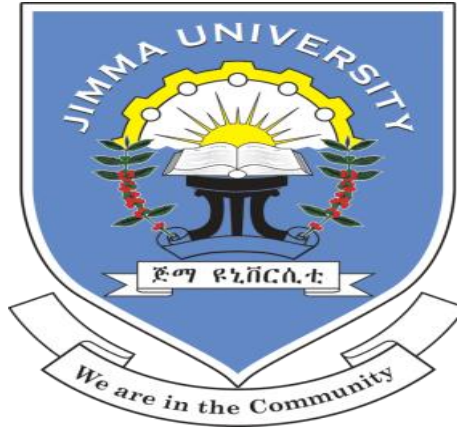


**CHALLENGES AND PROSPECTIVE OF FEMALE STUDENTS PARTICIPATION IN
PHYSICAL ACTIVITY IN THE CASE OF AGARO TOWN AND GOMA WOREDA
SECONDARY SCHOOLS**

BY: MEGERSA BONGA JIRU



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

**A THESIS REPORT SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF
JIMMA UNIVERSITY DEPARTMENT OF SPORT SCIENCE IN PARTIAL
FULFILMENT OF THE REQUIREMENT OF THE DEGREE OF MASTER OF
EDUCATION IN PHYSICAL EDUCATION**

SEPTEMBER, 2021

JIMMA ETHIOPIA

**CHALLENGES AND PROSPECTIVE OF FEMALE STUDENTS PARTICIPATION IN
PHYSICAL ACTIVITY IN THE CASE OF AGARO TOWN AND GOMA WOREDA
SECONDARY SCHOOLS**

BY: - MEGERSA BONGA JIRU

ADVISOR: TEFAYE DAMENA (ASS PROF)

CO - ADVISOR: Mr. AMANU EBA (MSc.)

**A THESIS REPORT SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF
JIMMA UNIVERSITY DEPARTMENT OF SPORT SCIENCE IN PARTIAL
FULFILMENT OF THE REQUIREMENT OF THE DEGREE OF MASTER OF
EDUCATION IN PHYSICAL EDUCATION**

SEPTEMBER, 2021

JIMMA, ETHIOPIA

APPROVAL SHEET

**JIMMAUNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE**

**CHALLENGES AND PROSPECTIVE OF FEMALE STUDENTS PARTICIPATION IN
PHYSICAL ACTIVITY IN THE CASE OF AGARO TOWN AND GOMA WOREDA
SECONDARY SCHOOLS**

Submitted by:

Magersa Bonga _____

Name of Student

Signature

Date

Approved by:

Major Advisor: Tesfaye Damena (Ass.prf)

Name

Signature

Date

Co-advisor: Mr. Amanu Eba (MSc.)

Name

Signature

Date

Internal Examiner: _____

Name

Signature

Date

External Examiner: _____

Name

Signature

Date

Chair Person: _____

Name

Signature

Date

DEDICATION

I dedicated this work to my wife, for she is support and patience. In addition, to my son to be born the next after four months and to my family.

STATEMENT OF THE AUTHOR

First, I declare that this Thesis is the result of my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and compilation of this thesis. Any scholarly matter that is included in the Thesis has been given recognition through Citation. This Thesis is submitted for partial fulfillment of the requirements of MEd in teaching Physical Education at Jima University and is deposited at the University Library to be made available for borrower under the rule of the Library. I truly declare that this Thesis is not submitted to any other institution anywhere for the award of any Academic Degree. Brief quotations from this Thesis may be made without special permission provided that accurate and complete acknowledgement of source is made. Requests for permission for extended quotations from or reproduction of this manuscript in whole or in part may be granted by the head of the School or Department when in his or her judgment the proposed use of the material is in the interest of scholarship. In all other instances, however, permission must be obtained from the Author.

Name: Megersa Bonga Jiru

Signature: _____ Date of submission: _____

Place: Jima University

Department: Sport Academy

BIOGRAPHICAL SKETCH

The Author Megersa Bonga Jiru, was born on October 1992 GC in Gida Ayana , Oromia Regional State. He attended his Elementary and Secondary school education at koneji elementary school and Gida Ayana secondary school respectively. After completing secondary school education, he joined University of Gondar and graduated with BA degree in Physical Education in 2014GC. Having graduated, he employed by the government and worked for two years in Agaro secondary school. In 2018 GC, he joined Jimma University to pursue Master of Education Program in Teaching Physical Education.

ACKNOWLEDGMENTS

First, I would like to thank my Lord Jesus Christ for being with me in all aspects of my life.

I would have never been successful, but God makes everything possible. I have no word to express my feeling more than “thanks for his almighty”. My appreciative gratitude and respect go to my major Advisor, Mr. Tesfaye Damena (Assist. Prof.) for his valuable advice, insight and guidance starting from proposal development to the completion of the research work. I am also thankful to my Co-Advisor Mr. Amenu Eba, (Msc) for his valuable guidance and support throughout my research work. Both have worked hard to keep me on the right track and timely accomplishment of this study. I would like to thank all physical education teachers at Agaro and Gomma Woreda secondary school that have encouraged and supported me in all my endeavors to make my dream come true and who participated in the survey field work and data collection. I specially would like to thank school principals and students who completed the research questionnaire. Also, I would like to thank My wife **Elsabet Saboka , Mr Oboshe Mulata , Mr Merga Abdisa** for their unreserved moral, economic, material support who supplied me with all the necessary materials, information and valuable covenants. Finally, I would like to thank the Ministry of Education (MOE) for sponsoring me in this study. Finally, I would like to extend my thanks to all individuals who directly or indirectly contributed to the completion of this study.

LIST OF ACRONYMS AND ABBREVIATIONS

CSA	Central Statistics Agency
FDRE	Federal Democratic Republic of Ethiopia
MA	Master of Art
MSc	Master of Science
NCD	Non-Communicable Disease
NGO	Non-Governmental Organization
PA	Physical Activity
PAF	Public Agenda Forum
PE	Physical Education
SPSS	Statistical Package for Social Sciences
UN	United Nations
WHO	World Health Organization
WWII	World War Second

ABSTRACT

The purpose of this study was to assess the challenges and prospective of female students participation in physical activity in Agaro and Gomma secondary Schools. Cross-sectional study design was employed. Among the study site four secondary schools were selected by lottery method and 190 students were selected by using simple random sampling technique. 6 teachers were purposively selected. The instrument of data collection used for this study was self-made both open ended and close ended questionnaires. SPSS version 20 was used for statistical analysis of the data. Descriptive statistics such as percent, frequency were used to analyze female students' participation in physical activity. The significance difference between the observed and expected values were determined by using chi-square test at p-value < 0.05 level. The results of this study show that home environment with statistical P-value (home environment $p = 0.00$), therefore the participation of female students in physical activity were affected by home environment due correlated with their participation. Statistical P-value (socio cultural environment $p = 0.00$), therefore participation of female students in physical activity were affected by socio cultural environment due correlated with their participation. Likewise school environment with statistical P-value (school environment $p = 0.00$), therefore the participation of female students in physical activity were affected by school environment due correlated with their participation.

Key words: Awareness, Challenge, prospective, Opportunity, Physical, activities

Table of Content

Contents	page
Acknowledgments.....	I
List Of Acronyms And Abrevations	II
Abstract.....	III
Table Of Content.....	IV
List Of Figure:.....	VIII
Chapter One	1
1. Introduction.....	1
1.1 Background Of The Study	1
1.2. Statement Of The Problem.....	3
1.3. Objective Of The Study	5
1.3.1. General Objective	5
1.3.2. Specific Objectives Of The Study	5
1.4. Significance Of The Study	5
1.5 Scope /Delimitation Of The Study.....	6
1.6 Limitation Of The Study	6
1.7. Key Terms.....	6
Chapter Two.....	7
Related Literature Review	7
2.1 Physical Activity	7
2.2 Benefits Of Physical Activity And Sport.....	9
2.2.1 Physical Health	9
2.2.2. Mental Health	10
2.2.3. Educational And Intellectual Development.....	10
2.2.4. Reproductive Health	11
2.3. Physical Activity And Women:-	12
2.3.1. Benefits Of Physical Activity For Women.....	13
2.3.2. Reasons For Physical Inactivity In Women	13
2.4. Gender Equity	14
2.4. Challenges And Prospective Of Female Participations In Physical Activity.....	14

2.4.1. Parents Attitude And Support.....	15
2.4.2. School And Teacher Leadership.....	16
2.4.3. Class Size.....	16
2.4.4. Female Students Attitude Towards Pe And Sports	17
2.4.5. The School Facilities And Equipment’s.....	18
2.5. Barriers To Physical Activity And Sport Participation Among Female Students	21
2.5.1. Internal Barriers.....	22
2.5.2. External Barriers.....	23
2.5.3. Attitudinal Barriers	23
2.5.4. Lack Of Physical And Emotional Support	23
2.5.5. Socio- Cultural Barriers.....	24
2.6. The Curriculum Of Physical Education And	25
2.6.1. Policy Makers	25
Chapter Three.....	26
3. Research Methodology	26
3.1. The Study Area	26
3.2. Study Design.....	27
3.3. Population Of The Study	27
3.4. Sample Size And Sampling Techniques	28
3.5. Method Of Data Collection.....	29
3.5.1. Source Of Data Collection	29
3.5.2 Pilot Study.....	29
3.5.2.1 Validity	29
3.5.2.2 Reliability	30
3.5.3. Data Collection Instrument	30
3.6. Methods Of Data Analysis.....	31
3.7. Ethical Consideration.....	32
Chapter Four	33
4. Results And Discussion	33
4.1. Demography Of The Respondent	33
4.2. Students Data Anlysis	36
4.3. Physical Education Teachers Data Analysis	47

4.4. Discussion	56
Chapter Five	59
Summary, Conclusions And Recommendations.....	59
5.1 Sammary	59
5.2 Conclusion	61
5.3 Recommendations.....	63
References	
Appendix I	
Appendix II	

List of Table

Table 1: Name of secondary schools considered for data collection.....	28
Table 2: Reliability test.....	30
Table 3: - Demography of the respondent	33
Table 4: Demography of Teacher Respondents.....	35
Table 5: factors that affect female student’s participation in physical activity	36
Table 6: female students’ awareness regarding the benefits of participating in physical activity	40
Table 7: suggestions to improve female student’s participation in physical activity	42
Table 8: challenges and prospects of female participation in physical education class	44
Table 9: Result on the participation of female students.....	47
Table 10: Result on the challenges and prospects of female students participation in PA.....	50
Table 11: Result on the factors that affect the participation of female students.....	53

List of Figure:

Figure.1. Map Of The Study Area 26

CHAPTER ONE

1. INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Physical activity and exercise performed regularly has many physical and mental benefits for female students and women (Janssen & LeBlanc, 2010 , Garber 2011). Exercise is widely regarded as the cheapest medicine in the world (Sallis, 2009). Sedentary individuals are more susceptible to chronic illnesses as opposed to their physically active counterparts (McArdle 2010; Garber 2011; Powers & Howley, 2014). However, millions of people suffer from illnesses that could be prevented or ameliorated through regular physical activity (Bae, 2012). Physical activity constitutes any bodily movement produced by the skeletal muscles that is enough to induce an increase in energy expenditure above basal metabolic levels, which includes exercise, sports and physical activities performed as part of daily living, occupation, leisure and active transportation.

Physical activity has been acknowledged for the positive lifelong effects on health by reducing the possibility of physical diseases, decreasing blood pressure and cholesterol (Jackson, Marrow, Hill and Dishman, 2004)

The value of sport is widely recognized; not only does it improve health and tackle obesity but it is suggested that it gives people confidence, diverts them away from drugs and crime Woodford, Scott (University of Wales, 2011. On the other hand, exercise is a physical activity that is planned, structured, repetitive and has as a final or intermediate objective the improvement or maintenance of physical fitness. Physical education as an effective learning area that provide students with opportunities to progressively develop knowledge, skills, attitudes and values to become healthy individuals with the ability and confidence to manage their own life style. Physical education is the process of education, which is concerned with in the individuals' voluntary movement capabilities and directly related mental, emotional and social responses.

From these definitions, it is understood that lack of female participation provides lack of learning experience, lack of activate for favorably effecting knowledge, poor attitudes and lack of group participation. These often become problems and burdens on the society unless increasing female participation at every level of the schools Physical education as term: not meant for and elite or for a few, rather it is a knowledge that must reach the masses. Therefore the art and science of engaging female's participation in physical activity in a process of learning for the designed behavior for the preservation of physical education is to develop the attitude of the society. (Flintoff & Scranton 2001) and Evans 2002) result shows yet it has been well documented that participation rates in physical education (PE) are low during adolescence, especially for girls, something which is supported by empirical data from Liverpool UK on which this article is based: whilst the majority of girls are satisfied with PE, 35% of girls do not enjoy PE, compared to only 17% of boys, and according to teachers, it is a 'battle' to persuade girls to attend PE. However, it has also become apparent that low participation within the school is not necessarily mirrored by activity levels outside of school. With this in mind, understanding pupils' reasons for disengagement from sport, especially the discrepancy between in school and out-of-school participation, and gender differences in participation rates, is vital.

Schools are used as a source of future generation for a given country. Moreover, the issue of gender, particularly, in the education sector has become a major concern. Physical education is one of the main areas that needs due attention of equal participation of both male and female students. The participation of female students is under several problems that resulted unequal participation between them in Ethiopia in general and the study area in particular. Among other problems, lack of family guidance, lack of sports field material, socio-cultural problem and the existence of little research in the area as well as the failure to conduct schools competition at all levels; it was taken place; section to section, school to school, between Sub-Cities at City Administration level and at country level. Absence of schools competitions has hindered, particularly the females, to show their talent, not to be recruited by clubs and so on (Fitsum, 2014). Hence, the research indicated that imposition of tradition upon females' students being considered as not equal to males and looked down by their families and male counter parts. Special assistance was not given to female students to encourage the participation in physical education and sport activities.

Cultural imposition of the society looking of female students, as they are not equal to male students and insult and attack because of their sex. This has resulted negative impact on the motivation of female students from participating in physical activities (Fitsum, 2014). According to Hailu (2012) the participation in PA among female students is low and they encounter multitude of barriers to participate in the types of PA they need to maintain. The most identified barriers were: lack of knowledge and information, lack of suitable equipment, religion. These barriers may be caused by inadequate promotion and a lack of coordination between schools and families that result female students not knowing what is taking place. So that, adequate information should be provided and coordination and relationship between schools and families has to be made to help knowing where, how to exercise and to increase knowledge of available opportunities, and increasing effort to provide opportunities for accessible, cheap and high quality activities in their surroundings. Even though different research was done before on different parts of Ethiopia, it's limited in coverage so that it's important to conduct the research on challenges and prospective of female students participation in physical activity in Agaro town and Gomma Woreda in Jimma zone of Oromia regional state for more information

1.2. Statement of the problem

According to (WHO) Physical education is one of the essential disciplines that enable people to be healthy, both physically and mentally. Female also tend to underrate their ability to perform at sports and age less likely than their male peers to view themselves as talented do .

The beneficial effects of regular participation in sport and physical activity have been widely supported by scientific evidence. Studies have shown that physical activity can significantly lower the risk for cardiovascular disease, stroke, hypertension, and many other fatal diseases. Male and female are equal but still women are facing numerous problems of inequality throughout the world especially in Islamic countries and developing countries of the world. some countries they are not allowed to participate in some kind of sports while in some Islamic countries women are not allowed to participate in any kind of sports.

Participation in physical activity includes numerous health benefits such as reducing or preventing cardiovascular diseases, reducing stress and physical and emotional wellbeing. Lower rates of participation in early childhood may also mean that girls have poorer motor skills that are the precursors for sports. Because of unfavorable situations at different levels, majority of females are unable to realize their potential and in most cases remain inactive. Unfortunately, even when individuals with unhealthy want to increase their physical activity levels, they are often confronted with many more challenges than the general population (Research digests, 2008).

According to (Andinet 2014) imposition of tradition upon females students being considered as not equal to males and looked down by their families and male students. Special assistance was not given to female students to encourage the learning participation in physical education and sport activities. Cultural imposition of the society looking of females students, as they are not equal to male students and insult and attack because of their sex. This can demotivate female students from participating in physical activities. All previous researches are limited to some part of Ethiopia and there is no information about challenges and prospective of female students participation in physical activity in Jimma zone Aggaro and Gomma woreda. So that this study aimed to identify challenges and prospective of female students participation in physical activity; Agaro and Gomma Woreda Secondary school of Jimma zone Oromia Regional State. In connection with this, the researcher attempted to answer the following research questions.

1. What are problems for the participations of female students in physical activity?
2. What are the factors that affect female student's participation in physical activity?
3. Are female students having awareness regarding the benefits of participating in sport and physical activity?
4. What suggestions will be made in to improve female student's participation in sport physical activity?

1.3. Objective of the study

The chief aim of the study was to know the challenges and prospective of female students participation in sports and physical activities, their opinion on religious context.

1.3.1. General objective

The general objective of this study was to identify the main challenges and prospective of that hinder female student not participation in physical activity in Agaro and Gomma Woreda secondary school of Jimma zone, Oromia Regional State.

1.3.2. Specific objectives of the study

- ❖ To identify the problems for the participations of female students in physical activity.
- ❖ To give awareness regarding the benefits of female participating in sport and physical activity.
- ❖ To examine the conditions that affect female student's participation in physical activity.
- ❖ To provide suggestions to improve female student's participation in physical activity.

1.4. Significance of the study

The problem is observed in Agaro and Gomma Woreda Secondary school that female students not participated in sports and physical activity but the concerned body do not take an attention to tackle the problem. Accordingly, this study will have the following significance.

- It may help female students to identify the challenges to participate in physical activity.
- It may provide some information to school community for improving female student's participation in physical activity.
- It may create awareness for about the importance of female participations in physical activity. It may also give some clues to the future interested researchers.
- It may also give some clues to the future interested researchers.

1.5 scope /delimitation of the study

Aim of the study is to assess female student's participation in physical activity in Agaro and Gomma Woreda secondary schools. To make the study manageable, it is delimited to the challenges of female student's participation in physical activity. The researcher after take a comments of proposal from the advisers, He need to do the research on the Same selected secondary school in the Jimma Zone, but in the case of Same problem like COVID 19 and the others, the researchers was doing on the Agaro And Gomma woreda secondary school live around the same area to make the study manageable, it is delimited to the challenges of female student's participation in physical activity.

1.6 limitation of the study

In the limitations of the study to poor culture of the respondents about a research work and luck of experience as a student. The researcher following was some of the limitations of this study:-

- ✚ Shortage of published reference materials,
- ✚ Lack of cooperation and reluctance by some schools and respondents to collect data from relevant sources.

1.7. Key terms

Physical Activity:-is any bodily movement produced by the contraction of the skeletal muscle that increase energy expenditure above base line level

Physical fitness:-is the state of health or conditions of the body ability to with stand the stress of daily life

Play:-is a physical activity, which used as a movement

Secondary school:-school which have level from 9 -12

Games:-are any form of play full competition in which the out came is determined by physical skill, strategy, or chance, singly or in combination

Attitude:-predisposition or a tendency to respond positive or negative towards a certain ideas

CHAPTER TWO

RELATED LITERATURE REVIEW

2.1 Physical Activity

Physical Activity is defined as bodily movement produced by the contraction of striated muscle that substantially increases energy expenditure. According to Caspersen (1985) PA is defined as any bodily movement produced by skeletal muscles that results in energy expenditure, and is positively correlated with physical fitness, e.g., walking, jogging, cycling, swimming, domestic chores and gardening. PA level can be categorized as low, moderate or high, based on the number of calories expended by an individual during the activity period, the weight of body and the amount of oxygen consumed (ACSM, 2013).

Furthermore, it is recommended that people should engage in moderate levels of PA for at least 30 minutes per day, three times a week or take at least 10,000 step counts as a result of walking from one place to another per day for health and wellness in order to improve the quality of life (Toriola & Monyeki, 2012). Despite this recommendation, people's turnout regarding the involvement in PA or exercise has been very low in many parts of the world, if not the entire world (CDC, 2009). In addition to the role, it plays in the prevention of overweight and obesity and the exposure to non-communicable diseases of lifestyle, the importance of PA to the healthy growth and development of children and adolescents cannot be over-emphasized (Hills *et al.*, 2011).

In addition, the use of automated machines and advances in modern technology (e.g., prolonged TV viewing) has drastically reduced the level of children's involvement in PA in terms of energy expenditure (Nelson *et al.*, 2006; Rivera *et al.*, 2009; Esmaeialzadeh & Siahkoughian, 2011). This has raised much concern as low PA does not give youth the opportunity to comply with recommended PA guidelines which results in poor health-related fitness levels and creates imbalances in their body composition (Nelson *et al.*, 2006; Rey-Lopez *et al.*, 2008). It has been established that the health and wellness of an individual is heavily reliant on his/her socioeconomic status (Gontarev *et al.*, 2013).

A number of research studies have pointed out that low socioeconomic status, along with factors such as poor household income, low educational qualification, and marital status, amongst others, is a contributory cause of many non-communicable diseases of lifestyle. Furthermore, the link between socioeconomic status and health is not only related to adults, but also to children and adolescents living in impoverished households (Drenowatz *et al.*, 2014). Children living in these circumstances can easily be exposed to some chronic disease risk factors compared to their counterparts from high socioeconomic status backgrounds (Gontarev *et al.*, 2013 the 12-minute run, the PACER run for children and various bicycle, step, and treadmill tests. It is well established that increasing amounts of physical activity can enhance cardiovascular health and reduce the risk of disease, but knowledge of specific aspects of exercise (such as optimal intensity and mode) is limited.

Blood pressure is generally considered a reliable measure of cardiovascular health. The benefits of exercise for lowering blood pressure have been widely investigated. For example, (Whelton *et al.*, 2002) conducted a meta-analysis of randomized, controlled trials and found that aerobic exercise was associated with significant reductions in resting systolic and diastolic blood pressure in both hypertensive and normotensive individuals. Another meta-analysis revealed that walking exercise programs in adults resulted in reductions in blood pressure of approximately 2 % (Kelley, Kelley, & Tran, 2001).

The physiological mechanisms involved in the long-term cardiovascular benefits of exercise are not completely clear at this time and should be the focus of additional research. Some potential explanations are structural adaptations including hypertrophy of the heart and improvements in vascular number and structure, and neuro-humoral adaptations including improved insulin sensitivity and alterations in vasodilators and vasoconstrictors (Pescatello *et al.*, 2004). Deficiencies in our knowledge concerning physical activity and cardiovascular health still exist. Houde and Melillo (2002) propose that sample sizes have generally been too small, and that interventions, measures of physical activity and outcomes vary widely between studies. Kelley and Tran (2001), reviewing a number of studies, also argue that better control of extraneous variables that can affect cardiovascular health is needed. Furthermore, the effects of exercise on cardiovascular health have principally been determined in a limited number of populations; women, children and certain ethnic groups appear to be less well researched.

2.2 Benefits of physical activity and sport

2.2.1 Physical health

The physical health benefits of regular physical activity are well established. Regular participation in such activities is associated with a longer and better quality of life, reduced risks of a variety of diseases and many psychological and emotional benefits. There is a large body of literature showing that inactivity is one of the most causes of death, disability and reduced quality of life in the developed world. Physical activity may influence the physical health of girls in two ways. First, it can affect the causes of disease during childhood and youth. Evidence suggests a positive relationship between physical activity and a host of factors affecting girls' physical health, including diabetes, blood pressure and the ability to use fat for energy. Second, physical activity could reduce the risk of chronic diseases in later life. A number of „adult“ conditions, such as cancer, diabetes and coronary heart disease, have their origins in childhood, and can be aided, in part, by regular physical activity in the early years

Regular participation in such activities is associated with a longer and better quality of life, reduced risks of a variety of diseases and many psychological and emotional benefits.

There is also a large body of literature showing that inactivity is one of the most significant causes of death, disability and reduced quality of life in the developed world. Physical activity may influence the physical health of girls in two ways. First, it can affect the causes of disease during childhood and youth. Evidence suggests a positive relationship between physical activity and a host of factors affecting girls' physical health, including diabetes, blood pressure and the ability to use fat for energy. Second, physical activity could reduce the risk of chronic diseases in later life (Sabo et al., 2004).

A number of 'adult' conditions, such as cancer, diabetes and coronary heart disease, have their origins in childhood, and can be aided, in part, by regular physical activity in the early years. In addition, regular activity beginning in childhood helps to improve bone health, thus preventing osteoporosis, which predominantly affects females. Obesity deserves special mention. There seems to be a general trend towards increased childhood obesity in a large number of countries, and this increase seems to be particularly prevalent in girls from highly urbanized areas, some ethnic minorities and the disabled. Obesity in childhood is known to have significant impact on

both physical and mental health, including hyperlipidemia, hypertension and abnormal glucose tolerance. Physical activity can be an important feature of a weight control program for girls, increasing calorific expenditure and promoting fat reduction. Indeed, recent systematic reviews on both the prevention and treatment of childhood obesity recommend strategies for increasing physical activity (Campbell, 2004).

2.2.2. Mental Health

In recent years, there has been evidence of disturbingly high rates of mental ill health among adolescents and even younger children, ranging from low self-esteem, anxiety and depression to eating disorders, substance abuse and suicide. Adolescent girls are particularly vulnerable to anxiety and depressive disorders: by 15 years, girls are twice as likely as boys to have experienced a major depressive episode are; girls are also significantly more likely than boys to have seriously considered suicide are.

Research suggests two ways in which physical activities can contribute to mental health in girls. Firstly, there is consistent evidence that regular activity can have a positive effect upon girls' psychological well-being; indeed, some studies indicate that girls may respond more strongly than boys in terms of short-term benefits may. Secondly, research has indicated that physical activity can contribute to the reduction of problematic levels of anxiety and depression. Evidence is beginning to be gathered for exercise as a treatment for clinical depression, with studies finding that physical activity is as effective a treatment as anti-depressants, and psychotherapy. Similarly, varieties of nonclinical studies have found that higher levels of activity were related to lower rates of depression. A position statement of the International Society of Sport Psychology drew out numerous mental health benefits of physical activity from the research literature, including reduced state anxiety, neuroticism and anxiety, mild to moderate depression, and various kinds of stress.

2.2.3. Educational and Intellectual Development

A range of evidence suggests that for many girls, sports and physical activities are positive features of their academic aspirations and achievement. The classic study of the relationship between physical activity and school performance was carried out in France in the early 1950

in Vanves. Researchers reduced ‘academic’ curriculum time by 26%, replacing it with physical activities, yet academic results did not worsen, there were fewer discipline problems, greater attentiveness and less absenteeism. More recent studies have found improvements for many children in academic performance when time for physical activity is increased in their school day. A report of three longitudinal studies emphasizes that ‘academic performance is maintained or even enhanced by an increase in a student’s level of habitual physical activity, despite a reduction in curriculum or free time for the study of academic material’. There is considerable evidence of a positive relationship between girls’ participation in sports and pro-educational values, although, at present, it is difficult to distinguish between correlation and causation.

Studies from the United States Sabo (1989) report a host of encouraging findings including girls who participate in sports are more likely to achieve academic success than those who do not play sports female high school athletes expressed a greater interest in graduating from both high school and college female athletes from ethnic minority groups reported better school grades and greater involvement in extra-curricular activities than non-athletes and in some cases are considerably less likely to drop-out from school. Other studies have suggested that sports participation can help undermine traditional gender stereotyping in terms of academic aptitude, by demonstrating an association between girls’ engagement in sports and improved performance in science and mathematics (Hanson and Kraus, 1998).

2.2.4. Reproductive Health

Adolescent pregnancy and sexual ill health are major social problems across the globe. Although there is a shortage of research in this area, early studies conducted in the US have found that adolescent girls who participate in sports tend to become sexually active later in life, have fewer partners, and, when sexually active, make greater use of contraception than non-sporting girls . Projects are currently underway in the developing world that use sports participation as a strategy for empowering girls to avoid high-risk sexual behavior. Social Inclusion Combating social exclusion, or ‘the multiple and changing factors resulting in people being excluded from the normal exchanges, practices and rights of modern society ’, has become a focus of attention for governments and nongovernment organizations in recent years.

Some writers have argued that sports not only reflect but can also contribute to girls' social exclusion in sports and wider society (Collins and Kay, 2003).

Certainly, the dominance of sports as culturally valued physical activities, and the close identification of sports with masculinity, means that other, non-masculine groups can become pushed to the margins. However, positive sports experiences do seem to have the potential to, at least, contribute to the process of inclusion by: bringing individuals from a variety of social and economic background together in a shared interest in activities that are inherently valuable; offering a sense of belonging, to a team, a club or a program; providing opportunities for the development of valued capabilities and competencies; and increasing 'community capital', by developing social networks, community cohesion and civic pride. Studies of women's experiences of sports participation have suggested that they can contribute to a more generalized feeling of empowerment. In many settings, adolescents may be encouraged to view their bodies as sexual and reproductive resources for men, rather than sources of strength for themselves. Physical activities may help them develop a sense of ownership of their bodies and access the types of activity experiences traditionally enjoyed by boys.

This may be because participation augments girls' self-esteem, or because being an athlete carries with it a strong public identity. Some female athletes report having a stronger sense of identity and self-direction what Talbot calls 'being herself through sport'. Whatever the reasons, increasing the numbers of girls' participating in sports and physical activities does seem to open up routes through which they can acquire new community affiliations and begin to operate more openly and equally in community life. In doing so, girls' participation can challenge and change social norms about their roles and capabilities (Brady and Kahn, 2002).

2.3. Physical Activity and Women:-

Social inequality, poverty and in equal table access to resource, including health care, result a high burden of non-communicable diseases (NCDs) among women worldwide. Although women generally tend to live longer with NCDs than men, they are often in poor health (Hailu, 2012).

2.3.1. Benefits of Physical Activity for Women

Regular physical activity can improve woman's' health help prevent many of the diseases and conditions that are major causes of death and disability for women around the world. Many women suffer from disease processes that are associated with inadequate participation in physical activity. Cardiovascular diseases account for one-third of deaths among women around the world and half of all deaths in women over 50 years old in developing countries. Diabetes affects more than 70 million women in the world and its prevalence is projected to double by 2025. Osteoporosis is a disease in which bones becomes fragile and more likely to break and is most prevalent in post- menopausal women. Breast cancer is the mostly commonly diagnosed cancer in women. Physical Activity has also been associated with improved psychological health by reducing levels of stress, anxiety and depression. This is particularly important for women who demonstrate an incidence of depression that is reported to be almost double that of men in both developed and developing countries. It has also been suggested that physical activity can contribute to building self-esteem and confidence and can provide a vehicle for social integration and equality for women in society (Hailu 2012).

2.3.2. Reasons for Physical Inactivity in Women

Despite this, physical inactivity is generally more prevalent among girls and women than their male counterparts. Many factors hinder the participation of women in physical activity and their access to health care: The income of women is often lower than that of men and therefore the costs of access to physical activity facilities may be barrier. Agreement may be required from senior members of the household who control household resources before a woman can engage in physical activity. Women often have a workload in the home and caregiving roles for other family members which may limit the time available for them to engage in physical activity Women who have limited mobility may be unable to travel to health physical activity facilities Cultural expectations may restrict the participation of women in certain forms of physical activity (Hailu 2012)..

2.4. Gender equity

Gender equality in physical activities has come a long way in about a hundred years. Men were once the only ones allowed, but the recent trend is for women to join in as well. Women were permitted to play in sports only when men were drafted, and had to go to WWII, which is when the All- American girls professional Baseball League was created. Eventually the pass came into effect and created more opportunities for women. The media really allowed others to see what women's sports could offer.

According to author EllenJ. Stauroesky, research that has been done on gender differences in athletic performance often confuses findings of difference with findings of significance and then wrongly draws causal inferences from correlation data. On the positive side physical activity creates a healthy life for all who participate. Under Physical education classes cannot separate classes based on gender, and cannot allow any student to participate or not, based strictly on their gender. Teachers have proven that gender equality can be achieved in physical education classes. Has put in place many difference policies; equal opportunities to participate in sports, equal allocation of scholarships, and equal treatment in all aspects of athletics. Athletics can lead to more opportunities of sexual harassment than normal. There have been cases of "mild sexual harassment", and sexual liaisons. One recommendation for the future is an increase of enforcements to continue the progression of equality in physical education (Hailu 2012).

2.4. Challenges and prospective of female participations in physical activity

The curriculum of a country can be affected by politics, attitudes, cultures and religions. These factors may change the interest and skills of female student's participation in sport and physical activity, and develop the attitude to hate the subject in the female students. Ethiopia modern education was introduced in 1908.

Earlier the church and Mosque were responsible, and girls were totally deprived from education at least at the early stages. Teaching takes place mainly in the context of schools and is influenced by numerous factors that do not fall entirely within the teacher's control. (Bradley 1995) as cited in (Hailu 2012) suggests that play a major role in the teaching learning process and in attracting and keeping good teacher. The teacher's role in decision-making and the level

of support they receive from parents also affect how teacher function and how satisfied they are. Current researcher as well as survey explored the relationship of the following topics those are challenges of female's participation in PA.

- Parents attitude and support
- School and teacher leadership
- Class size
- Students attitude towards PE
- The school facilities and equipment's

2.4.1. Parents Attitude and Support

Parent support is widely accepted as a factor that contributes to the creating conducive teaching environment in schools. A collection of studies about parent support of schools like by (Bradley 1995) as cited in (Hailu 2012) shows that, the family is critical to student achievement in school to the extent that the family is able to Create a home environment that encourages learning, Express high expectations for their children achievement and future careers, and Become involved in their children's education at school and in the community.

Numerous studies have emphasized the influence of the family on childhood physical activity levels. Active parents have been shown to have more active pre-school children, older children and adolescents; activity levels are further supported with an active. Studies generally identify fathers, mothers and others as playing the primary role in influencing children's participation in sports and physical activities. It is noteworthy, then, that fathers and mothers have also often been reported to be the primary socialization agent for gender role development. The nature and extent of physical play opportunities depend greatly on the set of beliefs and expectations held by the parents, and these beliefs are particularly significant in relation to gender. Some writers have argued that involvement in physical activities is a product of a cultural belief system that values certain activities and skills for one sex and not for the other. From an early age, many parents, in a range of cultures, treat boys and girls differently and encourage different styles of play in physical activity contexts, most commonly by providing

gender-based toys and encouraging boys and girls to engage in gender stereotyped activities, usually with boys encouraged to play vigorously and girls quietly.

2.4.2. School and Teacher Leadership

Teachers are looking for the right contribution or leadership and autonomy. A good mix of these provides an atmosphere where they can focus on instruction and student achievement, while participating in important decisions that affect their practice and professional growth. According to (PAF 200:27) administrative support and leadership along with teacher autonomy are highly associated with teacher satisfaction. Various education policy forums emphasized the need for administrators to give teachers greater leadership roles. Improving leadership at the school level both by increasing principals skills and knowledge, and by creating more opportunities for teachers to be involved in schools decisions, will increase teacher satisfaction and thereby play significant role in enhancing females participation in any activity of the student's specially in physical activity and sports.

2.4.3. Class Size

The benefits of participation in physical activities are great, and the potential costs of inactivity can be severe. Many girls around the world are not currently able to take advantage of the benefits of regular sports and physical activities due to inequitable access and opportunities. Therefore, a central challenge facing governments, schools, sports groups and communities is to develop forms of physical activity that are sensitive to girls needs and interests. So large class size also the problem of facing while affecting the participation of female students in physical activity. On the effects created by large class size mentioned that in many primary and secondary schools PE teachers faces a problem in organizing classes. According to recent report class-size education program have become an essential ingredient in urban districts efforts to accelerate student achievement gains ensure quality of teaching and improve low performing students as cited in (Negede 2017).

Girls do enjoy engaging in physical activities. Strategies should be implemented which build up on this enjoyment, and allow them to participate as fully as possible, in forms that offer them satisfaction and opportunities for achievement. School physical education is a foundation

of life- long physical activity. Fundamental movement skills need to be developed from an early age, for all children, with the emphasis on the individual body, rather than sporting outcomes. Some girls regularly not engage in sports and physical activities as an integral part of their life style. Any strategies concerned with raising participation among young people need to remember that girls are the problem rather than difficulty lies with the ways in which physical activities are constructed and presented. Class size means the number of pupils in membership per full time teacher. State class sizes are important and should be utilized in determining policies, procedures, for grouping of pupils, and in planning other subjects of the instructional program.

The more opportunities that are available for girls to be physically active, the more they are active. Strategies need to be put in place that ensures activities; settings and facilities are easily accessible and safe. Sports program should reflect local cultural needs if they are to engage and sustain girl's participation in large class size. Reading class size, the size of teaching space varies from subject to subject because of the different teaching process and operations that they acquire.

2.4.4. Female Students Attitude towards PE and Sports

Attitudes simply are expression of how much we like or dislike various things. According to (Papilla), an attitude is a way of responding to someone or something. It is something you have to learn and it is relatively permanent students are more respectively to learning activities that they perceived to be a relevant to their likes. Psychosocial and cultural factors which exert pressure on women through the immediate family, community, religion, media, peer groups and other sources of socialization to reinforce expected behavior and teaching of gender roles. Sports are an exemplary activity, which focuses attention on the gender influence by allowing for the comparison of innate against learned factors. Sports traditionally, are defined as a male domain. In adequate education and awareness by women about the benefits of participating in sports, PE is often not popular among the females in schools.

According to (Morgan 1988) the student attitude could be negative towards PE teachers because of misunderstanding that the students may not know the objectives and goals of the PE

and the contribution of PE to the general education program. Students have negative attitude towards the subject means, they will never be interested in learning PE and may feel that attending PE class as spending time worthlessly. The politics and power use in sport constitute a significant constraint to woman participation in sports. This is because men wield a great deal of power over the development and management of female sports. Moreover, men constitute a large presence in female sport management and administration. The input by women in the formulation of policies factor the development of female sports is, therefore, insignificant. This is also true in the allocation and use of resource to implement policies and programmes designed for the development of women sports.

Guidance counselors have the civic responsibility of directing students to choose subjects or careers in areas in which they are naturally talented. This enormous responsibility has been discovered to be carried out with gender bias. School counselors overtly scare girls from science by regarding them as masculine subjects and unsuitable for girls. According to (Macdonald, as cited in Hailu 2012) talented girls are discouraged from advance science and mathematics courses by guidance counselors, convincing them that the subjects are difficult and unnecessary for them. Such misinformation seriously militates against girl's entry into science and technology education. This behavior was similar to other Muslim women who felt they must obey their husbands and saw that household decision-making was the male domain (Stodolka and Livengood, 2006, cited in Hailu 2012).

However, for the majority of Muslim women in Stodolska and Livengood's study, these requirements were not considered constraints limiting their leisure because they believed that a female traveling accompanied was reasonable precaution intended to ensure their safety. To sum up there are different factors or barriers that arise from in effective organization or management with in school. They include lack of teacher's skill, inadequate methods learning resource (as Negede 2017).

2.4.5. The School Facilities and Equipment's.

Result of (Davis and Loveless 1981) as cited in Hailu 2012) said that school facilities include such things as site, a physical structure, space arrangement, a set of special environment, and

clusters of specialized tools called furniture and equipment. The stage of school facilities can facilitate or hinder the attitude of teachers towards teaching and/or the attitude of students towards learning. For instance, teachers are interested to teach in attractive and well-equipped schools. Student is stimulated to learn in schools where school facilities are adequately available. It is obvious that students can develop interest when they are in a better learning environment. If they are suffering from the school environment or when they feel discomfort, they will begin to develop negative attitudes. This lack of interest even urges them to hate the subjects they learn and to be absent from classes frequently. Students like to attend and participate in co-curricular activities and prepare themselves for different PA where the school site is helping towards (Hallak, 1990 as cited in Hailu 2012).

(Hallack 1990 as cited in Hailu 2012) result shows that the topography size and site of the school have a significant influence on the ways it conducts outdoor PE programs. Girls and young women have a number of significant barriers to participation in sports and recreation activities. There is extensive recognition of the issue of the barriers faced by girls and women, and there are some programs in place in individual jurisdictions and individual sports, to combat the problem. Participation in sports and recreation provides many positive physiological and physical outcomes for girls and young women. Strategies need to be developed by governments and sporting and recreation providers to increase the participation of girls and young women. In sport and recreation, and these needs to be including strategies to improve body image for young women. The main objectives of teaching are to bring a change in the learner's knowledge, skills and attitude. Educational materials play a facilitating role for the success of teaching learning process- these strategies could include: improvements to the provision of PE in schools, in participate equally with boys.

Developing the programs that cater to the different needs and abilities of girls and younger women. Encouraging and supporting women and girls to conduct their own competitions. Providing a supportive environment that encourages women and girls to take up sports or activities that they have undertaken in the past. The dissemination of information relating to women's sports targeted at women and girls, parents, teachers, coaches, health professionals and sports organizers. Without instructional materials, learning becomes a theoretical exercise.

Materials help to full teaching and learning as close as reality as possible and often the more natural the materials the closer the link becomes (Igram, 1979) as cited in Hailu 2012).

In order to develop the three domains: cognitive, psychomotor and affective in the individual learners, materials have to be wisely selected and organized by the teacher.

Lack of Appropriate Facilities

In accessibility to facilities is an obstacle that hinders participation of female students as often building are not designed to accommodate female students, ramps, doors, changing facilities etc. (Arthur and Finch 1999) found that poor physical access at existing facilities can present a barrier to the participation of people in sporting activities, specifically in terms of the inappropriate design of buildings, lack of aids or adapt check beforehand that extra assistance is available and restricted access times and raise the issue of a lack of locally available facilities and lay the blame for this at cuts in funding.

Challenges to the participation of female students are also rooted in the values, structures and built environments of society. These and other challenges impose lifetime limitations on sport participation. (Canada 2006) as it also cited in sport and disability thematic profile 2009) some adaptive equipment is required for some athletes to participate sport. A lack of facilities or limited access to existing facilities is often problematic in developing countries and with limited means to host large sporting events.

The Attitude of Family

Additional challenges included the attitude of family. In relation to female participation in exercise and physical activity, the attitudes of family was also identified as a problem, in that it was perceived that they were often ignorant of the requirements of people (Health education Authority,1998). Family can act as barriers to participation, as they may not understand the benefits that PA can bring to females activity, while also fearing that injury or accidents may occur while participating in sport. Moreover, the influence of family and friends in terms of providing practical assistance and moral support has been shown to affect the confidence and self-esteem of females. Interestingly, results done by (Arthur and Finch 1999) shows that even

the presence of a family dog could increase confidence levels and found that some sports facility staff lacked an appreciation of the issues relating to female participation in sport and of the negative effect refusing membership or access to facilities. An important aspect of accessible facilities encompassed the attitudes of providers and staff at sports/ leisure facilities.

Other Sports Facility Users

According Keith and others in 2009 the decision to participate can be influenced by the attitudes of many different people, such as family, teachers, religion, friends or people from the community who use the facility. Negative attitudes also include those of other facility users.

2.5. Barriers to Physical Activity and Sport Participation among Female Students

To suggest strategies that will increase participation rates, the environmental, social, physiological and personal factors that increase and decrease (barriers) participation of female students in physical activity must be identified. Barriers to participation in physical activity exist for all people but female students often face additional barriers that of male students. In this section, the literature review focuses on factors influencing participation of female students in physical activity. Research that is more recent has been conducted exploring the barriers faced by female students participating in physical activity. Identified several potential perceived barriers to health promotion activities for females. They categorized barriers as internal, such as lack of time, energy or, fatigue/ Weakness. Barriers may also be social or environmental factors (e.g. facilities not close by which may affect) one's ability to engage in health promoting activities.

There are many barriers intrinsic and environmental, faced by females when participating in physical activity. According to (Rimmer 2004) cited several different categories of barriers intrinsic and environmental, faced by females when participating in physical activity. These female students experience barriers to regular physical activity that differ from those experienced by the general population, including lack of information, on available and accessible facilities and programs, lack of accessible exercise equipment and adequate space to move about, and the perception of people for female students.

These also supported by (Smith, Austin 2005) and identified two broad categories of barriers to physical activity for females. Intrinsic barriers resulting from an individual's physical, emotional, and cognitive limitations, residing within the individual, temporal or permanent, may rise or be related to causes such as parental over protection, in adequate educational opportunities, and separation from peers such as: lack of knowledge, social ineffectiveness, health problems, physical and psychological dependency, skill/challenge gaps, environmental barriers often physical.

The result of (Kaplan 2000) shows that the significantly lower rate of participation among females may be related to a variety of environmental and personal barriers, including architectural barriers, curriculum policies and practices, discrimination, and social attitudes. These barriers effectively reduce personal choice options, in habit participation in healthy and active life styles, and prevent people with stroke and others from fully participating in their communities.

2.5.1. Internal Barriers

According to (Health Education Authority 1998) intrinsic barriers include not having knowledge about the benefits of physical activity. There is very little information available to females about the benefits of activity for their main condition or its potential in preventing secondary complications occurring. This lack of knowledge can lead to uncertainty occurring for females as to where physical activity is beneficial or harmful to the person's condition. (Arthur and Finch 1999) said that One of the most influential internal barriers addressed in the literature is the attitudes and motivations of females, particularly self-consciousness and low levels of confidence This lack of confidence and self-esteem has been reported to manifest itself in the following ways: feeling different from the majority of the population, feeling unable to fit in at a sporting facility, self-consciousness or lack of confidence in asking for help and assistance in a sporting environment, a fear of failure on the part of the females can present another type of internal barrier particularly in the case of who have newly not acquired their skill and with low self-esteem. The different life stages at which motivations, confidence and attitudes to physical activity occur have also been discussed in the literature. (Arthur and Finch

1999) highlight certain key life stages or events that have the potential to contribute to lower participation levels of sporting activity among females.

2.5.2. External Barriers

Result done by (Depauw and Gavron 1995, as cited in Negede (2017) incorporates a range of issues, including: lack of information, lack of physical and emotional support, lack of appropriate facilities, problems of religion, attitudes of others and lack of time. Rimmer. (2005) reported also several different categories of environmental or facility barriers related to participation in physical activity among females, these barriers, included the built environment, cost of service or programs, equipment, policies, information, and education facility.

2.5.3. Attitudinal Barriers

(Department for International Development 2002) result shows that attitudinal barriers are those that are usually expressed through fear and condition. In addition, the attribution of low expectations of females is discriminatory and undermines the confidence and aspirations of females themselves. The negative attitudes of others can result in a self-fulfilling prophecy, with females pushed into a position of self-exclusion, avoidance, social isolation and nonparticipation. According to (Froehlich. 2002) as cited in Hailu 2012) another class of obstacles includes the perceptions and attitudes of member of society towards females, as well as the perceptions and attitudes female about themselves. Many people who think that those females should be segregated, especially when it comes from participating in physical activity and sport program.

2.5.4. Lack of Physical and Emotional Support

No having someone to go with to the gym or sporting facility is another barrier. This poses a greater problem for those females who need some kind of physical, oral (help with communicating) or moral support (Arthur and Finch 1999).

2.5.5. Socio- Cultural Barriers

(Nixon 2007) said that Socio-cultural barriers refer to the specific social and cultural participates, beliefs and traditions with in a community or society, which might encourage or discourage physical activity. Activity among females might be limited by socio-cultural stereotypes. Research suggests that the result of separating female sports from the mainstream has been two fold. On the one hand the narrow range female sports visible in media has served to serious or more competitive sport is a realm accessible only to the gifted or elite. Finally, the fitness and recreation center can be a complex environment filled with many challenges for females.

These challenges or barriers can be physical, social, psychological, or economic in nature. Some of the most common barriers experienced by females are: lack of accessible design in facility, lack of accessible design equipment, attitude of community, lack of knowledge and special considerations around exercise, lack of knowledge about exercise techniques, parents, friends and community must be positive about the females ability to participate in an activity and regularly encourage that participation (Keith. 2009).

Some religions frown at female participation in sports but in other religions like Islam and Christianity females are encouraged to participate fully in sports. However, Muslim women are generally restricted from wearing shorts skirts, trunk top, shirts and trousers in public places in line with the sharia law which takes precedence over the conduct of lives of many females in Aggaro Town and Gomma woreda . Gender is a state of being male or female, most female students in private secondary schools are usually encouraged to participate in sports due to the availability of sports facilities while their counterparts in public schools are not encouraged because of poor state of sports facilities. However, it is worrisome to note that female interest

in sports at the optional school level in the study area is very low compared to their male counter parts due to the cultural belief that females should not be actively involved in sports.

The researcher observed that both religion and socio-cultural belief are some of the factors militating against female participation in sports. This is because some religions frown at female participation in sports because they believe that females are meant to take good care of the home. Also, the socio-cultural beliefs of female participating in sports place some term of restriction on

the social interaction with their male counterpart during competitive sports likewise, parents of these young girls usually engage them in business related activities instead of allowing them to participate in sports after the school hours(*Journal of Education and Learning* 2021).

2.6. The Curriculum of Physical Education And

(Taylor and Association 1981) quoted in Abebe (1997), as cited in Hailu (2012) shows it is a common practice in all institutions to prepare what is known as curriculum. Curriculum is a systematic sequential arrangement of the objectives. Taking the above situation in to consideration, that curriculum planning for a subject follows the following formulas:

1. Use expert judgment (based on various social and educational factors) to determine what subject to teach;
2. Use some criteria (for example difficulty, interest, sequences.) to select the subject matter for particular population grouped (by age, grade and subject).
3. Plan and implement appropriate methods of instruction to ensure mastery of the subject matter selected. Based on these, a subject like PE can be introduced into the school curriculum soon following by and other detailed task of selecting specific topic, issues and other items of content for presentation at particular grade levels. A great many factors can be helpful in the selection process of PE: however, three criteria are commonly used: The immediate PE needs of the children involved, Preparation for life situation in the future, and Preparation for future living experiences. After having these, what to teach, when to teach it, and how organize for the better teaching, PE is the essential concerns for curriculum developed in a good PE program.

2.6.1. Policy Makers

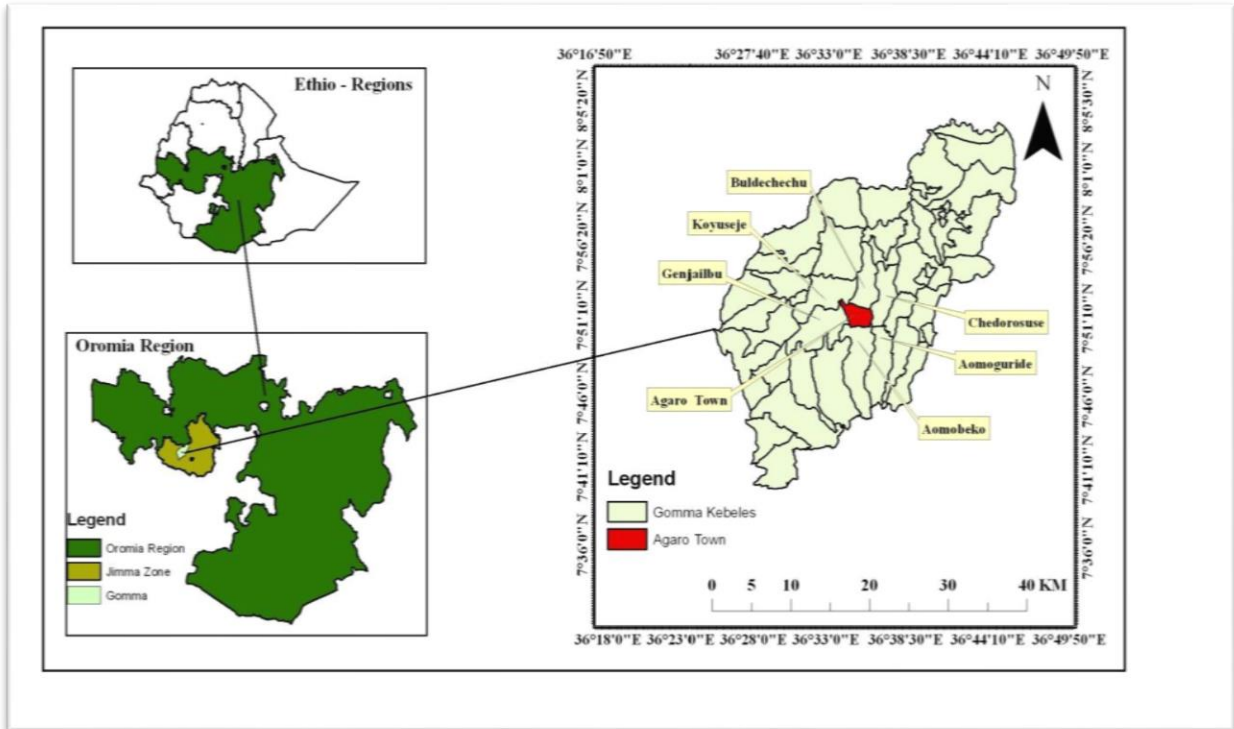
The report of the (Minister of sports Review Groups 1989) raised the issue of a lack of knowledge and understanding on the part of policy makers regarding the issue of female is participation in PA and sport, this at the time was feet to be leading to misconceptions and lack of a cohesive strategy. (Arthur and Finch 1999) referred to this lack of understanding on the part of policy makers regarding the inclusion or exclusion of female students, or the restriction, either directly or indirectly, on when they could take part. Lack of females participation in PA and sport notes that facilities often lack polices relevant to them

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1. The study area

Figure.1. Map of the Study area



(Source: https://en.wikipedia.org/wiki/File:Ethiopia_jima_location_map.svg)

This study will be conducted at Gomma woreda & Agaro town Jimma Zone, Oromia regional state southwest Ethiopia, 395 km from the capital city Addis Ababa. Its astronomical location is 7° 50' North Latitude and 36° 33' East Longitude. The Agaro town has a total area of 2610.45 hectares with an average temperature ranging from 12.78 C° to 28.41 C° (JCASP, 2006). So Agaro has a warm and humid climate with daily average temperature of 20.5 C° and mean annual rainfall of 1,663.1mm.

The 2007 notional census reported total populations for this Town of 25,458 of whom 12,946 were men and 12,512 were women. The majority of inhabitants were Muslim, with 60.7% of the populations reporting they observed this belief while 33.76% of the populations side they

practiced Ethiopian orthodox Christianity , and 5.04% were protestant Gomma woreda is one of the woredas in the Oromia region of Ethiopia . It's named after the former Kingdom of Gomma whose territory was roughly the same as the modern woreda. part of the jimma zone ,Gomma is Bordered on the south by sekachekorsa ,on the south west Gera woreda , on the North West by Setema ,on the north by Gumay woreda , on the North East By Limmukosa woreda , and on the east by Mana woreda . Towns include Bashasha, Choche Ghembe , And Limu-Shaye . Guma woreda was separated from Gomma

3.2. Study design

Cross-sectional study design was used in which quantitative approach to assess challenges and prospective of female students participation in physical activity in the case of Agaro town and Goma woreda secondary schools. Research design refers to the plan of action that links the philosophical assumptions to specific methods (Kumar, 2011). In addition, the goal of cross sectional research is to describe systematically a situation, problem, phenomenon, service or programme, or provides information about, say, the living conditions of a community, or describes attitudes towards an issue some aspect of a phenomenon. To this end, among many designs of research, cross sectional method was employed in this research as it can provide sufficient information regarding to the subject.

3.3. Population of the study

The study population was Agaro Town and Gomma Woreda Secondary Schools. Those Were, Agaro Secondary School, Jida Secondary School, Choche Secondary School, Gambe Secondary School. From all secondary schools 2560 total female students, our target population is only grade 11th (363) female students and 12th female students (237) total 600 students from both Agaro town and Gomma woreda secondary schools and 6 Teachers were selected from 6 secondary schools.

3.4. Sample size and sampling techniques

A sample is a smaller group selected from a larger population that is representative of the larger population. Sample allows researchers to work with a smaller, more manageable. The study took same physical education teachers found in the Agaro Town and Gomma district schools as participants of the study. However, students from secondary school were selected. The researcher used Yamane Taro (1967) simplified sample size formula to estimate the size of the sample on given below.

$$n = \frac{N}{1 + Ne^2}$$

Assuming n is the sample size; N is the population size and e is the level of confidence.

$$n = \frac{N}{1 + Ne^2} : \text{use confidence level } 96\%, \text{ margin of error} = 0.06$$

$$n = \frac{600}{1 + 600(0.06)^2}$$

In other words, the determine proportion n/N the sample size required is 190. Therefore, n=190, is multiplied by the number of Sample size in each stratum by the obtained proportion, that is, 0.316 in order to determine the sample size.

Table 1: Name of secondary schools considered for data collection

No	Name of clubs	Number of grade 11 th and 12 th female students from both Agaro town and Gomma woreda S.School.	Sample size	Sampling techniques	Remark
1	Agaro secondary school	264	68	Equal allocation stratified sampling technique	
2.	Jida secondary school	106	38		
3.	Gembe secondary school	136	54		
4.	Choche secondary school	94	30		
				Target population	600
				Sampled Students (k)	190

3.5. Method of data collection

First of all, the researcher gets permission from Jimma University and selected Agaro town and Gomma woreda to collect data from the teachers and female students to get the information. All the participants of the study were informed about the purpose of the study before the questionnaire distributed. Self-made questionnaire was translated to Amharic and Afan Oromo languages. Moreover, during the administration of the questionnaire further clarifications were given wherever question raised by respondents. It was distributed to 190 female students as well as 6 physical education teachers with the presence of the researcher. The questionnaires was distributed and collected from the respondents with the given time.

3.5.1. Source of data collection

A primary source of data was used for this study. The primary data was collected from secondary school female students and physical education teachers through both open-ended and close-ended self-made questionnaires.

3.5.2 Pilot study

3.5.2.1 Validity

The Instruments prepared by the researcher should address the research objective and answer the research questions under investigation. The face, construct and Content validity of each item in the instruments were approved by a group of experts of physical education, physical education teachers, advisors, and experts of measurement and evaluation. Content validation was established by cross-referencing the content of the instruments to those elements contained in the basic research questions to determine if there was indeed a match. That is, the items constructed were in line with the answer to the research questions. Content validity addresses to what extent the appropriate content is represented in questions. Therefore, the researcher validates the instruments that were developed as follows; before the actual data collection started; the instruments were given to colleagues to get valuable comments and criticisms on the strengths and weakness of the items. Based on the comments obtained, necessary modifications were made and given to the thesis advisor for further comments, criticisms and evaluation.

3.5.2.2 Reliability

The questionnaires were pre- tested at the secondary school female students that have the same characteristics as those in the main study. The participants in the pilot study were 30 female students who is volunteered to participate. However, all are excluded from the main study. The sample for the pilot study was taken 15% of the main study sample size. The purpose of this test is to check the appropriateness of the items and to make the necessary corrections based on the feedback obtained. After collecting the distributed instruments, the results were coded and entered to SPSS software version 20.0. Then internal consistency of the test computed. In addition, the items inter correlation and Cronbach-Alpha was computed in order to evaluate the scales and their reliability.

Table 2: Reliability test

S.N O	The specific objective of this study	Cronbach- Alpha value	No of items	No	%
A	To identify the problems for the participations of female students in physical activity.	.924	5	30	100%
B	To give awareness regarding the benefits of female participating in sport and physical activity.	.902	4	30	100%
C	To examine the conditions that affect female student's participation in physical activity.	.860	3	30	100%

The measure was found to be reliable with Alpha 0.924, 0.902 and 0.860 for female students respectively. Thus, the instruments were found reliable to collect data for the main study and then administered as scheduled.

3.5.3. Data collection instrument

In order to gather adequate and reliable data the researcher was use questionnaires' for data collection. In this study the questionnaire was developed based on the research questions and after review of related literature, it was adopted for participants. Both open-ended and close-ended question were used to collect the desired data from the sample. The researcher was

constructing both open ended and closed ended questions to deliver to the selected participant female students' volunteers based on different areas of the study such as demographic data.

The questioner designed by English, and where reviewed by major advisor who guide the researcher in the study. The method employed in accessing data was with questionnaire, intended for completion by the participants themselves and with the help of data collector. A questionnaire with both pre-coded forms and a small number of open-ended questions were used. The questionnaire for this study comprised an introductory letter, which stated the purpose of the study, the request for the respondents to participate and ethical issues considered. At the beginning of each section, instructions of how to complete the section were provided. Considerations were given to the words used within the questionnaire to reflect unnecessary terminology. Concise and plain language was used to assist the readers understanding.

3.6. Methods of data analysis

The collected data was first coded and entered into the statistical package for social science (SPSS) software version 20.0 using different ways depending on the nature of the questions. Quantitative methods were employed to analyze the data. Descriptive statistics cross tabulation frequency and percentages were used. The significance of the difference in responses were checked by using chi-square test at significance value $P < 0.05$ level and conclusions were made from the findings of the study that enabled the researcher to recommend some basic solutions to the major problems.

3.7. Ethical consideration

Research ethics refers to Ethical consideration the type of agreement that the researcher enters into with his research subjects. Ethical considerations play a role in all research studies and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore, the researcher has communicated all selected schools legally and smoothly. The purpose of the study was made clear and understandable for all participants. Any communication with the concerned bodies were accomplished at their voluntarily agreement without harming and threatening the personal and institutional wellbeing.

CHAPTER FOUR

4. RESULTS AND DISCUSSION

4.1. Demography of the respondent

Table 3: - Demography of the respondent

Items	Variables	Interval	Frequency	%
1	Age	16-18	99	56.6
		19-21	76	43.4
		Total	175	100.0
2	Grade	11 th	91	52
		12 th	84	48
		Total	175	100.0
3	School	Agaro S.S	68	39
		Jidda S.S	28	16
		Gembe S.S	54	31
		Choche S.S	25	14
		Total	175	100.0

This chapter of the study deals with the analysis of the data gathered through the questionnaire from female students and physical education teachers followed by discussion of the findings. Furthermore, the main findings of the study are presented with the help of tables followed by descriptive statements for analysis to give answers to basic questions set in the study. The total population of this study as included at the above table was 196. From these 196, of the sample 190 were female students and 6 were physical education teachers. All of the respondents were selected according to their usability that is randomly and purposively. The researcher distributed 190 questionnaires for female students among them 175 (92.1%) of them were filled and returned while 15(7.9%) of the questionnaires were not returned. And also the researcher distributed 6 questionnaires for physical education teachers among them 6(100%) of them were filled and returned.

Female students attending grade 11 & 12 (2020/2021) year were chosen for the research as a sample. Three demographic variables of the respondents were gathered as background information. These are: age, grade and school summarized in the following table below. Simple descriptive statistics frequency and percentage of each variable were manipulated as follows. As table two, Most of the respondents 99(56.6%) were aged 16-18 and the remaining 76 (43.4%) were aged 19-21years. Here we can infer that most of the students were early to join secondary schools while; those aged 17-21 (42.2%) were in the appropriate age range for secondary schools. When we see the grade level of the respondents, most of them 91(52%) were grade 11th and 84 (48%) were grade 12th. Here the researcher can infer that as the grade level increases the number of female students' decreases. Regarding to the participants school, the majorities 99(56.6%) of the female students were from Agaro town ,whereas the remaining 76(43.4%) of female students were from Gomma woreda secondary school. Here someone can infer that the number of female students in precollege and higher education's less than that of secondary schools.

The intended teacher's respondents were 6 to fill the questionnaire. Five demographic variables of the respondents were gathered as background information. These are sex, age, Qualification, Grade level that they teach and Work experience summarized in the following table below. Simple descriptive statistics frequency and percentage of each variable were manipulated as follows.

Table 4: Demography of Teacher Respondents

Items	Variables		Frequency	%
1	Sex	Male	4	66.7
		Female	2	33.3
		Total	6	100
2	Age	21 – 30	2	33.3
		31 – 40	3	50
		41 – 50	1	16.7
		Total	6	100
3	Qualification	BED / BA/ BSC	6	100
		MED/ MA/ MSC	_____.	_____.
		Total	6	
4	Grade that you teach	9 th – 10 th	4	66.7
		11 th – 12 th	2	33.3
		Total	6	100
5	Work experience	5 -15	5	83.3
		16 – 25	1	16.7
		total	6	100

Regarding the respondents sex, four of physical education teachers in the selected school are males & two of them are female. This shows that the participation of females in physical education field of study is low. When we see the age of teacher participants, 2(33.3%) were aged 21-30 years, 3(50.0%) were aged 31-40 years and the remaining one teacher was aged 41-50years. concerning their qualification, all 6(100%) of the teachers are degree holders in the field of physical education. Regarding to the grade level that they teach, four teachers teaches grade nine & ten , two teachers teaches grade eleven, and twelve. Concerning their work experience, the majorities 5(83.3%) of the respondents have 5-15 years' work experience. Whereas the remaining one teacher has 26-35 years' work experience.

4.2. Students data analysis

Table 5: factors that affect female student's participation in physical activity

	Items	Alternative	F	%	Chi-sq	Df	P-value
1	What are the factors that impaired female's students not to achieve good results better than male counter parts in physical education activities?	Lack of ability compared to male counter parts	56	32.0	58.427 ^a	2	0.000
		Low attitude and perception of male students towards female student's	39	32.0			
		Lack of time because of household work to participate in physical education activities	80	22.0			
		Total	175	100.			
2	Which of the following factors do you think will block your Participation in physical activities?	Teachers approach	22	12.6	59.482 ^a	3	0.000
		Lack interest on the subject	44	25.1			
		Participating in physical activities is difficult and boring	39	22.3			
		Absence of room for changing clothes separate latrine and water service	70	40.0			
		Total	175	100.			
3	Cultural hindrance is more created and caused by	Being seen by sport tights and shorts which shows their body	58	33.1	70.939 ^a	3	0.000
		Undermining of females students by male counterparts	36	20.6			
		Giving stereotype names to females when they found in sport fields	64	36.6			
		Low attention given by teachers than male counterpart	17	9.7			
		Total	175	100.			
4	What are the major hindrances when female students practice in the Physical education classes?	Cultural influence	35	20.0	30.551 ^a	4	0.000
		Religious influence	27	15.4			
		Family influence	26	14.9			
		Social influence	26	14.9			
		All	61	34.9			
		Total	175	100.			

From the above table (table 4) we have seen that the responses of female students on the factors that affect female student's participation in sport and physical activity in their schools. item 1 female students were asked about the factors that impaired female students not to achieve good results better than male counter parts in physical education activities, For this, the

majority 80(45.7%) of the participants identified that Lack of time because of household work to participate in physical education activities is one of the major factors that impaired female's students not to achieve good results better than male counter parts in physical education activities, 56(32.0%) of the participants respond that Lack of ability compared to male counter parts is one of the factors that impaired female's students not to achieve good results better than male counter parts in physical education activities and few of the total participants 39(22.3%) indicates that Low attitude and perception of male students towards female student's is one of the factors that impaired female's students not to achieve good results better than male counter parts in physical education activities. The difference is significance because chi-square value 58.427a is greater than 5.99(significance value at df=2 and p-value <0.05) and p-value is 0.000 which is less than 0.05.

In items 2, Female students were asked about their thought on the factors, which block their participation in physical activities. For this the majorities 70(40.0%) of the respondents responded as they think that absence of room for changing clothes separate latrine and water service is the major factor which block their participation in physical activities. 44(25.1%) of the participants respond as they think that Lack of interest on the subject is the major factor which block their participation in physical activities. 39 (22.3%) of the respondents responded as they think that participating in physical activities is difficult and boring which is the major factor that blocks their participation in physical activities. 22(12;6%) of the respondents responded as they think that teachers approach is the major factor that blocks their participation in physical activities. The difference is significance with chi-square value 59.482a and p-value 0.00 (significance value at df 3 is chi-square greater than 7.82 and p-value <0.05).

In addition, from the above table, item 3 Female students were asked about the cause and sources of cultural hindrances. For this the majorities 64(36.6%) of the respondents responded as giving stereotype names to females when they found in sport fields is the major causes of cultural hindrances. 58(33.1%) of the total participants responded as being seen by sport tights and shorts which shows their body is the major causes of cultural hindrances, 36 (20.6%) of the total participants responded as undermining of females students by male counterparts is the major causes of cultural hindrances. 17 (9.7%) of the total participants responded as low attention given by teachers than male counterparts. The difference is significance with chi-

square value 70.939a and p-value 0.00 (significance value at df 3 is chi-square greater than 7.82 and p-value <0.05).

As we see from the above table item 4 female students were asked about the major hindrances when female students practice in the physical education classes for this the majorities 61(34.9%) of the respondents responded as cultural, religious, family and social influences all are the major hindrances when female students practice in the physical education classes 35(20.0%) of the respondents responded as cultural influence is the major hindrances when female students practice in the Physical education classes 27(15.4%) of the respondents responded as religious influence is the major hindrances when female students practice in the physical education classes. 26(14.9%) of the respondents responded as both family and social influences are the major hindrances when female students practice in the physical education classes. The difference is significance with chi-square value 30.551a and p-value 0.00 (significance value at df 4 is chi-square greater than 9.49 and p-value <0.05). Regarding this issue, the findings in the study indicate that, The majority 80(45.7%) of the participants identified that Lack of time because of household work to participate in physical education activities is one of the major factors that impaired female's students not to achieve good results better than male counter parts in physical education activities. The majorities 140 (80.0%) participants respond, as there is no intramural competition in their school for female students. The majorities 70(40.0%) of the respondents responded as they think that absence of room for changing clothes separate latrine and water service is the major factor which block their participation in physical activities. The majorities 64(36.6%) of the respondents responded as giving stereotype names to females when they found in sport fields is the major causes of cultural hindrances. 58(33.1%) of the total participants responded as being seen by sport tights and shorts which shows their body is the major causes of cultural hindrances. The majorities 51(29.1%) of the respondents responded as lack of appropriate sport facilities for females is the major causes that hinder females to participate in physical activities. The majorities 61(34.9%) of the respondents responded as cultural, religious, family and social influences all are the major hindrances when female students practice in the Physical education classes. The study also found that, the major factors that affect the participation females students are generally lie under home and school environment including parental support and household labor, which

may contribute for their lower participation in physical education activities. In this regard, the findings of the study appear to indicate the factors that resulted to the present perception of female students towards physical education. These factors are presented hereunder.

• **Factors at Home Environment**

Female students poor performance at school can be related to house work which includes cooking, taking care of their younger brothers and sisters at home, family negative attitude and protecting them to study with their neighbors or friends, unequal treatment between the sexes and allowing only for males. These are some of factors, which hinder female student participation in extracurricular sport activities to improve their skill as compared to boys.

• **Socio-Cultural Factors**

The socio-cultural norms, in which females are brought the expectations of their parents is highly influential on their attitude towards physical education. Mensch (1998), as a cite of Fitsum (2014) stated that, the way girls and boys are treated furring their childhood development, how they are expected to behave by their family and the society at large has a great influence on their schooling and future aspirations. Society encourages females to identify and develop the role they are expected to play in their future life similarly, society's positive perceptions and attitudes toward female student's participation in education in general and in physical education in particular has great impact on nutrition, health, family planning and to promote their future life style in general. Therefore, families, the school community, peer groups, and the society have to encourage and give emphasis to promote female students participation in physical education activities and in sport competitions.

• **School Factor:-** School characteristics and the school environment could enhance or retard female student's performance. These characteristics include teaching style, teachers approach, and availability and use of instructional materials in the school. Schools are important socializing agents, which can shape the future aspiration by developing social, moral, intellectual, physical and emotional development of students. In contrary to those, schools can also affect the participation of females in physical education activities. Agaro and Gomma Woreda secondary schools are in short of supply of facilities and learning materials. Even

those facilities that are available are inadequate, and outdated. Lacking basic amenities such as water, separate latrine, sports field to recreate and rooms to change their clothes during physical education activities are schools problem for female low participation.

Table 6: female students' awareness regarding the benefits of participating in physical activity

	Items	Alternative		Chi –squ	df	P–value	
			F				%
1	Do you think that female students and male students can perform equally in physical education activities?	Yes	27	15.4	45.994a	3	0.000
		No	63	36.0			
		To same extent	79	45.1			
		I don't know	6	3.4			
		Total	175	100.0			
2	Do you believe that the participation of female students in physical activities can contribute for your health and development of the country?	Yes	73	41.7	74.862a	3	0.000
		No	17	9.7			
		Partially believe	66	37.7			
		I don't know	19	10.9			
		Total	175	100.0			

From the above table (table 5) we have seen that the responses of female students have awareness regarding the benefits of participating in physical activity. item 1 female students were asked as they think that female students and male students can perform equally in physical education activities, For this, the majority 79(45.1%) of the participants responded that they think (believe) in some extent as female students have right to perform equally in physical education activities. 63(36.0%) of the participants responded that they do not think as female students and male students can perform equally in physical education activities. 27(15.4%) of the participants respond that they think as female students and male students can perform equally in physical education activities and few of the total participants 6(3.4%) of the participants responded that they do not know about female students and male students can perform equally in physical education activities. The difference is significance because chi-square value 45.994a is greater than 7.82 (significance value at df=3 and p-value <0.05) and p-

value is 0.000 which is less than 0.05. Similarly on the same table item 2, female students were asked on their believes that the participation of female students in physical activities can contribute for their health and development of the country, For this, the majority 73(41.7%) of the participants responded as they believe that the participation of female students in physical activities can contribute for your health and development of the country. 66(37.7%) of the participants responded as they believe partially that the participation of female students in physical activities can contribute for your health and development of the country. 19(10.9%) of the participants responded that they do not know about the participation of female students in physical activities can contribute for your health and development of the country changing.

And the remaining 17(9.7%) participants responded as they do not believe partially that the participation of female students in physical activities can contribute for your health and development of the country. The difference is significance because chi-square value 74.862a is greater than 7.82 (significance value at $df=3$ and $p\text{-value} < 0.05$) and $p\text{-value}$ is 0.000 which is less than 0.05. According to the above table no.5 regarding to female students' awareness to some extent female students perform physical education activity with male students (45.1%) and (41.7%) of female students believe the contribution of physical activity for their health and for country development.

Table 7: suggestions to improve female student's participation in physical activity

	Items	Alternative		Chi-squ	df	P-valu	
			F				%
1	What do you think if female teachers are assigned in physical education?	Increase the participation of female students in physical activity	53	30.3	69.756 ^a	3	0.000
		Females can be free from male domination	26	14.9			
		Free to explain ideas and problems	56	32.0			
		The presence or absence of female physical education teachers doesn't bring any changes in our physical performance	40	22.9			
		Total	175	100.			
2	Which of the following solutions to be performed in order female students to Participate in physical education activities?	Giving gender education	28	16.0	51.191 ^a	3	0.000
		Changing the attitude of parents towards their daughters	57	32.6			
		Changing the attitude of teachers towards female students	24	13.7			
		Sensitizing the society at large about the importance of female participation in physical education	66	37.7			
		Total	175	100.			

From the above table (table 6) we have seen that the responses of female students on the suggestions that they give to improve female student's participation in sport physical activity. item 1 female students were asked about what they think if female teachers are assigned in physical education, For this, the majority 56(32.0%) of the participants responded that if female teachers are assigned in physical education, they will be free to explain ideas and problems. 53(30.3%) of the participants responded that if female teachers are assigned in physical education, the participation of female students in physical activity will increase, 40(22.9%) of the

participants respond that the presence or absence of female physical education teachers doesn't bring any changes in our physical performance and few of the total participants 26(14.9%) of the participants responded that if female teachers are assigned in physical education, females will be free from male domination.

The difference is significance because chi-square value 69.756a is greater than 7.82 (significance value at $df=3$ and $p\text{-value} < 0.05$) and $p\text{-value}$ is 0.000 which is less than 0.05. Similarly on the same table item 2, female students were asked about the possible solutions to be performed in order female students to Participate in physical education activities, For this, the majority 66(37.7%) of the participants responded that sensitizing the society at large about the importance of female participation in physical education is the possible solutions to be performed in order female students to Participate in physical education activities. 57(32.6%) of the participants responded that changing the attitude of parents towards their daughters is the possible solutions to be performed in order female students to Participate in physical education activities. 28(16.0%) of the participants respond that giving gender education is the possible solutions to be performed in order female students to Participate in physical education activities and the remain participants 24(13.7%) responded that changing the attitude of teachers towards female students is the possible solutions to be performed in order female students to Participate in physical education activities. The difference is significance because chi-square value 51.191a is greater than 7.82 (significance value at $df=3$ and $p\text{-value} < 0.05$) and $p\text{-value}$ is 0.000 which is less than 0.05. The majority 56(32.0%) of the participants responded that if female teachers are assigned in physical education, they will be free to explain ideas and problems. 53(30.3%) of the participants responded that if female teachers are assigned in physical education, the participation of female students in physical activity will increase. The majority 66(37.7%) of the participants responded that sensitizing the society at large about the importance of female participation in physical education is the possible solutions to be performed in order female students to Participate in physical education activities. 57(32.6%) of the participants responded that changing the attitude of parents towards their daughters is the possible solutions to be performed in order female students to Participate in physical education activities.

Table 8: challenges and prospects of female participation in physical education class

	Items	Alternative			Chi- squ	df	P- val
			F	%			
1	Can you ask teachers when they explain and demonstrate through theory and practice to repeat the practical activities?	Yes	49	28.0	72.587a	2	0.000
		No	65	37.1			
		Same times	61	34.9			
		Total	175	100.			
2	To what extent is your participation in physical education activities especially in practical session?	Very high	16	9.1	41.620a	2	0.000
		Medium	87	49.7			
		Low	72	41.1			
		Total	175	100.			
3	Do parents support available physical education material to their daughters to participate in sport activities?	Yes	58	33.1	13.413a	1	0.000
		No	17	66.9			
		Total	175	100.			
4	Do male students show superiority in physical education classes?	Yes	80	45.7	100.509a	2	0.000
		No	67	38.3			
		I don't know	28	16.0			
		Total	175	100.			
5	To what extent is your commitment to win when the school organize sport competition.	High	58	33.1	75.192a	3	0.000
		Medium	69	39.4			
		low	41	23.4			
		Very low	7	4.0			
		Total	175	100.			
6	At the time of menstrual, do you think to practice physical activities?	Yes					
		No	175	100.			
		Total	175	100.			
7	Do you contact with student council to discuss problems related to how to participate in sport activities?	Yes	2	1.1	52.072a	2	0.000
		No	142	81.1			
		Same times	31	17.7			
		Total	175	100.0			

From the above table (table 7) we have seen that the responses of female students on the challenges and prospects of female participation in physical education class in their schools. item 1 female students were asked whether they can ask teachers when they explain and demonstrate through theory and practice to repeat the practical activities, the majority 65(37.1%) of the participants indicated that they cannot ask teachers when they explain and demonstrate through

theory and practice to repeat the practical activities, 61(34.9%) of the participants respond that sometimes they can ask teachers when they explain and demonstrate through theory and practice to repeat the practical activities but few of the total participants 49 (28.0%) indicates that they can ask teachers when they explain and demonstrate through theory and practice to repeat the practical activities. The difference is significance because chi-square value 72.587a is greater than 5.99(significance value at $df=2$ and $p\text{-value} < 0.05$) and $p\text{-value}$ is 0.000 which is less than 0.05. Similarly, on the same table item 2, Female students were asked to what extent is their participation in physical education activities especially in practical session. From the total participants (175) the majorities 87 (49.7%) responds as medium, 72 (41.1%) responded as low but few of the respondents 16(9.1%) responds as very high. This is significance at chi - square value 41.620a and $p\text{-value}$ 0.000 (significance value at df 2 is chi-square greater than 5.99 and $p\text{-value} < 0.05$).

As we see from the above table item 3, Female students were asked do parents support available physical education material to their daughters to participate in sport activities, For this the majorities 117(66.9%) of the respondents responded as their parents do not support available physical education material to their daughters to participate in sport activities. While 58(33.1%) of the participants respond as their parents support available physical education material to their daughters to participate in sport activities. The difference is significance with chi-square value 13.413a and $p\text{-value}$ 0.00 (significance value at df 1 is chi-square greater than 3.84 and $p\text{-value} < 0.05$). In addition from the above table, item 4 Female students were asked about male students show superiority in physical education classes or not. For this the majorities 80(45.7%) of the respondents responded as male students show superiority in physical education classes. 67 (38.3%) of the total participants responded as male students do not show superiority in physical education classes but 28 (16.0%) of the total participants responded as they do not know about male students show superiority in physical education classes. The difference is significance with chi-square value 100.509a and $p\text{-value}$ 0.00 (significance value at df 2 is chi-square greater than 5.99 and $p\text{-value} < 0.05$). similarly in item 5 the participants were asked to rate the extent of their commitment to win when the school organize sport competition from the 175 respondents, the majorities 69(39.4%) responds as medium, 58 (33.1%) responds as high and 41(23.4%)

responded as low and few of the respondents 7 (4.0%) of the total participants responds as very low.

The difference is significance because the chi-square value is 75.192a which is greater than 7.82 significance value at $df = 3$ and $p\text{-value} < 0.05$) and $p\text{-value} 0.000$ which is less than 0.05. As we see from the above table item 6, Female students were asked about their thought whether they participate to practical physical activities during the time of menstrual, For this all of the respondents (100%) responds they do not think to practical physical activities during the time of menstrual.

The chi-square test is not computed because there are no two groups of responses. Lastly, from the above table item 7, Female students were asked about whether they contact with student council to discuss problems related to how to participate in sport activities. For this the majorities 142(81.1%) of the respondents responded as they do not contact with student council to discuss problems related to how to participate in sport activities. 31 (17.7%) of the total participants responded as sometimes they contact with student council to discuss problems related to how to participate in sport activities and 2 (1.1%) of the total participants responded as they contact with student council to discuss problems related to how to participate in sport activities. The difference is significance with chi-square value 52.072a and $p\text{-value} 0.00$ (significance value at $df 2$ is chi-square greater than 5.99 and $p\text{-value} < 0.05$). Regarding this issue, the findings in the study indicate that, the majority 65(37.1%) of the participants indicated that they cannot ask teachers when they explain and demonstrate through theory and practice to repeat the practical activities, 61(34.9%) of the participants respond that sometimes they can ask teachers when they explain and demonstrate through theory and practice to repeat the practical activities.

The majorities 117(66.9%) of the respondents responded as their parents do not support available physical education material to their daughters to participate in sport activities. The majorities 58(33.14%) of the respondents responded as male students show superiority in physical education classes. all of the respondents (100%) responds as the as they do not think to practice physical activities during the time of menstrual. the majorities 142(81.1%) of the respondents responded as they do not contact with student council to discuss problems related to how to participate in sport activities.

4.3. Physical Education Teachers Data Analysis

Table 9: Result on the participation of female students

	Items	Alternatives			
			F	%	
1	To what extent is the participation of female students compared with their male counterparts in physical education activities?	Medium	6	100.0	0.001
		Total	6	100.0	
2	What is the choice of female is a student when they practice physical education activities in groups?	Practicing with female students	1	16.7	0.000
		Practicing according to the program of the teacher	5	83.3	0.001
		Total	6	100.0	0.001
3	How did female students perceive the discussion question and answering held in the classroom	Medium	4	66.7	0.000
		Low	2	33.3	0.000
		Total	6	100.0	0.001
4	Do you believe if building for clothe changing room is constructed will enhance the participation of female students in physical education activities	Yes	5	83.3	0.001
		I don't know	1	16.7	0.000
		Total	6	100.0	0.001
5	Are there adequate materials for female students to participate in different sports such as gymnastic materials (apparatus)?	No	6	100.0	0.001
		Total	6	100.0	0.001
6	Are female students given care when they participate in physical education activities?	Yes	3	50.0	0.000
		No	3	50.0	0.000
		Total	6	100.0	0.001

As we can see from the above table (8), Item 1 physical education teachers were asked about the extent at which the participation of female students compared with their male counterparts in physical education activities. For this, all of the physical education teachers respond that the

participation of female students compared with their male counter-parts in physical education activities is medium.

In item 2 teachers were asked about the choice of female's a student when they practice physical education activities in groups. The majorities 5(83.3%) of the respondents respond that the choice of female students is practicing according to the program of the teacher. Whereas one teacher respondent responds that, the choice of female students is practicing with female students.

In item 3, physical education teachers were asked about how female students perceive the discussion question and answering held in the classroom. For this the majorities 4(66.7%) of the teachers respond that female students perceive the discussion question and answering held in the classroom is medium while the remaining 2 (33.3%) responds that female students perceive the discussion question and answering held in the classroom is low. In item 4 physical education teachers were asked about their believes if building for clothe changing room is constructed will enhance the participation of female students in physical education activities. For this the majorities 5(83.3%) of the teacher respondents believes that if building for clothe changing room is constructed will enhance the participation of female students in physical education activities but one of the teacher respondents do not believe that if building for clothe changing room is constructed will enhance the participation of female students in physical education activities. On the same table item, 5 physical education teachers were asked about the presence of adequate materials for female students to participate in different sports such as gymnastic materials (apparatus). For this, all of the respondents respond that there are no adequate materials for female students to participate in different sports such as gymnastic materials (apparatus). Lastly, on the above table item 6 physical education teachers were asked about the care given for female students when they participate in physical education activities. For this 3(50%) of the participants were responded that care are given for female students when they participate in physical education activities. The remaining 3(50%) of the teachers respond that no care are given for female students when they participate in physical education activities. Regarding this issue, the findings in the study indicate that, female students have low participation both in theory and practical class in the field. The participation of female students in physical education class and in practical field activities in demonstrating practical activities

in front of students is low. All of the physical education teachers respond that the participation of female students compared with their male counter-parts in physical education activities is medium. This is due to low encouragement and less attention of teachers to female students. Moreover, as indicated by majority of female student's respondents, teacher's low appreciation and peers low expectation towards the achievement of females were the reasons for low participation of female in physical education class. The finding in general indicates down scaling of female's ability by their teachers, peer groups; family, the community at large and female students self-perception about their own abilities are the reflection of the culture in the society. The fact that female student's low self-efficiency, perception, low perception to the subject, low confidence in their ability, low participation in class rooms and in the field contributed to the low participation and performance of female students in physical education class and practical field activities.

Furthermore, Tsige (1991) indicated that, girls do not ask or answer questions in class as well as in the field. The main reasons for this are lack of confidence, fear of teachers, shyness and fear of audience. These situations were reflected during class observation.

To this end, the school communities, parents and other educationalists have to encourage and give opportunities to develop the attitude that females can participate in classroom by asking and answering questions and perform physical activities as equal as boys perform.

Table 10: Result on the challenges and prospects of female students participation in PA.

	Items	Alternatives		
			F	%
1	Do you permit at the time female students when faced with menstrual period to be excused from physical education activities?	Yes	6	100.0
		Total	6	100.0
2	Is there Intramural competition in your school for female students?	Yes	1	16.7
		No	5	83.3
		Total	6	100.0
3	Did the school give gender education using programs?	Yes	1	16.7
		No	5	83.3
		Total	6	100.0
4	To what degree as female students participant in co-curricular activities and sport competitions?	Medium	3	50.0
		Low	3	50.0
		Total	6	100.0
5	If your answer for question “4” is low or very low, why do you think the reason was?	Lack of competitive experience	2	66.7
		Shyness	1	33.3
		Total	3	100.0
6	Do you believe physical education activities can integrate with the Societies interest?	Yes	4	66.7
		No	2	33.3
		Total	6	100.0
7	Do you expect physical education, designed, and organized in the curriculum properly?	Yes	4	66.7
		No	2	33.3
		Total	6	100.0
8	If your answer to question “7” is No, which one of the following was the problem?	Not giving due attention to the subject area	2	100.0
		Total	2	100.0
9	Do you believe physical education has equal perception from the other subjects by school administrator and school society?	No	6	100.0
		Total	6	100.0
10	Who are the students consecutively absent and dropout during teaching learning process?	Female	2	33.3
		Both	4	66.7
		Total	6	100.0
11	What do you recommend (advise) in order to enhance the participation of female students globally and within the country?	Change of attitude at school level	2	33.3
		Encouraging female students to participation sport	4	66.7
		Total	6	100.0

As we can be understood form the above table (table 9), item 1 physical education teachers were asked about whether they give permission for female students when faced with menstrual period to be excluded from physical education activities or not. For this, all of the physical education teachers respond that they permit at the time female students when faced with menstrual period to be excused from physical education activities. In item, 2 teachers were asked about the presence of Intramural competition in their schools for female students. The majorities 5(83.3%) of the respondents respond that there is no intramural competition in their school for female students. Whereas one teacher respondent responds that, there is no intramural competition in their school for female students. In item 3 physical education teachers were asked about the school gives gender education using programs or not. For this the majorities 5(83.3%) of the teachers respond that the school does not give gender education using programs while the remaining one teacher responds that the school gives gender education using programs.

In item, 4 physical education teachers were asked about the degree at which female students participant in co-curricular activities and sport competitions. For this 3(50%) of the participants were responded that female students participation in co-curricular activities and sport competitions is medium and the remaining 3(50%) of the teachers respond that female students participant in co-curricular activities and sport competitions is low. On the same table item 5 of those 3 physical education teachers who said female students participant in co-curricular activities and sport competitions is low 2(66.6) were identified Lack of competitive experience as the major factor that makes the participation of female students in co-curricular activities and sport competitions low. Whereas one physical education teacher responds Shyness of female students is the major factor that makes the participation of female students in co-curricular activities and sport competitions low.

Item 6 physical education teachers were asked about their believe on the integration of physical education activities with the societies interest. For this the majorities 4(66.7%) of the participants were responded as they believe physical education activities can integrate with the Societies interest whereas the remaining 2(33.3) of the participants were responded as they do not believe physical education activities can integrate with the Societies interest. On the same table item, 7 physical education teachers were asked about their expectations on the physical

education designed and organized in the curriculum properly. For this the majorities 4(66.7%) of the participants were responded as they expect physical education designed and organized in the curriculum properly whereas the remaining 2 (33.3) of the participants were responded as they do not expect physical education designed and organized in the curriculum properly.

On the same table item, 8 of those 2 physical education teachers who said do not expect physical education designed and organized in the curriculum properly. All of them were identified not giving due attention to the subject area is the major problem that makes them do not expect physical education designed and organized in the curriculum properly. In item 9 physical teachers were asked about their believe on physical education has / has not equal perception from the other subjects by school administrator and school society. For this, all of the respondents do not believe physical education has equal perception from the other subjects by school administrator and school society.

In item10 physical education teachers were asked about male/female students are consecutively absent and dropout during teaching learning process. For this the majorities 4(66.7%) of the teachers respond that both male and female students are consecutively absent and dropout during teaching learning process while the remaining 2(33.3%) teachers respond that female students are consecutively absent and dropout during teaching learning process.

In item 11 physical education teachers were asked about their recommendation (advices) in order to enhance the participation of female students globally and within the country. For this the majorities 4(66.7%) of the participants were responded that encouraging female students to participate in sport is their recommendation (advices) in order to enhance the participation of female students globally and within the country and the remaining 2(33.3%) of the teachers respond that change of attitude at school level is their recommendation (advices) in order to enhance the participation of female students globally and within the country. All of the teacher respondents respond that there are no adequate materials for female students to participate in different sports such as gymnastic materials (apparatus). The majorities 5(83.3%) of the teachers respondents respond that there is no intramural competition in their school for female students. the majorities 5(83.3%) of the teachers respond that the school does not give gender education using programs.

The majorities 4(66.7%) of the participants were responded that encouraging female students to participate in sport is their recommendation (advices) in order to enhance the participation of female students globally and within the country and the remaining 2(33.3%) of the teachers respond that change of attitude at school level is their recommendation (advices) in order to enhance the participation of female students globally and within the country.

Table 11: Result on the factors that affect the participation of female students

	Items	Alternatives		
			F	%
1	How lack of educational background knowledge and understanding about female's participation in physical education activities affect females' participation in physical activity?	Highly affects	3	50.0
		Low	2	33.3
		Medium	1	16.7
		Total	6	100.0
2	How lack of female students understanding attitude to words physical education activities affect themselves?	Highly affects	4	66.7
		Low	1	16.7
		Medium l	1	16.7
		Total	6	100.0
3	How negative attitude of the community, the religion and the culture affect participation of female students in physical education activities?	Highly affects	5	83.3
		Low	1	16.7
		Total	6	100.0
4	How low attitude of teachers and male students affect the participation of female students in physical education activities.	Low	1	16.7
		Medium	5	83.3
		Total	6	100.0
5	How lack of encouragement and understanding of directors and administration employees affects female students' participation in physical education activities?	Highly affect	1	16.7
		Medium	5	83.3
		Total	6	100.0

As we can be understood form the above table, item 1 physical education teachers were asked about how lack of educational background knowledge and understanding about females' participation in physical education activities affect females' participation in physical activity. For this the majorities 3(50.0%) of the physical education teachers respond that lack of educational background knowledge and understanding about females participation in physical education activities highly affects females participation in physical activity. 2(33.3%) of the respondents respond lack of educational background knowledge and understanding about females participation in physical education activities has low effect on females participation in physical activity. And 1(16.7%) of the remaining one physical education teacher respond lack of educational background knowledge and understanding about females' participation in physical education activities has medium effect on females' participation in physical activity. On item, 2 physical education teachers were asked about how lack of female students understanding attitude to words physical education activities affect themselves. For this the majorities 4(66.7%) of the physical education teachers respond that lack of female students understanding attitude to words physical education activities highly affects themselves.

One respondent respond lack of female students understanding attitude to words physical education activities has low effect on females' participation in physical activity. In addition, the other one physical education teacher respond lack of female students understanding attitude to words physical education activities has medium effect on females' participation in physical activity. On item, 3 physical education teachers were asked about how negative attitude of the community, the religion and the culture affect participation of female students in physical education activities. For this the majorities 5(83.3%) of the physical education teachers respond that negative attitude of the community, the religion and the culture highly affects participation of female students in physical education activities. One respondent respond that negative attitude of the community, the religion and the culture has low effect on the participation of female students in physical education activities. On item, 4 physical education teachers were asked about how low attitude of teachers and male students affect the participation of female students in physical education activities.

For this the majorities 5(83.3%) of the physical education teachers respond that low attitude of teachers and male students has medium effect on the participation of female students in

physical education activities. One respondent respond that low attitude of teachers and male students has low effect on the participation of female students in physical education activities. On item, 5 physical education teachers were asked about how lack of encouragement and understanding of directors and administration employees affects female students' participation in physical education activities. For this the majorities 5(83.3%) of the physical education teachers respond that lack of encouragement and understanding of directors and administration employees has medium effect on the participation of female students in physical education activities. One respondent responds that lack of encouragement and understanding of directors and administration employees highly affects female students' participation in physical education activities. Regarding this issue, 5(83.3%) physical education teachers who said major factors that affect the participation of female students is negative attitude of the community, the religion and culture, 5(83.3%) were identified having medium attitude of teachers and male students about female students and medium encouragement and understanding of directors and administration employees about female students as the major factor. lack of female students understanding to words physical education activity 4(66.7%) and lack of educational background about female participation in physical activity 3(50%) are also influenced females participation.

4.4. Discussion

This part of the study deals with the discussions of the results so that the finding is addressed in line with the previous studies the researcher's critical insight. Accordingly, the finding of the challenges and prospective of female students participation in physical activity in Agaro and Gomma secondary Schools had indicated that; home environment with statistical P-value (home environment $p= 0.00$), therefore this category shows that home environment affect the female participation in physical activity. The participation of female students in physical activity were affected by home environment due correlated with their participation.

In addition, statistical P-value (socio cultural environment $p= 0.00$), therefore this category shows that socio cultural environment affect the female participation in physical activity. The participation of female students in physical activity were affected by socio cultural environment due correlated with their participation.

Likewise school environment with statistical P-value (school environment $p = 0.00$), therefore this category shows that school environment affect the female participation in physical activity. The participation of female students in physical activity were affected by school environment due correlated with their participation. The findings seem in full agreement with the reviewed literatures. The study was conducted to assess the main challenges and prospective which are influencing the female's student's participation in sports and physical activities at secondary school level in Aggaro and Gomma woreda . The study revealed that there are some major challenges which influencing the female student's participation in sports and physical activities. From a health education perspective, this study has provided useful insights into some of the key determinants of sports and physical activity participation. In these finding the researcher see and discuss with the problem how solve then with the society no thing is in possible

As a final note, this study has some useful pointers to raise activity levels among a population subgroup noted for its relatively high proportion of inactivity. It is clear, from this study that these female students face particular challenges to overcome the detrimental impact of their life transitions upon levels of participation in physical activity. Understanding the key

psychological and social forces at work is essential in enabling these young women to bridge these transitions and establish a level of physical activity, which will stand them in good health for their adult life. The results in this paper and the previous work exploring the transition from inactivity to activity represent a useful grounding for any subsequent investigation. Overall, as for attitudes, beliefs and perceptions about a variety of leisure pursuits, it appears that the influence of the friendship group is a prominent influence on levels of physical activity for all age group. Although the assumed aim is to promote physical activity across the board, researchers must also recognize that, for at least for an unknown proportion of female students, their disregard for sport and physical activity will not be affected by health interventions (note the lack of 'motivation' reported in earlier studies). A key challenge is to identify where this point lies, to ensure interventions are cost-effective in targeting those that are most amenable to change. Equally, the importance of implementing interventions which are subject to a methodologically sound and rigorous evaluation.

However, it was discovered that many parents encourage their females to participate in sports because of the advantages therein. Regular physical activity remains an important behavior for promoting health, postponing or preventing prevalence of neuromuscular disorders such as mechanical low back pain, neck and shoulder pain and decreasing the risk of developing coronary heart diseases, hypertension, diabetes, osteoporosis, obesity and colon cancers (Jones, Ainsworth & Croft, 1998; Vuori, 1995). The results of this study also show some of the variables that affect female students participate in physical activities over the selected secondary schools for this analyses include low attitudes, perceptions and understanding towards sports and physical activities, lack of ability to perform physical activities, lack of awareness and previous knowledge about physical activities, absence of sufficient material. From the study to increase participation were competence between students in different activities in physical class, facilitate learning environment, developing teachers qualification, and physical activities enjoyable and fun and reducing family influencing. In light of the discoveries of the investigation deduced from the data collected and analyzed, it was concluded that female students should be encouraged to participate in school sports programmed irrespective of their socio-cultural background. The sports officers in school should always try to modify the sporting activities in a way that would motivate female students to participate in

sports so as to reduce gender disparity. Religious leaders need to encourage female to participate in sports because of its benefits. The results showed that perceived social and religious barriers for participation in physical activities among female students represent important obstacles that would lead to students' reluctance to participate in physical. Such findings aligned with findings of other research studies that were conducted in Arab world (e.g., Shatnawi & Abu Zma, 1999; Hardman & Marshal, 2002; Al-Duaij, 2002; Battikhi, 2008; Kanan, 2010).

The percipients felt that there was shortage of the stadiums, close changing class, and tools the designated for female students since the customs and traditions of the Agaro town and Gomma secondary school require the participants in physical activity to be separated by sex. Such findings aligned with findings of other research studies (e.g., Al-Khalid, 2001; Khanfar 2001; Hajar & Mahfoz, 2002; Alexandris, Tsorbatzoudis, & Grouios, 2002; Al-Duaij, 2002; Barsoum, 2003; Battikhi, 2008; Kanan, 2010).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 summary

The main purpose of this study is to identify a challenges and prospective of female students participation in physical activity; Agaro Town and Gomma district secondary school of Jimma zone Oromia regional state. In order to achieve the purpose of the study the following basic research questions were made

1. What are the problems for the participations of female students in physical activity?
2. How frequently do teachers use each method to develop female student's participation in physical activity?
3. Are female students having awareness regarding the benefits of participating in sport and physical activity?
4. What suggestions will be made in to improve female student's participation in sport physical activity?

What are the challenges and prospects of female participation in physical education class? Under the descriptive survey design, conducting this research a quantitative research approaches were used. 175 female students and 6 physical education teacher respondents were participated in the study. The sampling technique used in this study was non-probability sampling, convenience (availability) for physical education teachers and simple random sampling by lottery method for female students. To collect the required information questionnaires were employed for both female students and physical education teachers. The collected data were analyzed using descriptive statics, crosstab frequency count and percentages. Based on the results of the data analysis, the major findings of the study summarized as follows. Concerning the factors that affect female student's participation in physical activity:

The majority 80(45.7%) of the participants identified that Lack of time because of household work to participate in physical education activities is one of the major factors that impaired

female's students not to achieve good results better than male counter parts in physical education activities. The majorities 140 (80.0%) participants respond, as there is no intramural competition in their school for female students. The majorities 70(40.0%) of the respondents responded as they think that absence of room for changing clothes separate latrine and water service is the major factor which block their participation in physical activities. The majorities 64(36.6%) of the respondents responded as giving stereotype names to females when they found in sport fields is the major causes of cultural hindrances. 58(33.1%) of the total participants responded as being seen by sport tights and shorts which shows their body is the major causes of cultural hindrances. The majorities 51(29.1%) of the respondents responded as lack of appropriate sport facilities for females is the major causes that hinder females to participate in physical activities. The majorities 61(34.9%) of the respondents responded as cultural, religious, family and social influences all are the major hindrances when female students practice in the Physical education classes.

5.2 conclusion

Based on the finding of this study the following conclusions were includes:

- ❖ Religious practice, gender constraints and Cultural practice had significant influence on sports participation among female students in Agaro Town and Gomma Woreda secondary schools same female student participation in those schools was participated.
- ❖ The participation of female students in physical education class and in practical field activities to demonstrating practical activities in front of students is low. All of the physical education teachers respond that the participation of female students compared with their male counter-parts in physical education activities are medium.

Findings revealed that parental influence is not a significant inhibiting factor to female participation in sport. The study examined the factors inhibiting female participation in sport. From the findings we were able to conclude that parents is not significant inhibiting factor to female participation in sports, However, it was discovered that availability of standard facilities and equipment, academic stress on sports are significant inhibiting factors to female participation in sports in Agaro Town And Gomma Woreda. The participation of female students in physical activities is concerned female students should participate by breaking all the barriers from their surroundings. Hence, the research indicated that imposition of tradition upon females' students being considered as not equal to males and looked down by their families and male counter parts. Care and Special assistance was not given to female students to encourage the participation in physical activities.

- ❖ The major challenge that affect the participation females students are generally lie under home and school environment including parental support and household labor, which may contribute for their lower participation in physical education activities.
- ❖ Regarding physical education facilities Agaro Town and Gomma Woreda secondary schools are in short of supply of facilities and learning materials. Lacking basic amenities such as water, separate latrine, sports field to recreate and rooms to change their clothes during physical education act, in the study schools both the female

students and teachers responds that, there are still poor facilities. In addition, most facilities are not sufficiently available compared to the class size. The majority of female student respondents pointed out that, they prefer if female teachers are assigned in physical education, they will be free to explain ideas and problems and the participation of female students in physical activity will increase.

- ❖ The majorities 4(66.7%) of the participants were responded that encouraging female students to participate in physical activity and change of attitude at school level is enhance the participation of female students globally and within the country.

In light of the discoveries of the investigation deduced from the data collected and analyzed, it was concluded that female students should be encouraged to participate in school sports programmed irrespective of their socio-cultural background. The sports officers in school should always try to modify the sporting activities in a way that would motivate female students to participate in sports so as to reduce gender disparity. Religious leaders need to encourage female to participate in sports because of its benefits.

5.3 Recommendations

Based on the finding of this study the following recommendations were included:

- ❖ To increase classroom interaction, teachers have to encourage and motivate female students to develop positive attitude and to participate in asking and answering questions in physical education classes.
- ❖ Female students existing perception about lower capability in performing physical activities out of the school environment has affected female self-esteem, self-confidence and attitude, which in turn has an effect on their performance. Therefore, the school communities and other concerned bodies have to work hand in hand to promote and change the existing picture of female student's participation in physical education by creating awareness and change attitude.
- ❖ The finding reveals that sport facilities equipment's were inadequate. Therefore, be facilitated by using the government and the societies resource investing on building classrooms to reduce overcrowdings in sport fields, buying sport materials, making available water supply, separate male female latrines, building cloth changing rooms, teacher guidelines, textbooks and other gender sensitive materials.
- ❖ Schools create a good relationship with parents and give them awareness about female student's academic performance, participation in school clubs, the importance of extracurricular sport activities in relation to health and their future life style.
- ❖ Female students have to participate in school and outside the school environment in sport activities like their male counter parts or equally to their brothers. Therefore, parents fear of opposite sex relationship and low academic achievement of their daughters has to be changed by creating good communication with the school and by orienting and teaching their daughters to avoid risk behaviors by arranging study program and sex education to encourage them to participate in extracurricular sport activities.
- ❖ Workload at home environment has an effect on female student's participation. Therefore, the extra time they should have to be distributed for the study, 60 recreation, housework and for other activities. In line with this, female students also have to respect their parents will and interest by developing positive discussion with their families to create a common understanding.

- ❖ By giving opportunity and training, increasing the number of female teacher's particularly more female physical education instructors into the profession by Government concerned bodies will bring role models close to female students and they can provide special care and encouragement to female students.
- ❖ Scarcity of sport materials and sport field discourage students in general and females in particular, therefore, schools should allocate budget to purchase sport materials including teachers sport suit, to construct sport fields and to prepare intramural sport competitions and should include in their annual plan.
- ❖ The schools were not having student council and first aid center in their school compound. This create fear in students mind and discourage participation particularly females in physical education activities especially in contact sports and gymnastically activities. Therefore, the schools in cooperation with other concerned bodies, the red-cross, donors, and woreda educational desks, parents and other concerned bodies should establish first aid center in the school to give first aid and teach about health and how to protect themselves from injury.

REFERENCES

- A. Alairu, "Socio-cultural perspectives of sports participation among female student in tertiary institution in Kano State, Nigeria," *World Scientific News*, 2016.
- Al-Khalid, 2001; Khanfar 2001; Hajar & Mahfoz, 2002; Alexandris, Tsorbatzoudis, & Grouios, 200
- The percipients felt that there was shortage of the stadiums, gyms, and tools the designated for female students since the customs and traditions of the Jordanian society require the participants in sports activity to be separated by sex.
- Al-Duaij, 2002; Barsoum, 2003; Battikhi, 2008; Kanan, 2010).
- Andinet Dutamo. 2014. Challenges of Female Students in Learning Physical Education: The Case of Hadiya Zone Preparatory Schools (SNNPR). Addis Ababa university.
- A. Rizwan, S. Shushing, and A. A. Muhammed, "Participation of Pakistan, female student in physical activities, Religion and culture," *Journal of sports Education and Society*, 2019.
- Andinet Dutamo.2014. Challenges of Female Students in Learning Physical Education: The Case of Hadiya Zone Secondary schools (SNNPR) .Addis Ababa University.
- B. E. Adam, B. Joanna, D. Paddy, F. Josef, H. Remco, L. Verena, M. Gareth, S. Maureen, and W. Laura, "Sports in the face of the Covid-19 pandemic: towards an agenda for research in the sociology of sports," *European journal of sports and society*, 2020.
- Br Med J. Research digest 2008 Promoting inclusive physical activity communities for propel with disabilities.
- Brady, M. and Kahn, A.B.2002 Letting Girls Play: the Youth Sports Association's Football Program for Girls New York, US: Population Council. Crone Grant DM.
- Brady, M.1998. Laying the Foundation for Girls' Healthy Futures: can sports play a role? *Studies in Family planning*, 29(1), pp. 79-82.
- D. M. Momoh and M. O. Olalusi, "Sports Tourism as instrument for employment generation in sports industry in Nigeria," *Journal of Human kinetics and sports science*, 2018.
- Dimeo, F.Bauer, M.Varahram, I. Proest, G. and Halter, U. 2001 Benefits of Aerobic Exercise

in Patients With major Depression a pilot study British Journal of Sports
Medicine, 35: 114-117.

- Donnelly, P. 2008. Sport and human rights. *Sport in Society*,
- Durstine JL, Painter P, Franklin BA, Morgan D, Pitetti KH, Roberts 2000 Physical activity for the chronically ill and disabled sports med.
- Fentem, P. 1997. Physical activity among women's A public health perspective,
- Fitsum sintayehu 2014 the trend of female student participation in physical education class activities the case study of entoto amba high school and yekatit 12 preparatory school addisababa.
- Flint off A, Scranton S. 2001 stepping into active leisure young women's perceptions of active life styles and their experiences of school physical education.
- Genet Z. 1991. Women in Education: A Study of Academic performance and Participation of female Students in the Schools Addis Ababa Region. Addis Ababa. Goodland, John I. 1984. A Place Called School.
- Haerens, L., Kirk, D., Cardon, G., and Bourdeauhuji, I. 2011 The development of a pedagogical model for health-based physical education.
- Hailu Tadese .2012. challenges and prospective of female students participation in sports and physical activity; the case of Shambu woreda primary school. Addis Ababa university.
- Institute of Curriculum Development and Research (ICDR). 1999. Teacher education handbook. Addis Ababa: By NEK-International Consultancy.
- Health and Social Care Information Centre, (2010) 22% of males and 24% of females over the age of 16 in the UK were categorically obese due to lack of exercise
- Hughes, Chelsey (University of Wales, 2011) Physical activity has been acknowledged for the positive lifelong effects on health by reducing the possibility of physical diseases, decreasing blood pressure and cholesterol
- I. Biki, S. Khan, W. Khan, "Influence of socio-cultural problems on sports participation: A case of female elite in Pakistan," *International journal of science & engineering research* 2016.
- J, Lina and S, Astrid, "Socio cultural determinants of physical activity across the life course": a determinants of Diets and physical Activity (DEDIPAC) umbrella systematic literature," *International journal of Behaviour Nutrition and Physical activity*, 2017.
- J. B. Vipene and E. E. Ikpeme, "Factors influencing Nigerian females' involvement in competitive sports," 2009.
- Jackson, Marrow, Hill and Dishman, 2004 Woodford, Scott (University of Wales, 2011,

Pharo, Melissa (University of Wales Institute Cardiff, 2012) The value of sport is widely recognized; not only does it improve health and tackle obesity but it is suggested that it gives people confidence, diverts them away from drugs and crime as well as gives lessons of life.

Johnston, Wheeler and Rattray 2009 A fitness professional guide MS society of Canada, Alberta division, design and publishing Marcus Samuelson Molvaer; R.K Education for better health.

journal of education 2016 “Socio cultural factors inhibiting females participation in sports in secondary schools in Egbedore local government area

K. Ahmad and B. M. Y. Najeemah, “Cultural, Tradition and practices of the parents as barrier to girl-child education in Zamfara state Nigeria,” International journal of science and research publication, 2013.

Kaplan 2000. Healthy people physical activity and fitness www.helathpople.gov. (Retrieved November, 6, 2011) UN (2009). Convention on the rights of womens. <http://www.un.org/> women convention full retrieved 2012.

M. B. Sani, “An overview of the Distinctive features and relationship of sports and culture,” Al-Hikmah journal of Education, 2017.

M. B. Sani, “Examining participation of Muslim Women in Sports,” Ekiti State University, Journal of Education, 2018.

M. E. Edim and I. A. Saba, “Socio-cultural variables of Religion and sports participation among secondary schools students in Northern States of Nigeria,” Journal of Emerging Trends in Educational Research and policy studies (JETERAPS), 2014.

M. O. Olumba, “The influence of social cultural factors on female low participation in collegiate sports in Ebonyi State,” The Nigeria Journal of Academy Forum, 2010.

M. T. Ajadi, B.S. Adebayo, and M. O. Ibraheem, “Views of Unilorin female students misconception of women choosing Human Kinetics as a career,” Nigeria journal of Educational foundations, 2017.

Melnick, M. and Heywood, L. (2004) Her Life Depends On It: sport, physical activity and the health and well-being of American girls.

Naim, P.J. 2006. The relationship between gender and elementary school students’ perceptions of health and physical education in a coeducational setting.

Nixon 2007 sports opportunities for women’s, journal of sport and social issue office of the

UN resident coordinator 2009. PAF (public Agenda Forum,).A. 2011.sense of calling: who teaches and why. <http://www.publicagenda.org/specials/teachers>

- O. R. Joshua, O. O. Adeoye, and O. Ibrahim, "Socio Cultural Factors influencing Women Participation in Sports as Percieved by female student of the University of Ilorin," *Makerere journal of Higher Education* 2013
- R. J. Ogidan, O. A. Onifade, and I. Ologele, "Socio Cultural Factors influencing Women's participation in Sports as perceived by female student of the University of Ilorin," *Makerere Journal of Higher Education* 2013.
- Rimmer, J. 2004. Physical activity participation of women: barriers and facilitators. *American journal of preventative medicine* British Heart Foundation Health Promotion Research Group, *Understanding Participation in Sport and Physical Activity amongst Children and Adults* .
- Rimmer, J. 2005. The conspicuous absence of women's in public fitness and recreation facilities: lack of interest or lack of access? *AM health promotion*.
- S. O. Aibueku and M. J. O. Eraga, "Administration of sports in Nigeria: The importance of the local structured in Nigeria," *Journal of Human kinetics and sports science*, 2018.
- smith RA. 2001. Exercise referral schemes in public and private leisure: A qualitative investigation .*J. sports sic. CSA* .2005. National Statistics.
- T. O. Ibraheem, T. A. Adebayo, A. S. Adeoye, A. K. Olaoye, and M. O. Ibraheem, "Socio cultural factors inhibiting females participation in sports in secondary schools in Egbedore local government area, Osun state, Nigeria," *Benchmark journal of education*, 2016.
- T. T. Orunaboka and C. B. Ojulu, "The impact of administration and sports programme implementation on the achievement of sports council at the 17th National Sports Festival competition: A case study of River State Sports Council," *Journal of Physical Education and sports management*, 2015.
- Warburton et al., 2006; Haskell et al., 2007; Janssen & LeBlanc, 2010 Garber 2011 Physical activity and exercise performed regularly has many physical and mental benefits for women Bailey, R. Wellard, I. and Dismore, H. 2004. Girls' participation in physical activities and sports: benefits, patterns, influences and ways forward WHO.

Appendix I

JIMMA UNIVERSITY

SPORT ACADEMY

DEPARTMENT OF SPORT SCIENCE

A questionnaire designed on the challenges and prospective of female students' participation in physical activity in Agaro & Gomma Secondary and Secondary school of Jimma zone Oromia regional state.

This questionnaire is to be filled by **female students**. The purpose of these questionnaires is to collect information on the challenges and prospective of female students participation in physical activity. It's also based on identifying the major problems in the practice of physical activities of female students. Therefore, you are kindly requested to fill-in these questionnaire ideas that in corporate different issues related to the paper your realistic response will achieve the success of the research.

Thank you in advance for your response

II. Please put a "X" mark in the Box provided

1. Do you believe that the participation of female students in physical activities can contribute for your health and development of the country?

A. Yes B. No C. Partially I believe D. I do not know

2. Do you think that female students and male students can perform equally in physical Education activities?

A. Yes B. No C. To some extent D. I do not know

3. What are the factors that impaired female's students not to achieve good results better than male counter parts in physical education activities?

A. Lack of ability compared to male counter parts

B. No unique hindrance to female student's

C. Low attitude and perception of male students towards female students

D. Lack of time because of household work to participate in physical education activities

4. At the time of menstrual do you think to practice physical activities?

A. Yes B. No

5. Do you contact with student council to discuss problems related to how to participate in sport activities?

A. Yes B. No C. Sometimes

6. Do parents support available physical education material to their daughters to participate in sport activities?

A. Yes B. No

7. Do male students show superiority in physical education classes?

A. Yes B. No C. I do not know

8. Is there Intramural competition in your school for female students?

A. Yes B. No

9. If your answer to question "8" is not what is reason in your opinion

Explain _____

10. To what extent is your commitment to win when the school organize sport competition.

A. High B. Medium C. Low D. Very low

11. Can you ask teachers when they explain and demonstrate through theory and practice to repeat the practical activities?

A. Yes B. No C. Sometimes

12. To what extent is your participation in physical education activities especially in practical session?

A. Very high B. Medium C. Low D. Every low

III. Rate the Following Question

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

A. Teachers approach

B. Lack interest on the subject

C. Participating in physical activities is difficult and boring

D. Absence of room for changing clothes separate latrine and water service

14 . Cultural hindrance is more created and caused by

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

B. Undermining of females students by male counterparts

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

D. Low attention given by teachers than male counterparts

15. What do you think if female teachers are assigned in physical education?

A. Increase the participation of female students in physical activity

B. Females can be free from male domination

C. Free to explain ideas and problems

D. The presence or absence of female physical education teachers doesn't bring any changes in our physical performance

16. Which of the following solutions to be performed in order female students to Participate in physical education activities?

A. Giving gender education

B. Changing the attitude of parents towards their daughters

C. Changing the attitude of teachers towards female students

D. Sensitizing directors, teachers, male peers family and the society at large about the importance of female education in general and physical education in particular

17. What are the major hindrances when female students practice in the Physical education classes?

A. Cultural influence B. Religious influence

C. Family influence D. Social influence E. all

18. What are the causes that hinder females to participate in physical activities?

A. No parent's permission B. Lack of time

C. Lack of appropriate sport facilities for females

D. Economical problem to buy sport swears and materials

Appendix II

JIMMA UNIVERSITY

SPORT ACADEMY

DEPARTMENT OF SPORT SCIENCE

A questionnaire set on the challenges and prospective of female students' participation in physical education and sport in Agaro & Gomma woreda secondary and secondary school of Jimma Zone Oromia regional state.

This questionnaire is to be filled by **Teacher**. The purpose of this questionnaire is to gather the available data on the participation of female students in physical activities. It also aimed at detecting the major problems in the practice of physical activities of female students. Hence, you are kindly requested to fill-in this questionnaire that accommodates different ideas related to the research. The success of this research depends on your genuine response to the questions.

Thanks you in advance for your cooperation

I. Please write background information on the space provided.

1. Name of the school _____

2. Sex _____

3. Age _____

4. Qualification _____

5. Subject taught _____

6. Grade level _____

7. Work of experience _____

II. Please put your answer a “X” mark in the space provided

Related to female student’s participation in physical activity.

1. Are there adequate materials for female students to participate in different sports such as gymnastic materials (apparatus)?

A. Yes B. No C. I do not know

2. Are female students given care when they participate in physical education activities?

A. Yes B. No C. I do not know

3. Do you believe if building for clothe changing room is constructed will enhance the participation of female students in physical education activities?

A. Yes B. No C. It brings no change D. I do not know

4. How did female students perceive the discussion question and answering held in the classroom?

A. Very high B. High C. Medium D. Low

5. What is the choice of female is a student when they practice physical education activities in groups?

A. Practicing with male counter-parts

B. Practicing with female students

C. Practicing alone

D. Practicing according to the program of the teacher

6. To what extent is the participation of female students compared with their male counterparts in physical education activities?

A. Very high B. High

C. Medium D. Equal participation E. Low

Related to the challenges and prospects of female student's participation in physical activity.

1. Is there Intramural competition in your school for female students?

A. Yes B. No

If your answer to question "1" is not what is reason in your opinion

Explain _____

2. Do you permit at the time female students when faced with menstrual period to be excused from physical education activities?

A. Yes B. No

3. Did the school give gender education using program?

A. Yes B. No C. I do not know

4. To what degree as female students participant in co-curricular activities and sport competitions?

A. High B. Medium C. Low D. Very low

5. If your answer for question "4" is low or very low, why do you think the reason was?

A. Lack of competitive experience B. Easily give up

C. Shyness D. Lack of self-confidence

E. If you have other opinion _____

6. Do you believe physical education activities can integrate with the Societies interest?

A. Yes B. No C. I do not know

7. Do you expect physical education, designed, and organized in the curriculum properly?

A. Yes B. No C. I do not know

