports and Exercise* in August, 2007 found that students who were active in sports like soccer, football and even skateboarding performed 10 percent better in core subjects like math, science, social studies and language arts. Because sports offer equal opportunity to all students at the high school level, these academic benefits extend to all area of the student population, including students that might be traditionally underserved.

✓ **The Importance of the 3 “P’s”**

An article at education.com talks about the 3 “P’s” student athletes learn that extend beyond the classroom: persistence, patience and practice. Team members learn that practice is required, even when they would prefer to be spending time with friends. They learn the harder they work, the

better they perform. They also discover that by never giving up, they are more likely to achieve their goals. These life lessons benefit students long after the high school years, helping them succeed in college and after.

✓ **Teamwork and Cooperation**

An article at we play moms explains that because everyone is working toward a common goal in team sports, students learn firsthand how their performance impacts the rest of the team. Student athletes must find their place, whether it is to be a leader of the team or to play a supporting role.

✓ **Positive Mentors**

High school athletics are filled with positive mentors, from the coaches on the sidelines to the leaders on the team. Students learn to work with a wide range of authority figures, who teach them important lessons about hard work, respect and good sportsmanship. Early experiences with mentors like these help shape student athletes in positive ways for the rest of their lives.

✓ **Social Relationships**

Students who participate in sports often forge close friendships with others on the team. These relationships are essential for mental, emotional and physical health throughout the high school years. Students bond together over a common passion, and the time they spend together at practice and games builds tight bonds that often last long after high school is over.

✓ **Leadership Skills**

As students advance through the ranks of the high school team, they learn valuable leadership skills. Senior athletes are expected to encourage younger team members and hold them accountable. They set an example and often provide advice and guidance both on and off the field.

✓ **Time Management**

Practice and games take up plenty of a student's time, leaving much less for school work and other activities. Athletes must learn time management skills before they are to get everything finished. One student athlete told growing up in Santa Cruz, "It definitely helps time management wise. It affects when I have to do my school work, and when I have to practice

✓ **Success Mindset**

We Play Moms outline the mindset for success that is instilled in student athletes, which includes: Time management skills Creativity in finding ways to improve Strong focus and concentration development Internal skills for handling pressure Learning when to take risks Taking responsibility for individual performance These skills go far beyond the sports field or even beyond high school. Student athletes reap the benefit of their training for the rest of their lives.

2.11.3 Major factor's that affects female participation in school athletics and sport performance.

With the onset of adolescence, gender-specific hormone secretion leads to differences in body size and composition. In women, estrogen secretion increases fat deposition by stimulating lipoprotein lipase activity, especially in the thighs and hips. Furthermore, estrogen secretion increases the growth rate of bone for 2 to 4 years after the onset of puberty. In general, estrogen leads to an increase in fat mass and to a rapid but shorter period of growth and, consequently, smaller body height. In contrast to women, at the onset of maturation male subjects are affected by increasing testosterone levels, leading to increases in bone formation and muscle mass, primarily evoked by testosterone-stimulated protein synthesis. After maturation, men generally have a greater muscle mass and a smaller percentage of body fat. The most common gender differences regarding physical performance are weight, height, and body composition. Male subjects are generally taller, heavier, and leaner (higher fat-free body mass) than their female colleagues. All the profile of women's athletics sport in high schools has continued to grow over the past two or three decades, in sport can achieve the same physiological, psychological and social benefits as for men. There are, however, a few reasons why athletics sport participation in high school by women still falls short of that of men. These include:

✓ **Physiological factors**

Physiological science deals with the functional part of the body. Through physiological deals with the overall functional aspects of this part is devoted to only factors related to body composition and strength of female students that have negative effects on their participation in physical activities in schools. Anatomical and physiological differences are quite apart between

the two sexes particularly after puberty period under this factor body composition strength menstruation pregnancy an injuries and other related factors will be discussed.

✓ **Muscular Strength**

The impact of gender on muscular strength is most obvious in body composition. Strength variations between men and women are mainly related to the smaller amount of absolute muscle mass (about 60% of men) and a higher body fat percentage in women (Janssen et al., 2000). Besides genetic effects this might be caused by a weaker affinity to strength-demanding tasks in women. It must be taken into account that women are 40 to 60% weaker in the upper body and about 25 to 30% in the lower body than men (Shephard, 2000; Kraemer et al., 2001). These regional differences occur due to different muscle mass distributions and different day-to-day activities (Miller et al., 1993; Janssen et al., 2000). The significance of these regional muscle strength differences is of major concern for several occupational tasks. For rescue, activity, manual load carriage is a very important part of the daily requirements, and handgrip strength is identified as the most crucial variable for this task (Leyk et al., 2006a, b). Recently, (Leyk and co-workers 2006d) investigated some 2000 age-matched young men and women with regard to their maximum handgrip strength. 90% of the female subjects produced maximal handgrip forces smaller than 95% of their male counterparts. Furthermore highly strength trained female elite athletes could not reach the handgrip strength level of the weakest 25th percentile from untrained and not specifically trained men of the same age (Leyk et al., 2006d).

These physiologically-determined gender differences are disadvantageous for female military personnel who have to perform strength-demanding tasks. The absolute amount of body mass and especially the fat free body mass (FFM) are the predominant factors for physical strength performances. Heavy but lean persons can easily outperform lighter endurance-trained peers on common military tasks like load carriage (Bilzon , 2001; Lyons, 2005). A common argument that differences in muscle fiber distribution are linked to the considerable strength differences between men and women has not been proven (Drinkwater K, 1984; Wilmore and Costill, 2004). However, the capability of strength development per muscle unit is equal in men and women (Schantz et al., 1983; Shephard, 2000).

These findings support the importance of body composition, particularly the absolute amount of FFM, for physical performance that requires muscular strength. For personnel selection processes, it should be noted that even highly trained female athletes hardly reached the average strength level of unspecific trained males (Leyk et al., 2006d). As fox (1981) explain the amount of strength of female is only lay out two-third (2/3) of male quality of muscle fibers. So far as the ability to exert force is concerned is independent of sex because of the lower level effort of testosterone females muscle is influence from being bulk or produce a muscular zing effect. The females can improve their strength by making trading because of this that they will also improve their potential in the sport in which she is engaged. As Dirixeplan explain about the impertinence of strength training for females that strength training. Prevent females from sport injuries as a result to encouraging female students to participate in strength training helps them to improve their strength to participate in all physical activities by making a strength training which is preferable for participating in physical activities. As Steven ray explains about the fat content difference between the two sexes and position of the fat accumulation in the female body. Most, of the time the fat content of females are greater than that of males. The great amount of dispose tissue may have same effect on the lower metabolic rate. Because that in inherit it limit sport performance representing deed weight that must be carried by athletes (1988 317).

The human body is composed of several substances like proteins, fats; minerals, liquids and etc. The amount and proportion of this substance in the body determine the whole physical structure of human being and the moral functioning of body parts. The amount and proportion of these substances are of the same time indicates the distinctive feature which pose disparities between structure and function of the female and male bodies.

R.Jcook (1994 17) says the fact that women's are physiologically distensible from males in far more ways than reproductive function and hormonal status women have different body. It is obvious that the difference in body composition and size are accountable for some of the performance difference between the females and male senders.

2.11.4. The gender differences regarding endurance performance

Endurance capacity can be determined either by the time needed to reach a given distance or in a more technical approach by measuring respiratory gas exchange as well as blood lactate

concentrations at sub maximal workloads. Most researchers regard the maximal oxygen consumption (VO₂max) as the best predictor of cardio-respiratory endurance capacity. However, even though VO₂max is the most frequently used criterion to evaluate endurance capacity, it is only one of the determinants for successful endurance performance.

The gender differences regarding endurance performance are: A greater body fat percentage among women means the addition of extra load, which decreases endurance performance. Lower blood volumes and hemoglobin levels lead to an increased heart rate at comparable sub maximal workloads. As a result of their smaller body size, women's hearts are smaller. The combinations of smaller heart size, blood volume, and hemoglobin level results in a lower absolute and relative (ml•kg⁻¹•min⁻¹) maximal oxygen uptake. These biologically determined circumstances lead to a 10 to 20% gender difference in endurance performance. Weaker results for women are generally seen for running performances or VO₂max adjusted for body weight (ml•kg⁻¹•min⁻¹) (Leyk et al., 2006c; Shephard, 2000; Drink water, 1984). A further theoretical approach to quantify the sex differences is the expression of VO₂max values per kg FFM. If VO₂max is related to FFM (ml•kg⁻¹•min⁻¹) gender differences diminish to about 5 % (Cureton, 1981; Drinkwater, 1984). These differences could be attributed to an inherent biological male/female difference (see above).

However, variations in endurance performances within a gender group seem to be larger than differences between trained men and women. Lifestyle factors and the biological variability are likely to be better predictors for endurance capacity than the gender factor itself. In contrast to strength-related tasks, highly endurance-trained female athletes are able to easily outperform moderately trained male peers (Drinkwater, 1973).

The most popular example for excellent ultra-endurance performance in women is the German female athlete, Astrid Benöhr. Her actual world records in five- and ten-fold "iron man" distance competitions are 2 respectively 5 hours faster than of the fastest male athlete. These results support the scientific findings that women can equally or even outperform men in long-lasting endurance tasks (Bam et al., 1996; Sparling et al., 1998). Hence, for military tasks, which predominantly require endurance capabilities, trained women could reach comparable levels to

men. Independent of gender, subjects with identical body weight and body composition as well as the same endurance training status perform on a comparable level (Pate et al., 1985; Cureton and Sparling 1980).

✓ **Iron deficiency**

During menstruation females lose more iron than normal and therefore need to ensure that adequate iron is consumed at all times. Iron is necessary for the production of hemoglobin, which transports oxygen in the blood. This oxygen is used for a number of processes in the human body including muscular and energy producing reactions.

Iron deficiency can lead to anemia resulting in fatigue, reduced lactate clearance and reduced energy production. These factors have the potential to hinder sporting performances for female athletes.

✓ **Bone density**

Low bone density can impact on a female's activity patterns by reducing the strength levels of bones and increasing the risk of fractures. It is recommended that females consume a diet containing the recommended amounts of calcium combined with participation in weight bearing exercise as this will help to reduce the incidence of osteoporosis and other problems associated with reduced bone density.

✓ **Eating disorders**

Eating disorders can impair performance. Restrictive eating can reduce the energy available for muscular contractions. Dehydration can impact greatly on thermoregulation and the body's capacity to work at the level of intensity required for optimal performance.

✓ **Body composition**

Mostly females are shorter, higher with more fatty tissue and less muscle mass than males, some of the performance difference between male and female can be body composition and size differences because of these differences females are influenced in performing athletics activities.

✓ **Biological factors**

There are some biological characteristics to inherent in female that give rise to various barriers to actively take apart in athletics activities of school. The biological differences quit appointment

between the two sexes will be dealt with to gather with the insurance they have on females under this factors menstruation and psychological frustration will be discussed.

✓ **Pregnancy**

Pregnancy does not have to stop a female athlete from participating in physical activity; however, they do need to ensure that they follow some specific guidelines whilst exercising.

✓ **Psychological factors**

Females are also infected psychologically from participating in athletics classes. Especially in track and field sport activities such psychological factors are lack of motivation, lack of confidence, self-awareness, self-actualization, fear of problem of pregnancy and child birth fear of playing in front of large number of people and psychological disturbance of menstrual irregularity may act to prevent females to participate in athletics classes. Jargons also described about the importance of motivation towards excellence is a characteristics then can be recognized in terms of an individual continue dedication towards success in sport in general females are motivated toward different sport activity then they will be successful in athletics activities.

✓ **Wrong beliefs**

It was wrongly thought that many sports could harm women. For example the triple jump its impact on the lower body would leave them unable to have children.

✓ **Cultural influence**

Culture also another factor that influence the participation of females in athletics class but before going to directly to its influence of female to participation in athletics activity.

It is very important to have full understanding of the meaning of culture in a broad concept closely related to immense social phenomena as Leonard defines it.

Culture is the changing patterns of learned behavior and the products of learning behavior including attitudes, values, knowledge and mental objects that are shared by and transmitted among members of the society (1998 53). Culture is a learned behavior transmitted from generation. It is away by which people think, believe and act and it is established due to social interaction. Culturally females are often regarded as weak creatures as compared to males. They are usually seen in recently sickly and trail to perform and activity that could be hundred by man

as Leonard point out the influence of culture of females participation in sport is that. Females were completely dependent of their economical productive husbands there place is still considered as same where outside the public sphere and their role in the society is under estimated. The role of female is limited to their productive husbands on the other hand culture give a great place formers in the society social factors in our context has adversely the rate of females participation in athletics class and are often.

✓ **Role Models:**

For boys there are many role models in a wide range of athletics sports in high schools. But there are fewer role models for women

✓ **Economy**

Some athletics activities can be quite expensive. They might be unable to afford them. In same way a city, area or country might not have the money to build sport facilities. Sports women receive only a fraction of the sponsorship that sportsmen receive. Prize money is very often less for women's events than men's.

✓ **Media Coverage:**

There is less media coverage of women's sport than there is of men's sport and so the profile of women in sport continues to remain low. There are fewer women involved in the media itself although there has been a more recent shift in this with presenters such as Sue Barker, covering more sporting events on TV.

✓ **Safety and Opportunity**

Safe places to play athletics sports are non-existent in some high school communities. Sports fields might be absent or in poor repair, or fields or courts could be located in high crime areas. Teen girls who live in areas with no safe access to sports venues might not be able to travel to other areas due to lack of funds or lack of public transportation. Girls who rely on bus transportation to school and have no after-hours transportation available might be unable to stay after school for practices and games, even if they are interested in participating. As children reach the teen years and sports become more competitive, some children don't possess the skills necessary to join high school varsity sports teams, leaving them with no outlet for physical activity.

✓ **Opinions of others**

Girls are influenced by the opinions of friends, parents and teachers. If a teen's parents don't value physical activity, the attitude can be unwittingly passed on to the teen. Associating with a group of girls that doesn't view sports positively might also discourage a girl from sports participation, particularly if a girl's friends think sports participation is not feminine.

✓ **Time and energy**

Teen girls might feel that they don't have the time or energy to participate in athletics sports, even if they were involved in team or individual athletics sports in the past. The demands of academic work, part-time jobs and a social life may take priority over sports. A study published in the March 2006 edition of "Medicine and Science in Sports and Exercise" found that teenage girls frequently reported lack of time and fatigue as primary reasons that they avoided sports participation.

✓ **Overcoming barriers**

Encouraging a positive attitude toward athletics sports at any age can be helpful, although it is particularly beneficial in younger girls. Exposing girls to a wide range of individual and team athletics sports, either as an organized activity or a family activity, can spur an interest in sports. Taking younger girls to watch high school or college female teams can be helpful. Community initiatives to repair sports fields and improve safety can play a key role in making sports attractive to girls. Promoting individual sports or activities if a girl is uninterested in team sports can help to ensure that she stays healthy and active throughout her life. Jogging, walking and other physical activities promote physical fitness in a more casual setting.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

In this section, population of the research study, participants of the research study, sampling techniques applied to collect data, instruments of the data collection, research setting, procedure of data collection and procedure of data analysis were dealt as subtopics according to the sequence presented here. The reliability and validity of research process depends on the strength of well- designed methodology. A scientific and systematic designed methodology is composed of an explanation about sampling design, data collection design, tools of data collection and analysis, presentations and interpretations, etc (Sharma, 2000).

Thus, the researcher of this study strongly attempted to reflect all these issues while conducting this expected project. Based on the conditions of the study, the researcher raised a question. If what method is applied the study has got fruitful and come to an end or reach the intended goal? And he decided to conduct the project through descriptive research method to explore the status of participation of female students in athletics. Descriptive research involves a collection of techniques used to specify, eliminate or describe naturally occurring phenomena without experimental manipulation. It shares characteristics with both qualitative and experimental research designs.

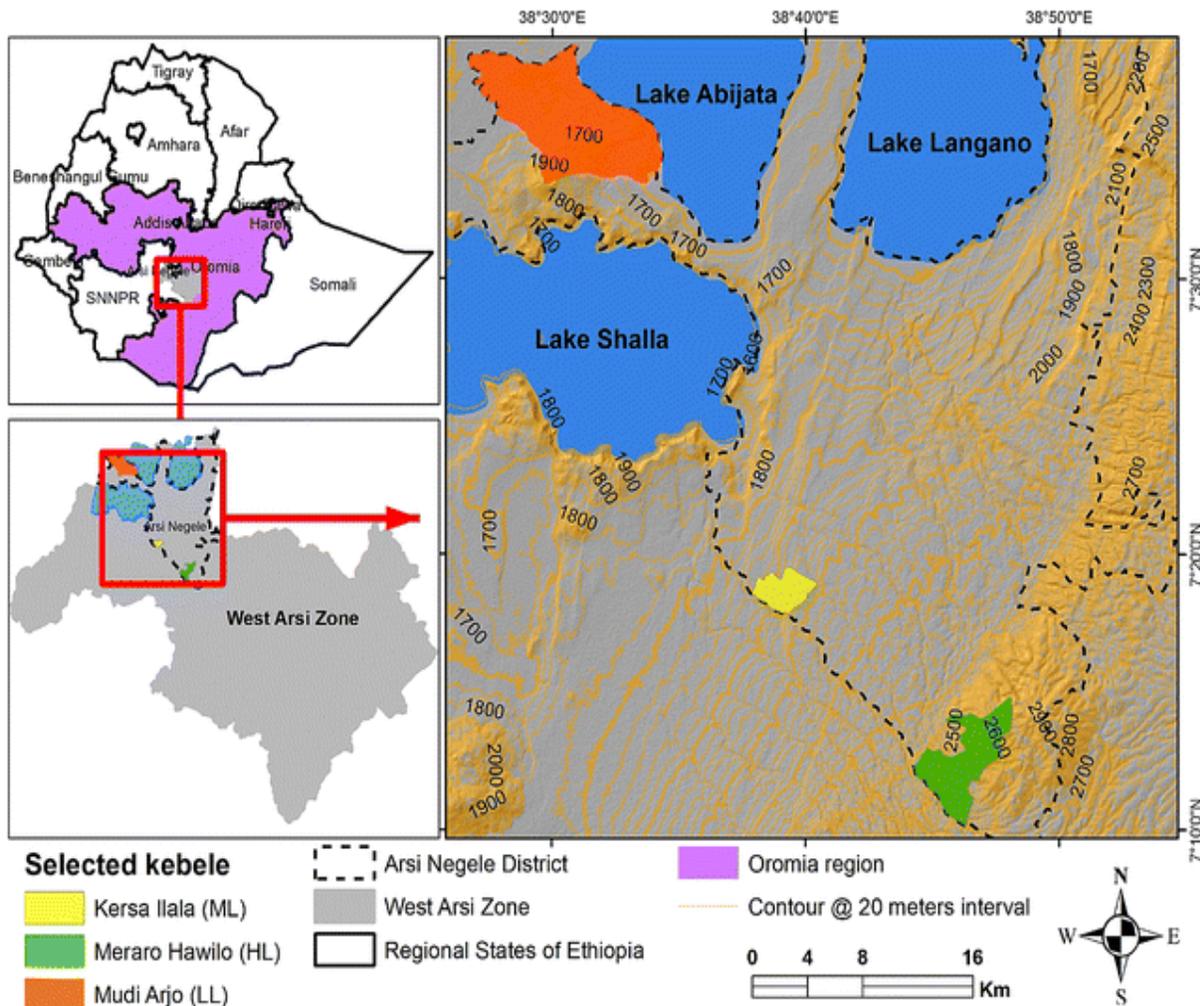
In addition, descriptive research is often quantitative. Thus, it is used to establish the existence of phenomena by explicitly describing them. Therefore, the methods used to collect data can be categorized in terms of the relative degrees of explicitness which the data collection instruments require in the response of the subjects. So, descriptive research provides descriptions of naturally occurring phenomena connected with any teaching learning development and processing. It does this by collecting data through nonintrusive and non-manipulative procedures. It is motivated by specific question or hypotheses derived from theories of science. In general, descriptive research method can be used for different studies in different ways to investigate things accordingly. I.e. case studies, group studies, preparing and administrating tests, survey and questionnaires self - reports and interviews as well as observations are the major bridge tools in conducting an intended study. As it can be synthetic or analytic in its approach and heuristic or deductive in its

research objectives the researcher prefer it so to conduct his study. Moreover, descriptive researches usually begin with a preconceived focus and utilize already existing data from other sources too. Generally, it describes what is, and does not attempt to control or manipulate any of the factors in the research environment.

3.1 Description of study area

The study was conducted at Negele Arsi Senior secondary and model school, West Arsi zone of Oromia Regional state. Negele is one of the woreda in the Oromia Region of Ethiopia.

It is part of the western Arsi Zone located in the great Rift valley, NegeleArsi is bordered on the south by Shashemenne, on the South west by Lake Shala which separates it from Shala ,on the west from the Southern Nation ,Nationalities and peoples region, on the north Misraq Shewa with which it shares the shores of the lakes Abijatta and Langano, and in the east by the Arsi zone. Except for the southern portion, the altitude of this woreda ranges from 1500 to 2300 meters above sea level: Gara Duro is the highest. Negele Arsi woreda is located 227 KM from central city of Addis Ababa.



3.2 Sources of data and sample selection

Any research needs source to collect data, analysis, present and interpret it to make the expected findings being fruitful. So, the researcher purposely made his target population on his students and subject teachers since they can provide the relevant and necessary information. Therefore, the subject of the study was grade 9th, 11th and 12th female students and eight physical education teachers of Negele Arsi Senior Secondary and Model school. Besides these issues, indexes, computer searches, bolographs, underground press, journal articles, edited collections, reviews, books etc and others are the main sources of review of literature of this study too.

3.3 The techniques and process of sampling

There can be no absolute rule regarding the optimum size of the subject population in an analytic-deductive study, but the problem can be controlled to a large extent by increasing the size of the sample population so that it is more representative of the population as a whole. The greater the size, the smaller the effect of individual variability or any other population related variable on the outcome.

In other word, the small populations in a study tend to magnify the effects of individual variability, thus presenting a possible distortion. So, due to different constraints such as time, large size of target population and up to date materials and others the researcher enforced to take representatives of the population to use. Since the target population is heterogeneous, the stratified judgment sampling technique has been used to select the sample and to make the population more homogenous stratum. Thus, the researcher categorized the population according to their group strata.

As mentioned before, the population of the research study was students of Negele Arsi Senior Secondary and Model School. Among these population 2053 total 308 students from grade level of **9, 11, and 12** of the school were sampled using proportional stratified random sampling techniques because each grade level and gender has to be represented by providing equivalence chance depending on their ratio in the total or student population. This is done to bring about equivalent representation and increase the probability of peculiar characteristic in the number of the population to be embodied.

3.4 Instruments of data collection

The intended information of this research was collected through major data collection tools which are listed as follows.

3.4.1 Questionnaires

Questionnaire was prepared and administered to female students and teacher to collect information about the status of participation of females students in athletics class and the questionnaires prepared in the international language of the respondents the questionnaire of female students include **8(eight)** closed ended and **7(seven)** open ended questions and of physical education teachers include **5(five)** closed ended and **3(three)** open ended questions in addition to this interview and observations are a part of my data collecting instruments.

3.4.2 Interview

This method is used in order to strengthen the reliability of the information obtained through questionnaire. The school physical education teachers and the students have been interviewed.

3.4.3 Observation

The researcher has also made use of observation for gather information relevant to the study. Inside the class and outside the classroom has been observed to get the relevant information.

3.5 Procedure of data collection

In order to simplify matters, it is reasonable to discuss each specific step by using subheadings such as the following.

3.5.1 Prerequisites to data collection

So as to have a valuable and reliable data for research purpose there is a need to follow pre-determined procedures. In doing so, the researcher arrange the desire tools for the sake of gathering the information from the respondents. The researcher endeavored to create conducive environment with the school community. As a result, a permission to access the required information was earned from the students and instructors.

As a preliminary step of data collection, the student researcher contacted with the head masters and instructors in the school and explained the purpose of the study. As it was dealt in the sampling techniques subsection, the process of selecting participants of the study, which was one of the most difficult steps to conduct descriptive survey research, was conducted with the very willingness of the record officer and permission of the headmaster and the school administrator.

3.6 Data organization and analysis

The researcher tries to find out the alternative solution for this problem and the implementation. The closed ended questionnaire employed for female students and teachers are percentage in table and each table contains the item, the number and percent of respondents for each question. The data collected through questionnaire analyzed and interpreted.

3.7 Ethical considerations

Regarding ethical consideration, the researcher was governed by the research code of ethics in maintaining privacy and confidentiality and or other related values. The researcher promised to

the participants of the study that the information which was collected from the respondents shall not be transferred to third party in candid or it will not be exploited for undertaking other than the purpose of the research study.

Besides this, the process of data collection was done anonymously without writing their name, identification number, telephone number, so that the threat of being disclosed was very much minimized. The time of data collection was the second semester of the 2021 academic year

CHAPTER 4

4. FINDING, RESULT ANALYSIS AND INTERPRETATION

In presenting, analyzing and interpreting data, the first section deals with the general background information of the total population size first selected can be presented. The second section deals with the sample representatives; those are as a subject or respondents. And the third section was the in light of the basic questions of the research data collected have been analyzed and interpreted.

4.1. Background of sample representatives

Table 1 Sample of the study Female students

Grade	Sample of the study female students	
	No	%
9 th	60.00	19.00
11 th	131.40	41.58
12 th	116.55	36.89
Total	307.95	97.47

As shown in table 1 above, the population of the study included 2053 female students of Negele Arsi Senior Secondary and Model School. The researcher decided to take about 15 percent of the population as a participant of the study 60 from grade 9th-, 131.4 from grade 11th-and 116.55from grade 12th-.Totally 307.95 students were participated as representatives in this study.

Table 2 Sample of the study physical education Teachers

No	Sex	Freq.	Per.	Qualification		Service year			
						1-3		4 and above	
				No	%	no	%	no	%
1	F	2	0.63	2	0.63	2	0.63	-	-
2	M	6	1.90	6	1.90	-	-	6	1.90
3	T	8	2.53	8	2.53	2	0.63	1.90	1.90

As shown in table 2 above, the population of the study included eight physical education teachers of Negele Arsi Secondary and Model Schools. The researcher decided to take about hundred percent of the population as a participant of the study, to make the sampling more representatives and the study more valuable.

4.2. Responses on close ended question

Table 3 Interests of teaching learning physical education, especially Athletics.

No	Item	Student								Teacher		Total	
		9 th		11 th		12 th		Total					
		no	%	no	%	no	%	no	%	no	%	No	%
1	Higher	10	3.16	10	3.16	18	5.69	38	12.01	-	-	38	12.01
2	Medium	63	19.93	66	20.87	64	20.30	19	61.10	4	1.27	197	62.37
3	Lower	17	5.37	30	9.49	30	9.49	77	24.35	4	1.27	81	25.62
4	To lower	-	-	-	-	-	-	-	-	-	-	-	-
5	Total	90	28.46	106	33.96	112	35.48	308	97.46	8	2.54	316	100

As it can be seen from the table 3 above 38(12.01%) of students agreed that their interest is higher in learning Athletics. whereas, regarding teachers none. Majority of the student 193 (61.10%) and half of the teachers 4(1.27%), totally 197(62.37%) confirmed that their interest in teaching learning Athletics were medium. Finally, 77(24.35%) of the students and 4(1.27%) of teachers, all together 81(25.62%) have lower interest.

Table 4 Society attitudes towards females practicing physical education, especially Athletics in the field or in training area.

N o	Item	Student								Teacher		Total	
		9 th		11 th		12 th		Total		n	%	No	%
		no	%	no	%	No	%	no	%	o	%	No	%
1	High	20	63.33	16	5.06	14	4.43	50	15.82	2	0.63	52	16.45
2	Good	30	9.49	38	12.03	40	12.66	108	34.18	4	1.27	112	35.45
3	Bad	50	15.82	48	15.19	52	16.46	150	47.47	2	0.63	152	48.10
4	To worse	-	-	-	-	-	-	-	-	-	-	-	-
5	Total	100	31.64	102	32.28	106	33.55	308	97.47	8	2.53	316	100

As it can be seen from the table 4 above 50(15.82%) of the students and 2(0.63%) of teachers agreed that their societies attitude towards female practicing Athletics in the field is very good. whereas, 108(34.18%) of students and half of the teachers 4(1.27%), totally 112(35.45%) confirmed that their societies attitude towards female practicing in field is good. Finally, all most half of the students, which covers 150(47.47%) of the students and 2(0.63%) of teachers, all together 152(48.10%) responded that their societies attitude towards female students practicing football in the field is bad due to some constraints.

Table 5 Barriers that hinder participation in teaching learning physical education, especially Athletics in the field practice.

no	Item	Student								Teacher		Total	
		9 th		11 th		12 th		Total		no	%	No	%
		No	%	no	%	no	%	no	%				
1	Yes	85	26.89	100	31.65	95	30.06	280	88.6	8	2.54	288	91.14
2	No	5	1.58	8	2.53	15	4.75	28	8.86	-	-	28	8.86
3	Total	90	28.47	108	34.18	110	34.18	308	97.46	8	2.54	316	100

Table 5 above showed that majority of the students, in which 280(88.6%) and 8(2.54%) of all teachers agreed that there were barriers that hinder participation in teaching learning physical education, especially Athletics in the field practice. And the rest a few in number, which is 28(8,6%) of female student suggested that there is no barrier that affect their practicing in the field.

Table 6 The impact of society's culture on teaching learning Athletics females practicing in the field.

n o	Item	Student								Teacher		Total	
		9 th		11 th		12 th		Total					
		No	%	No	%	no	%	no	%	N o	%	No	%
1	Yes	72	22.78	81	25.63	86	27.22	239	75.63	6	1.90	245	77.53
2	No	30	9.49	22	6.96	17	5.38	69	21.84	2	0.63	71	22.47
3	Tota l	102	32.27	103	32.59	103	32.60	308	97.47	8	2.53	316	100

In table 6 above showed that majority of the students, in which 239(75.63%) and 6(1.90%) of teachers agreed that the impact of societies culture played great role in hindering practical activity of females in the field. Whereas, few in number 69(21.84%) of female student and 2(0.63%) of teachers responded that there is no societies culture not this much affect practical activities of females in the field.

Table 7 Performance of female students in relation to males in participate Athletics in both classes and in the field practice.

No	Item	Student								Teacher		Total	
		9 th		11 th		12 th		Total		no	%	No	%
		no	%	No	%	No	%	no	%				
1	V.Good	10	3.16	10	3.16	18	5.69	38	12.01	-	-	38	12.01
2	Good	63	19.93	66	20.87	64	20.30	193	61.10	4	1.27	197	62.37
3	Bad	17	5.37	30	9.49	30	9.49	77	24.35	4	1.27	81	25.62
4	Too bad	-	-	-	-	-	-	-	-	-	-	-	-
5	total	90	28.46	106	33.52	112	35.48	308	97.46	8	2.54	316	100

As it can be seen from the table 7 above 38(12.01%) of the students agreed that their performance is very good in learning Athletics both in class and in the field. And Majority of the student, which consists 193 (61.10%) and half of the teachers 4(1.27%), totally 197(62.37%) confirmed that females performance in teaching learning Athletics were good. Finally, 77(24.35%) of the students and 4(1.27%) of teachers, all together 81(25.62%) were responded to bad.

4.3 Findings and Discussion

After observed research questions and the subject's response, the researcher identifies the following findings.

- ✚ The interest of female students learning Athletics is less.
- ✚ Society's attitude is negative towards female students learning Athletics specially the field practice.
- ✚ Society's culture has its own pressure or problem to affect the teaching learning of Athletics both in class and in field.
- ✚ Without enough knowledge, skills and performance teaching learning of Athletics doesn't be accomplished as expected as possible.(for both learner and teacher
- ✚ Teaching learning of Athletics needs motivation, interest, alertness or awareness of psychological, social, physiological and philosophical

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter has three parts: summary, conclusion, recommendation. The part of summary is intended to recapitulate the major ideas discussed in the previous chapters. The conclusions will be dealing with the answers to the basic questions raised in the first chapter. The study will be finalized by giving some recommendations as possible solutions to the problems discussed in the study.

5.1 SUMMARY

The first intention of this study is to improve the participation of female students towards Athletics both in class and in the field at Negele Arsi Senior Secondary and Model Schools. Secondly finding out factors that affects female's practical activities and giving solutions. So, based on the research question of the study, the researcher goes through different review of literatures, readings, art facts, etc. As the researcher observed, there were a lot of barriers those affects the teaching learning of Athletics in both in classes and in the field. These are:- Physiological factors like Muscular Strength, Endurance Capacity, Iron deficiency, Bone density, Eating disorders, Body composition, Biological factors, Pregnancy, Psychological factors such as Mistaken beliefs, Role Models, Economics, Media Coverage, Safety and Opportunity, Opinions of Others, Time and Energy, were major to be considered. So the possible solutions are encouraging a positive attitude toward Athletics sports at any age can be helpful and beneficial particularly, younger girls. Exposing girls to a wide range Athletics team sports, either as an organized activity or a family activity, can spur an interest in sports. Taking younger girls to watch high school can be helpful. Community initiatives to repair sports fields and improve safety can play a key role in making sports attractive to girls. Promoting individual sports or activities if a girl is uninterested in team sports can help to ensure that she stays healthy and active throughout her life. Jogging, walking and other physical activities promote physical fitness in a more casual setting. The study was over viewed on an attempt to find out the possible solution to the research questions that rise in chapter one. Based on the analyzed and obtained data, the following major findings were identified.

- The findings indicate that, most of female students found to be aware of the benefits they can get from the Athletics participation classes.
- It was stated that, most of female students do not participate in Athletics classes due to the pressure of their biological, physiological, psychological and other barriers.
- From female students that taken as a sample, majority of them are participate only in theoretical lessons rather than practical.

5.2. CONCLUSION

Based on the discussions made throughout the study in an attempt to answer the basic questions in chapter one, there are factors that could hinder participation of female students in Athletics class, the researcher draw the following conclusions.

- ✚ There are influencing factors that could hinder female students to participate in Athletics class some of these are weather condition and religion.
- ✚ Most of female students have low interest to learn and to participate in Athletics class.
- ✚ Their physical education teacher doesn't create favorable condition for female students when they teach the subject matter of physical education specially Athletics class.
- ✚ Female students have no good encouragement from community family and school.
- ✚ Most of female students believed that they learn both theoretical and practical classes for killing time.
- ✚ Some of female students believed that participation in Athletics classes doesn't help them for the success of other academic subjects.
- ✚ The majority of female students do not know the importance of learning Athletics.
- ✚ The participation of female students is low as compared to that of male students in Athletics classes.

5.3. RECOMMENDATION

Now days, in general the attitude of our society and culture is changing rapidly from time to time as they have seen the popularity of our Athletics in the world. Moreover, our young generation is more initiated to engage in this discipline, but yet to do more. So the researcher suggested the following core points to minimize the problems of teaching learning Athletics of females both in class and in the fields at Negele Arsi Senior Secondary and Model schools.

- ❖ Ministry of education, teachers' society family and other concerned governmental bodies should work more on female students to relief from their social, religious, and psychological bounded problems.
- ❖ The administration of Negele Arsi education offices should give due emphasis to females participation and must make effort to assign qualified or trained teachers.
- ❖ Physical education teachers and school administrations should explain clearly the importance of the active participation in Athletics.
- ❖ Female students should participate actively in practical Athletics class in order to gain benefit from this lesson.

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Appendixes
APPENDIX A
JIMMA UNIVERSITY POST GRADUATE PROGRAM

SPORT ACADEMY

DEPARTMENT OF SPORT SCIENCE STUDIES

1. Questionnaire filled by teachers

A. Introduction

These questions are prepared to gather teacher's opinions about the participation of female students towards Athletics class and to undertake survey study. The opinions you provide are very important to forward constructive suggestions in the improvement of female student's participation in Athletics class.

It is not necessary to write your name on question paper.

Thank you for your co-operation.

Indicate your response by making circle in one of the box provided.

B. Basic information

Sex: Male _____Female _____

Age: 20-30 _____ 31-40 _____ 41-50 _____ 51-60 _____

Qualification: Certificate: _____ Diploma _____ Degree _____ Masters _____

Year of service in teaching: 1-5 _____ 6-10 _____ 11 _____ 15 _____ 16-20 _____ 21- _____

Your major subject: _____

Subject you are teaching: _____

C. Notice

- No need of writing your name
- Circle letter of your choice
- Use only the provided blank space

Questions

1: How is your interest in teaching physical education specially Athletics?

- A. High
- B. Medium
- C. Lower
- D. Too lower

2: If your answer for question 1 above is 'c' or 'd' give your own opinion.

3: Are there any barriers that hinder you not to teach physical education, especially Athletics practical parts in the field?

- A. Yes
- B. No

4: If your answer for question 3 above is 'yes' list them.

5: do you think that the society's culture affects female's participation in learning and practicing athletics activities, especially in the field.

A. Yes

B. Now

6: If your answer for question 5 above is 'yes' give your suggestions.

7: do you give equal opportunity for both females and males in practical Athletics activities in the field?

A. Yes

B. Now

8: How much you treat females to enhance or make their performance as equal as males?

A. Very well

B. Well

C .Worse

D .Too worse

APPENDIX B
JIMMA UNIVERSITY POST GRADUATE PROGRAM

SPORT ACADEMY

DEPARTMENT OF SPORT SCIENCE STUDIES

2. Questionnaire filled by female students

A. Introduction

For Negele Arsi Senior Secondary and Model Schools grade 9th,11th and 12th- female student's. These questions are prepared to gather female student's opinions about the participation of female students towards learning Athletics class and to undertake survey study. The opinions you provide are very important to forward constructive suggestions in the improvement of female student's participation in football class.

It is not necessary to write your name on question paper.

Thank you for your co-operation.

Indicate your response by making circle in one of the box provided.

B. Basic information

Sex-Male -----Female-----

Age: 14-15 ____ 16-20 ____ 21-25 ____ 26-30 ____

C. Notice

No need of writing your name

Circle letter of your choice

Use only the provided blank space

Questions

1. How is your interest in learning physical education especially Athletics?

- A. High
- B. Medium
- C. Lower
- D. Too lower

2. If your answer for question 1 above is 'c' or 'd' give your own reason.

3. Is there any barrier that hinders you not to participate in Athletics class?

- A. yes
- B. no

4. If your answer for question 3 above, is 'yes' explain briefly as much as possible.

5. What is female's attitude towards football education regarding practical activities?

- A. Very good
- B. Good
- C. Bad
- D. Too worse

6. If your answer for question 5 above, is 'c' or 'd' suggest your reasons.

7. What is the societies or communities attitude towards females practicing physical education especially in Athletics activities training area?

A. Very good

B. Good

C. Bad

D. Too worse

8. Give your own idea if your answer is 'c' and or 'd' for question 7.

9. How much do females like to engage in Athletics practical activities done?

A. Higher

B. Medium

C. Lower

D. Too lower

10. If your answer for question 9 above, is 'c' or 'd' suggest your reasons.

11. Do you think that the societies culture affect you're learning and practical activities of Athletics class?

A. Yes

B. No

12. Does your teacher give you equal chance with males, in learning and practicing the discipline both in class?

A. Yes

B. No

13. If your answer for question 12 above, is 'no' give your own reasons.

14. How is your performance when it compared to males?

A. Very good

B. Good

C. Bad

D. Too worse

15. If your answer for question 14 above, is 'c' or 'd' what's wrong explain It.
