

**JIMMA UNIVERSITY  
COLLEGE OF NATURAL SCIENCE  
SCHOOL GRADUATE STUDIES  
DEPARTMENT OF SPORT SCIENCE**



**PARTICIPATION OF FEMALE STUDENTS IN SPORT COMPETITION IN  
JIMMA TOWN SECONDARY SCHOOLS.**

**BY  
WONDIMU BOGALE**

**JUNE, 2015  
JIMMA, ETHIOPIA**

**PARTICIPATION OF FEMALE STUDENTS IN SPORT COMPETITION  
IN JIMMA TOWN SECONDARY SCHOOLS**

**BY**

**WONDIMU BOGALE**

**A THESIS SUBMITTED TO SCHOOL OF GRADUATE STUDIES OF  
JIMMA UNIVERSITY IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTERS OF SCIENCE IN  
SPORT SCIENCE,( FOOT BALL COACHING SPECIALIZATION)**

**ADVISOR:- MD. BABUL AKHTAR (Ph.D)**

**CO-ADVISOR:-DAGNE GETACHEW (MSc.)**

**JUNE, 2015**

**JIMMA, ETHIOPIA**

**JIMMA UNIVERSITY**  
**COLLEGE OF NATURAL SCIENCE**  
**SCHOOL GRADUATE STUDIES**  
**DEPARTMENT OF SPORT SCIENCE**

**PARTICIPATION OF FEMALE STUDENTS IN SPORT COMPETITION  
IN JIMMA TOWN SECONDARY SCHOOLS**

**BY: WONDIMU BOGALE**

**Approved by the board of examiners**

Chairperson_____	_____	_____
Name	signature	date
Principal Advisor_____	_____	_____
Name	signature	date
Co-advisor_____	_____	_____
Name	signature	date
External examiner_____	_____	_____
Name	signature	date
Internal examiner_____	_____	_____
Name	signature	date
department_____	_____	_____
Name	signature	date





## DEDICATION

I dedicate this thesis manuscript to my families and friends. Without their tolerance understanding, support and most of all love, the completion of the work would have been impossible.

## STATEMENT OF THE AUTHOR

I the undersigned declare that this is my original work and has never been presented for a degree in any other university and that all the source of materials used for the thesis has been appropriately acknowledged this thesis has been submitted in partial fulfillment of the requirements for a MSc. Degree at Jimma university and is deposited at the university library to be made available to borrowers under rules of the library .I seriously declare that this thesis is not submitted to any other institution anywhere for the award of any academic degree, diploma or certificate

Brief quotations from this thesis are allowable without special permission provided that an accurate acknowledgment of source is made. Requests for permission for extended question form or duplicate of this manuscript in whole or in part may be granted by the head of the major department school of graduate studies when in their judgment the proposed use of the ,materials are in the interest of scholarship.in all other instances, however permission must be obtained from the author.

Name: - Wondimu Bogale

Place: - Jimma university, Ethiopia

Date of submission: - June 2015

Signature:-

## **BIOGRAPHICAL SKETCH**

The author, Wondimu Bogale, was born in Jimma town, Oromiya regional state. He attended his primary and secondary school education at Jimma town and completed in 1994. He took his diploma from kotebe teachers training college and degree from Addis Ababa University. After serving the government in different parts of the country like Afar regional state (4 years), Oromiya regional state(four years) and Jimma university community school for the past 18 years ,he joined graduate school of Jimma university to pursue his post graduate studies in the field of sport science (football coaching specialization) in June 2015.



## **ACKNOWLEDGEMENTS**

First and foremost, I want to give my thanks to almighty God. Then I express my deepest gratitude to my advisor M.D.Babul Akhtar(Ph.D) and Mr. Dagne Getachew for his unreserved, continuous advice and critical comments starting from title selection and the completion of the thesis writing. So that, I am very much indebted to him for all his support and willingness to advise me on my all efforts to finalize the thesis writing successfully. My special gratitude goes to my parents for their generous psychological, economical and moral support while conducting the study of my thesis.

I would like to thanks Jimma University Natural Science College, sport science staff members for their encouragement, comments, sharing experiences and material support.

At last but not the least I would like to thank my sister w/t Adisalem Mekonen and my friend Ato Tadele Abebe.

## Table of Contents

Contents	Page	
Dedication.....	I	
Statement of the author.....	II	
Biographical sketch.....	III	
Acknowledgment .....	IV	
Table of Content .....	V	
List of tables.....	VIII	
List of figures.....	XI	
Abbreviation .....	XII	
Abstract .....	XIII	
CHAPTER ONE		
1.1. Background of the Study.....	1	
1.2. Statement of the Problems.....	3	
1.3. Objectives of the Study .....	4	
1.3.1. General objectives.....	4	
1.3.2. Specific objectives.....	4	
1.4. Significance of the Study.....	4	
1.5. Delimitation of the Study.....	5	
1.6. Operational Definitions .....	5	
1.7. Organization of the Study.....	5	
CHAPTER TWO: REVIEW OF LITERATURE .....		6
2.1. The characteristics of high-profile organized competitive sports.....	6	
2.2 school spirit.....	6	
2.3. Inter scholastic sports and the experiences in high school students.....	6	
2.4. Student culture in High schools .....	7	

2.5. The Global Perspectives of Females’ sport competition.....	7
2.6. Females in Sport competition .....	8
2.7. The importance of sport competition.....	9
2.8. Co-curricular Physical Activities.....	10
2.9. Sport and Millennium development goals .....	10
2.10. Factors Affecting Female Students Participation in Sport competition.....	11
2.10.1. Parents’ Educational Background.....	11
2.10.2. Cultural Influences.....	12
2.10.3. lack of role model.....	12
2.10.4. Teachers attitude and expectations.....	13
2.10.5. Sport personalities.....	13
2.11. Organizational Related Factors .....	13
2.11.1. Instructional Facilities and Materials.....	14
2.11.2. The Play Ground (Field) .....	14
2.12.3. Females and sexual harassment.....	14
2.12.4. Religion.....	15
<b>CHAPTER THREE: RESEARCH METHODS .....</b>	<b>16</b>
3.1. Description of the study area .....	16
3.2. Study design.....	17
3.3. Data source.....	17
3.4. Population of the study.....	17
3.5. Sample size & sampling techniques.....	17
3.6. Data collection.....	19
3.7. Method of data collection .....	19
3.7.1. Questionnaires.....	19
3.7.2. Interview guide.....	20
3.8. Method of Data Analysis.....	20

3.9. Ethical consideration.....	20
CHAPTER FOUR: METHODS OF DATA ANALYSIS.....	21
4.1. Method of data analysis and interpretation.....	21
4.2. Result interpretation.....	22
4.2.1. Information related to female students.....	23
4.2.2. Information related to teachers.....	38
4.2.2.1. Work experience and qualification of teachers.....	38
CHAPTER FIVE: DISCUSSION OF MAJOR FINDINGS.....	49
CHAPTER SIX: CONCLUSION AND RECOMMENDATION.....	52
6.1. Conclusion.....	52
6.2. Recommendation.....	53
REFERENCE.....	55
Annex-I-questioner for student.....	58
Annex-II-questioner Amharic version.....	61
Annex-III- questioner for teacher.....	64
Annex-IV interview guide for teacher.....	67
Annex-V interview guide for director.....	68
Annex-VI descriptive statics for teachers respond.....	69
Annex-VII descriptive statics for students respond.....	71

## LIST OF TABLE

<b>Table 1:</b> Total Participants included in the Study of participation of female students in sport competition in Jimma town secondary schools .....	22
<b>Table 2:</b> Sex and Age of Female Student Respondents in the Study of participation of female students in sport competition in Jimma town secondary schools .....	23
<b>Table 3.</b> Appropriateness of teaching method used by PE teachers in Jimma town secondary schools .....	23
<b>Table.4.</b> Availablity of facilities, equipment and teaching materials in Jimma town secondary schools .....	24
<b>Table5.</b> Preparation of sport competition between schools in Jimma town secondary schools. .	25
<b>Table. 6.</b> Provision of sport materials by parents in Jimma town secondary schools. ....	26
<b>Table 7.</b> Major factors that hinder sport competition by females in Jimma town secondary schools .....	27
<b>Table 8.</b> Causes that hinders females from sport competition in Jimma town secondary schools.....	28
<b>Table 9.</b> Superiority of males in sport competition in Jimma town secondary schools .....	29
<b>Table 10.</b> Contribution of participation of females in sport for health and the development of the country in Jimma town secondary schools. ....	29
<b>Table 11.</b> Harassment of female students by different bodies in sport completion in Jimma town secondary schools .....	30

<b>Table12.</b> integration of contents of sport competition with other subjects in jimma town secondary schools .....	31
<b>Table 13.</b> The prior solution to increase the participation of female students in sport competition activities in jimma town secondary schools .....	32
<b>Table 14.</b> Gender education in Jimma town secondary school .....	33
<b>Table15.</b> Counseling female students to avoid problems related to sport competition in Jimma town secondary schools .....	34
<b>Table16.</b> Performance of male and female students in sport competition in jimma town secondary schools. ....	35
<b>Table 17.</b> Commitment status of female students in sport competition in Jimma town secondary schools. ....	36
<b>Table 18.</b> Factors influencing female’s participation in sport competition in Jimma town secondary schools .....	37
<b>Table19.</b> Compensation payment after sporting activities during competition between schools in Jimma town secondary schools .....	38
<b>Table 20:</b> work experience and Qualification of Teacher Respondents .....	39
<b>Table.21.</b> The extent of participation of females compared to males in Jimma town secondary schools .....	39
<b>Table22.</b> The major factors that hinder female student’s participation towards to sport completion in Jimma town secondary schools .....	40
<b>Table 23.</b> Preference of female students in practicing sport actives in group at Jimma town secondary schools. ....	41
<b>Table. 25.</b> The role of sport teachers to improve female students in participation of sport competition in jimma town secondary schools .....	42

<b>Table.26.</b> Availability of Equipment and facilities that encourage female students to participate in sport activities in Jimma town secondary schools.....	43
<b>Table 27.</b> Factors that hinder female participation in sport competition in Jimma town secondary schools .....	44
<b>Table.28.</b> Equality of female and male students’ performance in sport completion in Jimma town secondary schools .....	45
<b>Table29.</b> Female’s self-confidence towards participation of sport completion in Jimma town secondary schools. ....	46
<b>Table 30.</b> Counseling program for females participation in sport activities in Jimma town secondary schools .....	46
<b>Table 31.</b> Body image among female students in Jimma town secondary schools .....	47
<b>Table 32.</b> The Presence of Dressing room in Jimma town secondary schools .....	48

List of figures

Map of Jimma town.....16



## **List of Abbreviations**

ETP:-Education and Training Policy

FAWE:-Forum for African Women Educationalist

ICDR: -Institute for Curriculum Development and Research

IOC:- International Olympic Committee

MDGs: -Millennium Development Goals

MoE: - Ministry of education

NAAF: -National Amateur Athletics Federation

PE:- Physical Education

UNESCO:- United Nation Education and Scientific Cultural Organization

UNICEF:- United Nations International Children and Education Fund

UNs: - United Nations

## **Abstract**

*The purpose of this thesis paper was to investigate the participation of female students in sport competition in Jimma zone, Jimma town secondary schools in Oromiya regional state. The main issues considered are females in sport competition, physical education as an academic discipline, enrollment, gender issue and finally the factors that discourage female students in sport competition activities. This study followed a descriptive research design method. Questionnaires were administered to school directors, physical education teachers and female students. Document analysis and semi structured interview methods were used to collect data. The questionnaire and document analysis were secured through quantitative approach whereas interview were secured through narrative qualitative approach. Data's were processed by using SPSS software version16.0. The findings show that female's student's participation in sport competition in Jimma town secondary schools are inhibited by many factors. These are culture, religion, parent household demand and attitude of society. Boys dominate in using sport equipment and facilities by exclude females who wish to use them*

**Key words;** sport competition, harassment, culture, religion

## CHAPTER ONE

### INTRODUCTION

#### 1.1. Background of the Study

Worldwide, women are less frequently seen participating in sports activities than men. Sport can promote mental and physical wellbeing, and studies have shown that it reduces the risk of chronic diseases later in life. Thus sport for girls as well as for boys should be encouraged (Sever, 2005). Sports play a vital role in physical, mental, emotional, social and psychological development of its participants without any discrimination of gender (Murray, 2002).

In addition to their role in contributing to public health, sport activities can also provide a universal language to bridge social, racial, gender and religious divisions. In doing, so, sport competition has the potential to promote peace, develop personal qualities essential to democracy such as leadership, tolerance, solidarity, cooperation and respect, and provide a means of inclusion for marginalized individuals and groups (Beutler, 2008).

According to Coakley, 2001, the single most dramatic change in the world of sport over the past generation has been the increased participation of girls and women. This has occurred mostly in wealthy post industrial nations. Changes have occurred in traditional, labor-intensive, poor nations as well, but many factors have kept them from being revolutionary in scope. Despite resistance in some countries, girls and women around the world now participate in a variety of school, community, and club programs, which did not exist thirty years ago. As his explanation major factors account for recent increases in sport participation among girls and women are; - new opportunities, government equal rights legislations, global women's right movement, expanding health and fitness movement and increased media coverage of women in sports.

The games played by the early Greeks (circa 900bc) were ground in mythology and religious beliefs. They usually were held in conjunction with festivals involving a combination of prayer, scarifies, and religious services, along with music, dancing, and ritual feasts. Competitors in these early games were from wealthy, respected Greek families'. They were the only ones with the money and time to hire trainers and coaches and travel to the various games. Events clearly were based on the interest of young males. They consisted primarily of warrior sports such as chariot racing, wrestling and boxing,

javeling and discus throwing, foot racing, archery, and long jumping. Violence and serious injuries were commonplace in comparison to today's sport events (Elias, 1986; Kidd, 1984).

Sport activities during the Middle Ages usually took two forms: local games played by peasants and tournaments staged for knights and nobles. The games emerged from the combined influence of local peasant customs and the Roman Catholic Church. The tournaments however emerged from the demands of military training and the desire for entertainment among the feudal aristocracy and those who served them (Baker, 1988)

Some of the local games of this period have interesting histories. As Roman soldiers and government officials moved throughout Europe during the fourth and fifth centuries, they built bathing facilities to use during their leisure time. To loosen up before their baths, they engaged in various forms of ball play. Local peasants picked up on the Roman activities and gradually developed their own forms of ball games. They often integrated these games into local religious ceremonies, for example, the tossing of a ball back and forth sometimes represented the conflict between good and evil, light and darkness, or life and death. As the influence of the Roman Catholic Church spread through Europe during the early years of the Middle Ages, these symbolic rituals were redefined in terms of Roman Catholic beliefs; sport and religion were integrally connected (Baker, 1988).

Wars throughout Europe during the fourteenth and fifteenth centuries encouraged some monarchs, government officials, and church authorities to increase their military strength. To do this, they often enacted new rules prohibiting popular peasant pastimes. These in authority saw the time peasants spent playing games as time they could spend learning to defend the land and lives of their masters. But despite the pronouncement of bishops and kings the peasants did not readily give up their games. In fact the games sometimes became rallying points for opposition to government and church authority. About the same time that peasants were being subjected to increased controls in many locations the "scholar – athlete" became the ideal among many of the aristocrats and the affluent. In fact, they saw the "Renaissance man" as someone who was "socially adept, sensitive to aesthetic values skilled in weaponry strong of body and learned in letters: (Baker, 1988).

## **1.2. Statement of the Problems**

The issue of gender particularly in sport competition has become a concern in many countries especially in Africa. Sport competition activity is not exceptional in this regard; it is a severe problems in developing nations like Ethiopia where there is lack of family guidance and counseling, family educational background, economical background, in appropriate instructional materials in the field and socio-cultural problems (Coakley, 2001).

Hence it is necessary to set clear understanding and to find out the factors that hinder female student participation in sport competition equally with males through a research.

Therefore this study tried to answer the following basic questions:-

1. What were the major genders based constraints that hinder females to participate in sport competition?
2. How does a physical education teacher make a clear and understandable method to female students' for participating in sport competition?
3. Was there sufficient amount of facility, equipment and teaching materials in the school?
4. What was the interest of female students in sport competition look like?

### **1.3. Objectives of the Study**

#### **1.3.1. General Objectives**

The general objective of this study was to investigate the participation of female students in sport competition in Jimma town secondary schools.

#### **1.3.2. Specific Objectives**

1. To identify the major genders based constraints that hinder females to participate in sport competition
2. To find out whether the way the teachers using is more in encouraging female students to understand and participation in physical activity or sport competition.
3. To identify the availability of facility, equipment and teaching materials in the school
4. To identify the current status of girls participation in sport competition activity.

### **1.4. Significance of the Study**

This study was designed in the direction to identify the participation of female students in sport competition in Jimma town secondary schools. The researcher of this study hopes that the findings of the study were contributed to:

1. Give some ideas about the trend of participation of female students in sport competition as compared to male students in Jimma town secondary school.
2. Show the general picture of female students' participation in sport competition secondary school of Jimma town.
3. Give insight for Jimma city sport office, media, clubs' and administrators to enhance their practice.
4. Indicate necessary and alternative solutions which may help to minimize the problem.
5. Serve as reference for further investigation on the area.

### **1.5. Delimitation of the Study**

To conduct the study in all secondary schools of Jimma town is very relevant to carry out an in depth investigation. However, it is difficult and unmanageable to conduct research on the participation of female students in sport competition in Jimma town secondary schools of Oromiya regional state, therefore in order to overcome resource, time and other constraints the researcher was restricted him to secondary schools of Jimma town.

### **1.6. Operational Definitions of terms**

1. Physical education: Physical education is the integral part of the total educational activities which enhance and integrates physical, social, moral and psychological aspects of an individual's life through directed and selected physical activities.
2. Participation: is expressed by the term enrollment and refer to the number of pupils (girls or boys) who register every year to attend the secondary schools and the rate of involvement in theoretical and practical activities.
3. Sport competition: is an organized and formalized competitive form of play which exists purely for pleasure /education/ or for the combination of the two.
4. Gender equity: is fairness of treatment of male and female according to their respective needs.

### **1.7. Organization of the Study**

This thesis paper is comprised of the introductory part, statement of the problem, objectives of the study, significance of the study, delimitations of the study, limitation of the study, definitions of key terms, literature review, and methods of the study, budget plan, work schedule and Annexes.

## **CHAPTER TWO:**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. THE CHARACTERISTICS OF COMPETITIVE SPORTS**

The organized competitive sports so popular in many parts of the world today are very different from the games and sport activities played before the industrial revolution. Allen Guttmann's study of sport activities through history shows that today's dominant form of sport (DF sport). Organized competitive sports today are characterized by an emphasis on quantifications, among other things. Everything that can be defined in terms of time, distance, or scored is measured and recorded. The clock is a key in sports. (Guttmann, 1978)

These sports are promoted and popularized partly because they perpetuate the belief that force and aggression are important parts of life and that men are fundamentally and naturally superior to women because they are more forceful and aggressive (Bryson, 1991; Nessen, 1994).

#### **2.2. School spirit**

Anyone who has attended a well-staged student pop rally or watched the student cheering section at a well-attended high school or college game realizes that sports can generate impressive displays of energy and spirit of course, this does not happen with all sport teams in a school, nor does it happen in all school. Teams in low profile sports usually play games without student spectators, and teams with long histories of losing records seldom create a spirited response among more than a few students. However in many cases, varsity sport events do provide the basis for spirited social occasions. And students frequently use these occasions to express their feelings about themselves, their teams, and their schools. Proponents of varsity sports say that displacement of school spirit at sport events strengthens students' identification with their schools and creates the feelings of togetherness needed to achieve educational goals (Miracle, 1980, and Recess and Miracle, 1997)

#### **2.3. Inter scholastic sports and the experiences in high school students**

Does a varsity sports program affect the educational and developmental experiences of high school students? This question is difficult to answer. Educational and development occur in connection with many activities and relationships. Even though varsity sport programs are very important in some schools and for some students, they constitute only one of many sources of partially influential



experiences. Research on this issue has focused primarily on the characteristics of student –athletes, although some social scientists have tried to study how sports are connected with the overall school based culture that exists among high school students (Miacle and Reef, 1994).

#### **2.4. Student culture in High schools**

Sociologists long have recognized that varsity sports are among the most important social activities sponsored by high schools. Being a varsity athlete brings a student prestige among peers, formal rewards in the school and recognition from teachers, administration and even people in the local community (Miacle and Reef, 1994).

#### **2.5. The Global Perspectives of Females’ sport competition**

In recent years, sport and physical activity as a strategy for the empowerment of girls and women has been gaining recognition worldwide. Women Win is the first international organization with a sole focus of providing support for innovative sport and physical activity programs for empowerment and creating a social movement around sport for the advancement of women’s rights. International and local organizations, government bodies and individual activists have and continue to strongly advocate for gender equality by working tirelessly for the advancement of rights of all girls and women. They use various means and approaches, but all share a common goal: to improve the lives of girls and women by fostering empowerment and gender equity. Women Win believes that sport and physical activity is an effective strategy in working towards this shared goal ([www.womenwin.org](http://www.womenwin.org))

Girls and women face a disproportionate number of life challenges, which reduce their ability to achieve their full potential. Recent studies show that despite formal guarantees of equality, the overall rate of progress for women, particularly those from the poorest and most marginalized regions of the world has been slow (Brady, *etal*, 2002).

The global women’s rights movements over the past thirty years have emphasized that for males are enhanced have human beings when they develop their intellectual and physical abilities. This ideas has encouraged women of all ages to pursue their interests in sports, and it has led to the creation of new interests among those who in the past never would have thought of playing sports (Fasting, 1996).

As a part of sport competition Football is now played by women in many parts of the world .for example, in Africa, Ghana, Nigeria and Mozambique are among the best girl football teams .worldwide, U.S.A brought the idea of women's world cup championship to FIFA. FIFA accepted the idea and assigned china to host the first women's international tournament in 1991.the first girl team to win this championship was America beating china.in 1999 U.S.A was the host country for world cup women's competition in this tournaments ,two Africa teams Nigeria and Ghana participated representing Africa .U.S.A won the cup for the second time. The number participating teams is now increasing with improved quality of football (MoE)

Girls are being discouraged from participating in sport by their experiences in school physical education lessons. Unfortunately, an emphasis on competitive sport may make this situation worse for some girls. Schools need to be more imaginative in the type of sport that they provide for girls: while some enjoy team games like football and netball, or athletics, others would enjoy sampling a wider variety of activities, such as dance or cycling, or non-traditional games for girls like rugby (Whittingdale, *etal*, 2009).

## **2.6. Females in Sport competition**

Women in 1950s and early 1960s did participate in sports much less than their descendants in the 1990s. A lack of opportunities discouraged them, as well as the knowledge that intense athletics were not considered normal for women (Sieden top, 1998).

By the mid-1990s, the situation for women athletes were improved and significant change occurred, especially during the 1970s and in the area of opportunities. But it was not a radical change. Equality had not been achieved, and many problems remained. But in the 1990s female athletes received much public support in terms of money, attention and encouragement (Festle, 1996).

Early school reports for females have been largely unrecognized by historians because competition was within school between students (intramural) rather than between the institutions (extramural). These were special dates when female competed in sports and activities against students and teams from their schools (Hult, 1994).

The National Amateur Athletic Federation (NAAF) provided a forum for women's physical educator's and leaders of women's sport to formalize their beliefs regarding competition for girls and women's by issuing a policy statement of the organizations goals for women.

As mentioned in Physical education text book prepared for grade 10 by MoE, Derartu Tulu the first Ethiopian woman athlete to win a gold medal in the Olympic. The victory of Abebe Bikila and other stimulate many men and women to take part in athletics competitions.it was the wish of Ethiopians to see a Hero in the Olympic gamed .to satisfy this our women started to participate in school competitions when they were young started continuous training in different athletics event s and appeared in the eastern Africa and all African games competition. Like their men counter parts Ethiopian women concentrated on middle and long distance running you know that Derartu Tulu was the first Ethiopian women athlete to win a gold medal in 10,000m in the Barcelona Olympic in 1992 and a woman hero in the modern Olympic(MoE, Physical education text book for grade 10)

### **2.7. The importance of sport competition**

Governmental initiatives in the area of health have placed increasing emphasis up on positive aspect of physically active lifestyles. Reports from the chief medical officer (Department of Health, 2004) have been prepared for health professionals although there is as yet no policy for sport. However, policy shifts throughout the 1990s and early in the new millennium have reflected growing evidence that individual activity related gains have also generated collective health benefits. Primary and preventative health care policies were encouraged for economic political, social as well as medical reasons. Requisitions in the incidence of coronary heart disease, stroke victims and a wide range of other sedentary- related illnesses would reduce demands placed up on pressurized health care budgets and growing waiting lists, whilst enabling individuals to play a more productive role in everyday life (Boothetal, 2000)

Sport competition plays an important role in physical, mental, and social development of our students; students deserve to be physically as well as academically educated. Children have bodies as well as brains! Sport competition programs can help children physically by:

- Reducing the risk of heart disease. It can counteract the four major risk factors, i.e. coronary heart disease, obesity, high blood pressure, and high cholesterol levels.
- Improving physical fitness:- A good program improves children's cardio respiratory endurance, muscular strength, muscular endurance and flexibility.
- Making strong bones:- Regular physical activities increases bone density to create stronger bones.

- Helping in weight regulation:- A Good program can help children regulate their weight by burning calories.
- Promoting health active life style:- sport competition develops motor skills and sport skills to promote health and fitness throughout life.
- Increased interest in learning:- Regular physical activities makes children more alert and more receptive to learning new things. (Kretcaman,2005)

## **2.9. Co-curricular Physical Activities**

Co-curricular activity is defined as a program or out of class activity, supervised and/or financed by the school which provides curriculum related learning and character building experiences. Co-curricular activity are voluntary, are not part of the regular school curriculum, are not graded and do not earn credits. It is the intent of school committee by this policy to encourage academic efforts and achievement by the students.

According to Ram et al (1996) elaborates in terms of student interest, those interest, those co-curricular activities should be encouraged which will give the participants an opportunity to develop habits of cooperation, fair play and good citizenship. They provided opportunities for training in leadership and the wise use of leisure time.

## **2.10. Sport and Millennium development goals**

According to United Nations (1948), over the past decade, there has been a growing understanding that access to and participation in physical education and sport is not only a right in itself but can also be used to promote a number of important development goals through facilitating democratic principles, promoting leadership development and encouraging tolerance and respect as well as providing access to opportunities and social networks. All areas of development can be influenced by sport, including health, education, employment, social inclusion, political development and peace and security. Sport has a potential to contribute the achievement of each of the United Nations millennium development goals (MDGs) in unique and creative ways. Women plays an integral role in the achievement of every MDGs and ever MDG is vital to gender equality and women empowerment.

In 2002 the secretary-General convened the United Nations Inter-Agency task force on sport for development and peace to encourage a more coherent approach to the use of sport-related initiatives

in the pursuit of development goals, particularly at the community level and promote the use of sport as a recognized tool in development.

the United Nation General assembly quoted that: “sport as a means to promote education, health, development and peace”, which invited Governments, the United Nations, the specialized agencies, where appropriate and sport related institutions to work collectively, so that physical education and sport could present opportunities for solidarity and cooperation, in order to promote a culture of peace and social and gender equality and to advocate dialogue and harmony. It recognized the power of sport to the contribute of human development and proclaimed the year 2005 as the international year of physical education and sport.

## **2.11. Factors Affecting Female Students Participation in Sport competition**

### **2.11.1. Parents’ Educational Background**

Various studies have found that educational background of parents is important factor in determining female student’s participation progress (Carron and Chau, 1996). Educated parents may have more enlightened attitude about female education participation, or provide more conducive environment for education of their daughters than uneducated parents.

A study of social class and academic performance in Cameroon (Brock and Cammish, 1994) suggests that females from elite families overcome the disadvantages of their sex and have a high pass rate at secondary school than boys from almost all other occupational background.

Brown (1990) states that mothers are expected to play great roles as educators. They are the primary source of knowledge, language, value, and social relationship to the child. Therefore the higher education level of the mother, the more effectively she is able to transmit the knowledge required by her children. In contrary, the more illiterate the mothers are, the less chance for their daughters to transfer education.

Stivanchitis (1999:2) states that, at the United Nations level, the convention on the elimination of all forms of Discrimination against women (called CEDAW) was a major achievement for the women’s rights movement when it was adopted by the UN general assembly in 1979. She further added that, it is necessary, however, to mention that UN initiatives and conferences focused primarily on sport for

all as sport activities at school or in leisure time that concerns a large number of women and girls and is more directly related to education and social life (Stivachtis, 1999).

### **2.11.2. Cultural Influences**

In most cultures girls are often regarded as weak creatures as compared to boys. They are usually seen as inherently sick and fragile to perform an activity that could be handled by men.

Concerning cultural influence on females' education, Odaga and Heneled (1995) reveal that, cultural influence is so strong that it brings dilemma in females on their educational participation and ignoring their contributions in any field including education.

Pat et al., (1991) stated that, it is important to recognize that stereotyping all boys and all girls as representing particular behavioral and intellectual traits is dangerous. All boys are not hooligans just as all girls are not passive by standard.

Siedentop (1998) stated that, there are practices in all cultures which cannot be condoned, and think teachers have the right not to feel quality because they do not embrace all aspects of any particular culture and as teachers do have the right to question the cultural practices our own upbringing and those of others. Therefore teachers who have aware of a discrepancy between the existing practices and specific aspects of cultural practices in schools cannot ignore the potential conflict indifferent areas of inequality.

### **2.13.3. Lack of Role Models**

As O'gara and Nancy (1996) support that role modeling is an important part of social learning, thus increasing the number of female teaches is an important strategy to boost girl's enrollment and participation. Female teachers in the school can be model in competence, self-esteem, success, and ways of thinking and doing things.

The presence and /or absence of role models influence the participation of females in education. UNICEF (1992) mentioned that an increased number of female teachers is goal retention of females in schools particularly through the teachers position as role models.

#### **2.11.4. Teachers attitude and expectations**

Teachers attitude are likely to be the reflection of broader societal view biases about the role and activities of male and females and stereotypically subjects inculcated in the curriculum. Classroom observations have shown that teacher encouragement and pay more attention for boys than girls. Because of these girls often may not answer the question as equally as boys, not because of they do not know but because of their socialization that does not allow them to even take the risk of being wrong (FAWE, 1996).

FAWE (1996) stresses the gender experiences that teachers bring into school with them cannot be ignored. They are role models for children and, for many very young children, teachers are their first adult role models other their parents. Our own experiences are bound to influence how we see boys and girls, both now and in the future. An awareness of this is an important first move towards ensuring a more equitable treatment of boys and girls within the classroom.

#### **2.11.5. Sport personalities**

As Arnold (1976) mentioned in his report that, role models are important. There are many good elxamples to cite at national and international level-male and female, Black and white. Many local sports personalities are keen to encourage youngsters to take part in their sport and can provide a positive example right there in the classroom. This also provides a chance for children to widen their knowledge of locally available sports activities.

#### **2.12. Organizational Related Factors**

It is known that there are many factors that are associated with the organization of the school system and that are likely to affect directly or indirectly the participation of female's student in the schools. But the most important ones are briefly summarized here.

### **2.12.1. Instructional Facilities and Materials**

Poor quality of learning environment, poor school facilities, irrelevant curriculum, lack of equipment and materials and teachers negative attitudes to girls' education are impediments that hinder girls participation in education (FAWE, 1996).

Even if schools were neutral in respect of developing gender experiences and identifies in students, they would still be responsible for assisting students to understand, in an informed way, the broader processes and structure that contribute to gender based in equality in areas beyond the school yard (Wolpe et al, 1997).

### **2.12.2. The Play Ground (Field)**

The playground is one of the most public places in a school, where boys and girls, teachers and other adults can be seen together. According to O'gara and Nancy (1996) the domination of playground space by one particular group should be avoided. A group of boys using most of the available space for a game of football may be pushing girls and non-football playing boys a side, and part from anything else, it is just unfair. If teacher subservices and aggression as well as limiting the activities of all those who play a side-including the foot ballers. Some schools limit large balls to one area of a large playground. Schools with smaller play areas have banned large balls altogether.

### **2.12.3. Female's and Sexual Harassment**

According to Fasting, Kari (2005); A further impact of sexualization of female athletes is increased harassment against female. Studies conducted in a number of countries give some indication of the prevalence of violence and harassment in sport: 40-50 percent of female athletes surveyed in Canada and 27 percent in Australia reported harassment. A study of Australian athletes found that 31 percent of female and 21 percent of male athletes reported experiencing sexual abuse at the same time in their lives. Of these, 41 percent of females and 29 percent of males had been sexually abused within the sport environment. Females may face verbal harassment, including of a sexual nature, which can originated from other athletes, coaches, managers, spectators, and family or community members.

This risk of harassment may stem from men's resistance to the challenging of gender-specific boundaries and assertion of female's independence or may occur because female are participating in sport viewed as male dominant.



Verbal and physical harassment by coaches and managers, such as derogatory remarks and inappropriate looks or touching, is a particular concern. Harassment and abuse on the context of sport are of concern for all athletes, not only females. The notion of masculinity based on men's dominance, physical strength and power that is traditionally enhanced by male sport can manifest in to violence against female.

In similar words the international Olympic committees (IOC) executive committee adopted a consensus position statement on sexual harassment and abuse in sport in 2000.

The statement defines the problems, identifies the risk factors and providing guidelines for prevention and resolutions. The objective is to improve the health and protection of athletes through the promotion of effective preventive policy, as well as to increase the awareness of these problems among all stakeholders and actors in sport. The recommendation includes:-

- ❖ Adopting harassment free-policy and procedures that are in line with international ethical and human rights statutes and that are inclusive.
- ❖ Encourage open debate about sexual harassment between boys and girls.
- ❖ Embedding an equitable balance of males and females in all roles and democratic leadership style to militate against abuse of power.
- ❖ Acting as advocates of harassment free sport through education and training programs for everyone involved in sport.
- ❖ Actively monitoring the effectiveness of all anti-harassment initiatives.
- ❖ Initiating research into men's and women's and boys and girls' experience of abuses.
- ❖ Give active representation of female athletes in decision making at every level of sport.

#### **2.12.4. Religion**

Religion may have a negative impact on female students not to participate fully in freedom in sport competition activities. Appleton *et al*, 1990, point out that:

*Religion for Christian and Islam is usually associated with low female student participation to perform good physical education activities in the schools.*

## CHAPTER THREE

### RESEARCH METHODS

#### 3.1. Description of the study area

The study was conducted at Jimma town located at 353 km south west of Addis Ababa. The study area has an average altitude of 1780 above the sea level. The mean annual maximum temperature of 30<sup>0</sup>c and the mean annual temperature of 14<sup>0</sup>c, the annual rain fall ranges from 1130-1690mm. From a climate point of view, abundant rain fall makes Jimma to be one of the best watered of Ethiopian high land areas, conducive for agricultural production (Alemu *et al.*, 2011).



Fig 1. Map of Jimma town

### **3.2. Study Design**

A research design, in general, indicates the plan that the researcher uses to answer the research questions successfully (Kumar, 2005). The design and methodology of a research is based on the purpose of the study (Morra and FriendLander, 1999). This research was used a mixed methods research design comprising of a quantitative method followed by a qualitative interview so that the quantitative data collected through the questionnaires could be supplemented by obtained information via interviews. The descriptive research design was employed in this research. The major principle behind this design is that uses of both quantitative and qualitative methods, in combination, provide a better understanding of the research questions.

### **3.3. Data Source**

The data was collected from both primary and secondary sources. Female's student, physical education teacher, and school directors were incorporated as a primary data sources and Student documents and teacher reports were used as the secondary data source.

### **3.4. Population of the study**

This study was conducted on four government and four private secondary schools, namely Ababuna , Jiren number two, Seto Semero, Jimma university community school, Betseb academy, Keamed, Catholic and Eldan secondary schools of Jimma town. The target population in this study consists of secondary schools principals, physical education teachers, and female students were used as a source of data for the purpose of the study.

### **3.5. Sample size and Sampling technique**

Systematic random sampling technique was used to select the actual respondent of female students from each selected schools. The reason to choose the systematic random sampling techniques was used for the purpose of the simplicity to assess each and every schools female student and believed to have nearly similar exposure for the participation of female students in sport competition. Beside this 100% of school principals and physical education teacher were employed by using purposive sampling technique in order to get full information. Therefor Out of the total number of 3358 female students 357 students were taken as a sample size using the formula

$$n = \frac{N}{1 + N(e)^2} \text{ by (Yamane, 1967).}$$

$$n = \frac{3358}{1 + 3358(0.05)^2}$$

$$n = 357$$

Where, N-Total number of population

n- Sample size

e- Level of precision

Table 1. The proportional allocation of female students from each school will be taken to get the actual target sample of female students of all secondary schools.

Name of the school	grade	Total population	Sample size	Total Sample size
1.AbaBuna	9	352	37	68
	10	291	31	
2.Seto Semero	9	397	42	78
	10	335	36	
3.Beteseb Academy	9	18	2	3
	10	6	1	
4.Kiamed	9	23	2	5
	10	25	3	
5.Catholic	9	77	7	13
	10	41	6	
6.Eldan	9	145	15	26
	10	104	11	
7.Jiren number-2	9	706	75	148
	10	687	73	
8.Jimma university community	9	74	8	16
	10	77	8	
Total		3358		357

### **3.5. Data collection**

First, basic research questions were formulated which helps to show the direction of the study. Second, appropriate data gathering tools were prepared and the necessary questions were set and then pilot test was used to check their appropriateness for all respondents by preparing questionnaires. Thus the questionnaires were administered for 20 students, 2 subject teachers and 2 school principals. The necessary correction and modification was made on prepared questionnaire based on the comments and given criticisms during the pilot study.

For students, the English version of the questionnaires were translated to Amharic to made smooth communication by the helping of English and Amharic language post graduate students to make it easier for understanding. The interviewees were selected purposely in order to get reliable answers and also questionnaires and interviews were prepared based on the literature review.

### **3.6. Method of data collection**

The instruments used for data collection were questionnaires, interview, and field observation. Based on the response obtained from the pilot study, correction and revision was made in order to avoid ambiguity of the questionnaire items and to maintain the validity and reliability of the language consistency.

#### **3.6.1. Questionnaires**

Two set of questionnaires were prepared and administered for teachers and female students who were the targets of the study. The two sets of questionnaire to be field by physical education teachers and female students were prepared in English and Amharic respectively. The questionnaire had two parts. The first part was intended to collect personal data, the second part of the questionnaire aimed at gathering information on the participation of female students in sport competition. The curricula and availability of teaching material in the field and how female students should develop their own self-confidence to overcome factor that hinder their participation in sport competition

### **3.6.2. Interview**

Face to face interview was conducted. For this a set of semi-structured interview and open-ended questionnaire were prepared in Amharic and finally translated into English.

### **3.7. Method of Data Analysis**

Data analysis and interpretation was accomplished after the data was coded and interred to SPSS.Ver.16. Thus, the data which was expected to significant for the study was selected and arranged. Afterwards, descriptive statistical tools such as mean, percentages, frequency distribution and standard deviation were used to analyze the significance of the result. The meaningful conclusion was made based on the response of the respondents. Tables were used to compare the participation of female students in sport competition in Jimma town secondary schools.

### **3.8. Ethical considerations**

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

## **Chapter four**

### **Data analysis and interpretation**

#### **4.1. Method of Data Analysis and Interpretation**

Data analysis is the process of systematically searching, arranging and organizing the questionnaire, interview, observation and document analysis and other materials that have been collected for the intended study. It is helpful to increase one's own understanding and to be able to present or introduce what have been discovered to others and to show the trend of female participation, new thing patterns and discovering what is important and what is learned from the result.

Therefore in this study, the researcher was used mixed approach method (quantitative and qualitative) has obtained for well validate and substantiated findings (Kumar, 2005).

Closed ended questionnaire and document analysis was obtained through quantitative approach and analyzed by using frequency counts and simple percentage of the responses. Moreover the data collected and obtained from observation, interview and open-ended questionnaire were analyzed by using narrative qualitative approach.

To large extent, the study was approached through quantitative and qualitative method to analyze the data in the discussion.

## 4.2. Result interpretation

**Table 1:** Total Participants included in the Study of participation of female students in sport competition in Jimma town secondary schools

Types of participant in the study	Research instrument used	Number of participant								total
		Ababuna	Setosemero	Betseb	Keamid	Catholic	Eldan	Jiren2	JUCS	
Female students	Questionnai	68	78	3	5	13	26	148	16	357
Teachers	Questionna & interview	2	2	1	-	1	1	2	1	10
Directors	Interview	1	1	1	1	1	1	1	1	8
Total		71	81	5	6	15	28	151	18	375

In this study a total of 357 students, 10 sport science teachers and 8 school directors were included (table 1).



#### 4.2.1. Information Related to Female Student Response

**Table 2:** Sex and Age of Female Student Respondents in the Study of participation of female students in sport competition in Jimma town secondary schools

Age	Frequency	Percent	Valid Percent	Cumulative Percent
range 13-14	25	7.0	7.0	7.0
15-16	248	69.5	69.5	76.5
17-18	79	22.1	22.1	98.6
above 18	5	1.4	1.4	100.0
Total	357	100.0	100.0	

69.5% of the Female students attending 9th and 10th grade in 2015 in Jimma town secondary schools were in age between 15-16 (table 2).

**Table 3.** Appropriateness of teaching method used by PE teachers in Jimma town secondary schools

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Great extent	157	44.8	44.0	44.0
to some extent	149	40.9	40.9	84.9
Not at all	51	14.3	15.1	100
Total	357	100.0	100.0	

Concerning this question, the majority 157(44.8%) of the respondent from the total of 357 female students replied that, their PE teachers are used clear and appropriate teaching methods that all students can be able to understand easily, on the other hand 149(40.9%) of them indicated that their PE teacher are use clear and appropriate teaching methods that students can understand to some extent and 51(14.3%) was responded that their PE teaches did not use understandable and clear methods that every student can understand and practice(table3).

Regarding this the interview of subject teachers, most teachers agree that, they are satisfied with their teaching methods and they clearly explain that, they have been used clear and appropriate teaching methods that major students can understand and participate. some of the teachers replied that, Because of the designing nature of the curriculum in availability of teaching materials, facilities, time allotted for the subject and the number of students in each class are some factors that to face them not to use clear and appropriate teaching methods that the majority students able to understand.

**Table.4.**Availablity of facilities, equipment and teaching materials in Jimma town secondary schools

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Great extent	41	11.5	11.5	11.5
To some extent	163	45.7	45.7	57.1
Not at all	153	42.9	42.9	100.0
Total	357	100.0	100.0	

The table4, above show that few students 41(11.5%) replied that the teaching materials, facility and equipment availability in their school were enough and appropriate to participate all students in sport activity, about 163(45.7%) female students responded that to some extent the teaching material, facility and equipment available in their school are appropriate and enough to practice sport activities and 153(42.9%) of student from the total respondent that the teaching material, facility and equipment are not available in their school.

Similarly the interview made with PE teachers and school directors of the sample schools have also the same with student response that indicated the above table. The response of all interviewed teachers in Jimma town secondary schools have revealed that the teaching materials, facilities and equipment are not appropriate with the content of the subject they practice and enough to the number of students in the class. In addition to this the mean value 2.31 from descriptive statistics indicated that schools were not rich in materials, which are relevant for sport competition (Annex-.VI.)

Regarding the response of school directors when the researcher was interviewed them they agreed that schools are trying to facilitating sport materials and facility that needed for the competition and working cooperatively with school community. In addition to this schools are also exerting their maximum effort to work closely with the community to provided different services for female students in order to promote and increase their participation in school and regional level.

Therefore the shortage of teaching materials and facilities implies, there is teaching learning influences in the school to practice the subject properly and to participate female students up to the expected level. In addition to this there is lack of playing fields in some schools.

**Table5.** Preparation of sport competition between schools in Jimma town secondary schools.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Great extent	153	42.9	42.9	42.9
to some extent	115	32.2	32.2	75.1
Not at all	88	24.9	24.9	100
Total	357	100.0	100.0	

As table 5. Shows In most of the schools there were Sport competition 153 (42.9%) between the class and among the grades and around 88(24.6%) replied that their schools did not prepare any competition at all but 115(32.2%) respond that their school sometimes prepares sport competition.

**Table. 6.** Provision of sport materials by parents in Jimma town secondary schools.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Great extent	93	26.1	26.1	26.1
To some extent	117	33	33	59.1
Not at all	145	40.9	40.9	100
Total	357	100.0	100.0	

Regarding this issue concerning from the total number of 357 female students 145(40.6%) of the respondent responded that their family do not support and encourage or other cooperation to participate in sport competition, while 93(26.1%) of female student responded that they get full cooperation and support from their families, however 117(32.8%) of students are indicated their families have supported and encouraged sometimes in order to promote female student participation in sport competition(table6).

Similarly the researcher was interviewed the teachers concerning this issue almost all interviewed teachers are believed that, most of the families, community, teachers and schools are not encouraged and support female students. But documents obtained from office of youth and sport affairs of Jimma town indicated that their participation in sport competition increases constantly.

**Table 7.** Major factors that hinder sport competition by females in Jimma town secondary schools.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Cultural influence	39	10.9	10.9	10.9
Religious influence	86	24.1	24.1	35.0
Family influence	124	34.7	34.7	69.7
Social influence	107	30.3	30.3	100
Total	357	100.0	100.0	

As The findings from table 7 indicates that the hindrance to participate female student in sport competition 124(34.7%) of the respondent answered family influence, 39(10.9%) of the student replied cultural influence and 107(30.0%) of them are said that the social influence and while the others 86(24.1%) of female respondents to responded that religious influence has an impact when female students participate in sport competition. According to the average mean descriptive statistics in Annex-.VI, the major factor that hinder the female participation in sport completion was family influence, since the mean value of this issue is found to be 2.96.

**Table 8.** Causes that hinders females from sport competition in Jimma town secondary schools

RESPONSE	Frequency	Percent	Valid Percent	Cumulative Percent
low perception of family and community towards sport competition	91	25.5	25.5	25.5
low perception of community on contribution of sport	75	21.0	21.0	46.5
low perception of community on contribution of sport competition to country development	82	23.0	23.0	69.5
perception of community to attach female on household works only rather than on sport competition	109	30.5	30.5	100.0
Total	357	100.0	100.0	

Table 8, indicates the causes that hinders females from sport competition from the respondent believe is, because of the perception of community to attach females on house hold work(30%),the rest between 21%-25% of the respondent agreed on low perception of family and community towards sport competition and development

**Table 9.** Superiority of males in sport competition in Jimma town secondary schools

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Great extent	73	20.4	20.4	20.4
Not at all	182	51.0	51.0	71.4
I do not know	100	28.6	28.6	100
Total	357	100.0	100.0	

Concerning the domination of male students during sport competition 182(51.0%) of the respondents agreed that males do not show any superiority in female students and the other 73(20.4%) do not agree on this issue, while 100(28.6%) of the respondents said I don't know to the issue(table9). The response generally reveals that male students are not dominant over female students in sport competition since the mean value was found to be 1.38(Annex-.VI.)

**Table 10.** Contribution of participation of females in sport for health and the development of the country in Jimma town secondary schools.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Great extent	271	75.9	75.9	75.9
Not at all	42	11.8	11.8	87.7
partially I believe	31	8.7	8.7	96.4
I do not know	13	3.6	3.6	100.0
Total	357	100.0	100.0	

Regarding the contribution of sport competition in relation with their health and the development of country as to be see the above (table 11): 271(75.9%) of the student perception are agree and believed that sport competition have a great importance to promote health and contributed to the economic development of the country, and then 31(8.7%) of the respondent agreed partially and the other 13(3.6%) of the respondent are replied that I am not sure of the answers. other 42(11.8%) said sport competition has no contribution for health and economic development of the country(table 10).

This shows that, the contribution of sport competition for health was unreserved and the issues have given emphasis by female respondents and in addition to this, they believe that healthy person can fit and participate in many productive areas to bring an economic change to her country.

**Table 11.** Harassment of female students by different bodies in sport completion in Jimma town secondary schools

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Great extent	100	28.6	28.6	28.6
To some extent	221	61.9	61.9	90.5
Not at all	34	9.5	9.5	100
Total	357	100.0	100.0	

As indicated in the table above, 34 (9.5%) from the total of 357 female students found in jimma town secondary schools, respondent replied and agreed that they haven't encountered harassment. The majority of the respondent 221(61.9%) indicates that they have come across harassment sometimes. However, 100(28%) of the respondent believed that there were harassment either by teachers, coaches or by respective male students (table11).

From the average mean 1.82(Annex-.VI). we can realized that the majority of female students sometimes encountered harassment by teachers, coaches and male counterparts. This is in line with some interviewed response of the subject teachers.



**Table12.** integration of contents of sport competition with other subjects in jimma town secondary schools

response	Frequency	Percent	Valid Percent	Cumulative Percent
Great extent	160	44.8	44.8	44.8
to some extent	116	32.5	32.5	77.3
Not at all	70	22.7	22.7	100
Total	357	100.0	100.0	

The response regarding the issue from table 12:- more than 70(19.6%) of the students believe that the content of sport competition do not integrated with their other academic subject that they practice. About 116(32.5%) students responds that the contents of sport competition they practice are integrated to some extent with other academic subject, and the majority 160(44.8%) of students are agreed that the content of physical education and sport subject integrated with other academic subject.

Similarly the interview response of PE and sport teachers of the secondary schools in Jimma town about the integration of PE subject that they practice is in line with the response of the students in the above table.

Moreover almost all teachers believe that as a part of PE subject sport competition should be integrated with other academic subject especially with science subject like biology, chemistry and physics because the topic that directly related with them in teaching learning processes of the subject, for example in biology about human physiology and anatomy, in chemistry about Bio-chemistry, in physics the mechanics of exertion of force and kinesiology. All subject areas should function as integrated components in the education of the total individual.

**Table 13.** The prior solution to increase the participation of female students in sport competition activities in jimma town secondary schools.

response	Frequency	Percent	Valid Percent	Cumulative Percent
build the capacity of the teacher towards female students	83	23.2	23.2	23.2
train teachers about gender education	80	22.4	22.4	45.7
Sensitizing directors, teachers, male peers families and society at large about importance of female sport competition	99	27.7	27.7	73.4
change the attitude of parents towards the involvement of their daughters on sport competition	94	26.6	26.6	100
Total	357	100.0	100.0	

Regarding the way to promote female students in sport competition as shown the above table 14: 99(27.7%) of the respondent responded that the directors, male peers, teachers and the community at large should be encourage female students to participate in sport competition, while 94(26.3%) of the respondent indicates that the attitude of families towards female students should be changed and 80(22.4%) of the respondent replied that the only means to promote female participation in different sport competition was given sex (life) education, others 83(23.2%) of the respondent responded that building the capacity of teachers towards female students was a mechanism to promote females in different sport competitions(table13).in addition to the information from table 13, The averages mean descriptive Statistics in Annex-.VI, the mean 2.58 indicate that the prier solution to increase the

participation of female students in sport competition activities was sensitizing directors, teachers, male peers, families and societies at a large about the importance of female sport completion.

Moreover, in teachers’ response about the solutions to promote participation of female student in sport competition all the concerned bodies must be changed their attitude and believes about female students in order to improve and participate in different sport activities.

**Table 14.** Gender education in Jimma town secondary school

response	Frequency	Percent	Valid Percent	Cumulative Percent
Great extent	70	19.6	19.6	19.6
To some extent	48	13.4	13.4	85.2
Not at all	186	52.1	52.1	71.7
I do not know	53	14.8	14.8	100.0
Total	357	100.0	100.0	

In regard to provision of gender education the school did not give any circumstance with relation to sport competition since the average mean is 2.23(Annex-.VI.) . As the above table 14 indicates, 52% of the students replied that no gender education is given this is as similar as the interview respond of the teachers, in contrast 19% and13% of the respondent confirmed that gender education is given fully and irregularly as a part of the lesson respectively.

**Table15.** Counseling female students to avoid problems related to sport competition in Jimma town secondary schools

response	Frequency	Percent	Valid Percent	Cumulative Percent
Great extent	76	21.3	21.3	21.3
To some extent	202	56.6	56.6	77.9
Not at all	71	22.1	22.1	100
Total	357	100.0	100.0	

The result of descriptive statistics (the average mean 2.39), tells as there is no consistent (56%) counseling habit for female students to avoid problems related to sport competition (Annex-.VI.)and table15), 22% of the respondent approved that no counseling was given at all(table15). From this finding we understand that the majority of the students sometimes ask any help from their teachers and counselors during the difficult situations they face to participate in sport competition. This is indicated that, there is a smooth and normal communication and mindful how to get appropriate counseling from physical education department and counseling office. Similarly from teacher’s questionnaires, there was an item which requires the response of teachers towards counseling and gender education. Majority of the teachers agreed that there was no program adjusted purposefully to counsel female students to treat such issues in the school but few of them are replied that there was a program in the school to give awareness to female students about the issue.

**Table16.** Performance of male and female students in sport competition in jimma town secondary schools.

response	Frequency	Percent	Valid Percent	Cumulative Percent
Great extent	151	41.5	41.5	41.5
To some extent	46	12.9	12.9	54.4
Not at all	160	45.6	45.6	100
Total	357	100.0	100.0	

Female students opinion towards performing sport competition equally with their male counterpart, the response replied that 160(45.6%) of female students responded no, 46(12.9%) of they are indicated to some extent, and 151(41.5%) of student responded that agree positively (table 16).. From the Annex-.VI, the mean value(2.57) indicates that majority of the respondent has agreed to perform exercise not equally with male counterparts during sport competition. Similar result was also found from the teachers respond.

**Table 17.** Commitment status of female students in sport competition in Jimma town secondary schools.

response	Frequency	Percent	Valid Percent	Cumulative Percent
High	198	55.5	55.5	55.5
Medium	105	29.4	29.4	84.9
Low	29	8.1	8.1	93.0
very low	25	7.0	7.0	100.0
Total	357	100.0	100.0	

Regarding the finding indicates that female students towards their commitment to participate and win in intramural and extramural sport competitions, 29(8.1%) responded that low, 105(29.4%) decide on for medium, while 25(7%) of the response are responded that very low and 198(55.5%) of the student said high. The average mean value in regard to commitment is 1.46 (Annex-.VI.)This shows that almost the majority of respondents are strongly committed to win in sport competition (table 17.)

**Table 18.** Factors influencing female’s participation in sport competition in Jimma town secondary schools.

response	Frequency	Percent	Valid Percent	Cumulative Percent
teachers approach	56	15.7	15.7	15.7
lack of interest on subject	42	11.8	11.8	57.7
participation in physical activity is difficult and boring	109	30.5	30.5	69.5
lack of room for changing clothes separate latrine and water service	150	42	42	100.0
Total	357	100.0	100.0	

The factors that affect female students to participate in sport competition at school level as we see table 18 is: 56(15.7%) of the respondent replied that teacher’s approach in teaching physical education is one of the major factors to involve and participate the activities, whereas 150(42%) of female student(table 18). As the descriptive Statistics average mean 2.96 showed that the major factors that influence female participation in sport competition was lack of room for changing clothes, separate latrine and water service (Annex-.VI.)

Moreover 42(11.8%) of them feel that, other may laugh at them, thus they lacks interest and the rest of student 109(30.5 %) believed that participating in sport competition was full of fatigue; problematic and boring (table 18).

Therefore, the school administration and parents can possible solve and reduce problems by preparing safe places for changing sport suits. In addition to this the administration can improve water service and separate latrines to promote female students participation in sport competition for preparing productive and healthy citizens.

**Table19.** Compensation payment after sporting activities during competition between schools in Jimma town secondary schools

response	Frequency	Percent	Valid Percent	Cumulative Percent
Great extent	66	18.6	18.6	18.6
to some extent	78	22	22.	40.6
Not at all	213	59.4	59.4	100
Total	357	100		

Around 60% of the respondents replied that there is no any compensation after sporting activities during competition, 18% of the respondent approved that there is compensation but the rest 22% replied that the compensation was intermittent (table 19).

#### **4.1.2. Information Related to teachers**

##### **4.1.2.1. Work experience and Qualification of Teacher Respondents**

Around 63% of the teachers in this study had an experience of 16 years and above and only one teacher was below five (table20)



**Table 20:** work experience and Qualification of Teacher Respondents

response	Frequency	Percent	Valid Percent	Cumulative Percent
range 1-5	1	9.1	10.0	10.0
6-10	1	9.1	10.0	20.0
11-15	1	9.1	10.0	30.0
above 16	7	63.6	70.0	100.0
Total	10	100.0		

#### 4.1.2.2. Information Related to teachers Response

**Table.21.**The extent of participation of females compared to males in Jimma town secondary schools

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid low	6	54.5	60.0	60.0
average	4	36.4	40.0	100.0
Total	10	100.0		

There was no high participation of females in sport competition, but 54% and 46% of the respondent answered that their participation is low and an average respectively (table 21.) As indicated in annex-VI the extent of female students participation compared with male was found to be low since the average mean was 1.4.

**Table22.** The major factors that hinder female student’s participation towards to sport completion in Jimma town secondary schools

response	Frequency	Percent	Valid Percent	Cumulative Percent
society	2	18	20.0	20.0
religion	8	82	80.0	100.0
Total	10	100.0		

The teacher’s response that replied about this issue are as follows:- 2(18%) of teachers responded that societal factors whereas 8(82%) of them are indicated religious influences are the major factor and none of the teachers are answered culture as influencing factor. Therefore as we understand from this issue in both sides the most influential factors to participate female students in sport competition are religion and society (table 22).In addition to this, according to the average mean descriptive statistics the major factor that hinder the female students participation in sport completion was found to be religion as the mean score is equal to 2.8 (annex-VI )

**Table 23.** Preference of female students in practicing sport actives in group at Jimma town secondary schools.

response	Frequency	Percent	Valid Percent	Cumulative Percent
practicing with female student	3	27.3	30.0	30.0
practising alone	2	18.2	20.0	50.0
practing according to the teachers program	5	45.5	50.0	100.0

response	Frequency	Percent	Valid Percent	Cumulative Percent
practicing with female student	3	27.3	30.0	30.0
practising alone	2	18.2	20.0	50.0
practicing according to the teachers program	5	45.5	50.0	100.0
Total	10	100.0		

The above table 23. Showed that 45% Female students practiced sport activities based up on the teachers guidance, 18% of the respondent prefers that female students should practice sport activities on their own selves others (27%) preferred practicing to each other.

**Table.24.** Consideration of sport competition towards the interest of client in Jimma town secondary schools

response	Frequency	Percent	Valid Percent	Cumulative Percent
Great extent	7	63.6	70.0	70.0
To some extent	2	18.2	20.0	90.0
Not at all	1	9.1	10.0	100.0
Total	10	100.0		

Most of the teachers (64%) answered that the interest of the students is considered in sport competition, while 9% and 18% of the respondent replied that no consideration and intermitten consideration is given to clients respectively (table24)

**Table. 25.** The role of sport teachers to improve female students in participation of sport competition in jimma town secondary schools

response	Frequency	Percent	Valid Percent	Cumulative Percent
arranging sport completion at school level	3	27.3	30.0	30.0
inviting role model sport men/women	4	36.4	40.0	70.0
encourage female students to participate in sport competition	3	27.3	30.0	100.0
Total	10	100.0		

The finding from table 25, indicates that 3(27.3%) of the teachers answered some group work and interclass and interschool competition should be prepared in order to promote female student participation, while 4(36.4%) of the teacher respondent responded that school director and community at large should have done to sharing the experience of famous athlete as a role model by using media because famous female athletes and others by sharing their experience could encourage female students to involve in sport competition. 3(27.3%) of them are replied that encouragement and supporting are the main thing to increase the interest and participation of female student in sport competition. In general the average mean value 3.0 indicates that inviting the role model or known sport men/women in sharing the experience could enhance female’s participation in sport completion (annex-VI )

Similarly the researcher was interviewed the directors concerning this issue, almost all interviewed directors are believed that, these families, community, teachers and schools have a good vision for female students to participate in sport competition , but no specific mechanism had been created to encourage and support female students.

**Table.26.** Availability of Equipment and facilities that encourage female students to participate in sport activities in Jimma town secondary schools.

response	Frequency	Percent	Valid Percent	Cumulative Percent
To some extent	1	9.1	10.0	10.0
Not at all	9	81.8	90.0	100.0
Total	10	100.0		

Except 9.1% of the respondent, no facility and availability of equipment is present in the schools to encourage female students to participate in sport activities, none of the respondents says yes. (table26). The descriptive statistics result indicates that the equipment and facilities were not sufficient to encourage female students' participation in sport competition since it's the average mean value was 2.1 annex-VI. In addition to the response of teachers, the researcher was interviewed school directors and most of them agreed that schools are trying to facilitating sport materials and facility that needed for the competition, and working cooperatively with school community by using mini media.

**Table 27.** Factors that hinder female participation in sport competition in Jimma town secondary schools

response	Frequency	Percent	Valid Percent	Cumulative Percent
lack of educational background	1	9.1	10.0	10.0
lack of female students understanding and attitude	2	18.2	20.0	30.0
negative attitude of the community, religion and culture	6	54.5	60.0	90.0
insufficient understanding of teachers and male students towards sport completion	1	9.1	10.0	100.0
Total	10	100.0		

The response as we see from table 27 above, the majority of physical education teachers 6(54.5%) of them are indicates that negative attitude of community, culture and religion towards the participation of female student, 1(9.1%) of them said that low attitude of teachers, male students towards female students, 1(9.1%) of the respondent replied that lack of educational background is a factor that hinders females from sport competition and the rest 2(18.2%)of them answered that lack of female student understanding and attitude towards sport competition may inhibit them from sport competition(table27)

Thus, it can be summarized that, the information obtained from physical education teacher can be a high light to show the deterring factors which occurs in the school environment and in the community, by taking remedial measures and creating awareness which can encourage and gives opportunities for female students to participate in physical education and sport competition in the school and out of school. Beside these the school administrators and community should be give intrinsic and extrinsic rewards and appreciations to female students when they participate in sport

competition. For instance by watching the match and giving values to create belongingness to increase girls' participation either in the school level or out of school competition

Therefore in order to implement female's participation in sport competition successfully and effectively any school directors should require good management by looking things from different dimensions. So that school administrators and communities should have to have good attitude and perception to sport competition, thus, this may increase female student participation in sport activity.

**Table.28.** Equality of female and male students' performance in sport completion in Jimma town secondary schools.

response	Frequency	Percent	Valid Percent	Cumulative Percent
Great extent	3	27.3	30.0	30.0
to some extent	2	18.2	20.0	50.0
Not at all	5	45.5	50.0	100.0
Total	10	100.0		

The majority of teachers 5(45.5%) of them are replied that No, they haven't equal perception or outlook to female students and boys however 3(27.3%) of the teacher's respondent responded that yes, female students are equally treated with males whereas 2(18.2%) of them are indicates to some extent females and males has equally perceive by school administrators, teachers and community (table 28). As we evaluate the average mean descriptive statistics from annex-VI the mean value 1.9 showed that the performance of female and male students was found to be not equal.

**Table29.** Female’s self-confidence towards participation of sport completion in Jimma town secondary schools.

response	Frequency	Percent	Valid Percent	Cumulative Percent
Great extent	3	27.3	30.0	30.0
To some extent	2	18.2	20.0	80.0
Not at all	5	45.5	50.0	100.0
Total	10	100.0		

45% of the teachers respond that females do not have self-confidence towards participating in sport competition. As shown in annex-VI female students self-confidence with regard to sport participation compared with male was found to be low since the average mean was 1.9 , while around 27% of the respondents replied that females have self-confidence towards sport competition (table 29).

**Table 30.** Counseling program for females participation in sport activities in Jimma town secondary schools

response	Frequency	Percent	Valid Percent	Cumulative Percent
Great extent	4	40	40.0	40.0
Not at all	6	60	60.0	100.0
Total	10	100.0		

Regarding counseling the response of teachers towards counseling service shown in table 30 that, the majority of the respondents 6(60%) responded that no counseling program has been provided for



female students for the success of sport competition but only 4(40%) replied that counseling is provided when the need is raised from the students. From this finding we understand that few of the teachers sometimes help their students during the difficult situations that they face to participate in sport competition. Similarly in annex-VI the average mean value 2.00 showed that the contact of female students with counseling in regard to solving problems countered in sport completion becomes unsound.

During the face to face interview the Majority of the teachers agreed that there was no program adjusted purposefully to counsel female students to treat such issues in the school but few of them are replied that there was a program in the school to give awareness to female students about the issue.

**Table 31.** Body image among female students in Jimma town secondary schools.

response	Frequency	Percent	Valid Percent	Cumulative Percent
they prefer to be slim	3	37	30.0	30.0
are in different	7	63	70.0	100.0
Total	10	100.0		

Nearly 63% of the respondent agreed that most of female students are in different body structures and the rest 37 % respondents argue that their female students prefer to be slim (table31)

**Table 32.** The Presence of Dressing room in Jimma town secondary schools

response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	4	36.4	40.0	40.0
No	6	54.5	60.0	100.0
Total	10	100.0		

The factors that affect female students to participate in sport competition at school level as we see in table 32 is problem of lack of places to change sport suits, this is approved by about 6(54.5%) of the respondents As shown in annex-VI the average mean descriptive statistics (1.6) indicate that the availability of dressing room for females not yet exists. The rest (36.4%) replied that there is a special dressing room for female students to change their cloth during sport competition.

## Chapter five

### Discussion of Major Findings

Regarding the general framework of female student participation in a variety of sport activity, due to low encouragement and less attention of teachers, peer groups, family, female student self-perception itself and the community at large are the reflection of the finding. This is in line with the research conducted in Zanzibar (FAWE,1996)

The finding of this research indicate that the material, facility and equipment in Jimma town secondary schools are not enough and appropriate with the number of student to practice sport competitions, So that the practical activity without facility and equipment is difficult to participate female student in sport competition.in similar way in 1996 ministry of education in Addis Ababa reported that, Poor quality of learning environment, poor school facilities, irrelevant curriculum, lack of equipment and materials and teachers negative attitudes to girls' education are obstacles that hinder girls participation in education

In his study Seiden, 1998, mentioned that throughout the world the involvement of females in sport competition was highly increased year after year since 1950s. The reason behind, as explained by Seiden was the presence of role models in the school which encourages female students to participate in sport activities. As the WHO report he role models who influence the participation females in sport competition change over time (WHO, 2004). The research conducted by Sabo,1998 briefly states that primary role models are parents, with friends and teachers becoming more significant as they enter school, and sports players, coaches and celebrities gaining in influence in adolescence (Sabo etal,1998). As explained by Reiger boys and girls tend to attribute role models differently, with girls being more likely to name parents as models, while boys more often named public figures, such as sports stars(Reiger etal 2003). This difference may be due, in part, to the evident lack of female sporting role models available to girls. So, effective role models need not be the most outstanding sporting individuals, but rather, may come from within the school (other pupils or teachers) or at home (parents or siblings) should play a role in shaping girls in regard to sport competition. In line with this, the finding of this study revealed that most of the female students respond that for more participation the schools need to invite role models which encourage them.

Varies studies have found that the participation of female student in sport activities is low with respect to male counterparts, because male student occupying the field by using more materials and sport facilities by excluding females during practical activities. Similar result was obtained in this study which made female students to be inhibited from any sport activities.

Studies conducted in different countries revealed that lessons for physical education and sport competition do not necessarily promote girls in sport activity. Undeniably, Talbot, 1989 clearly stated that inappropriate provision can disaffect some students, especially girls. Similarly the respondents of this research underlined that the PE teachers do not use clear and appropriate teaching method that all female students can able to understand and participate effectively, by considering the material, time and facilities. Therefore female students are not satisfied with their teaching method of their teachers. These characteristics include teaching style, teachers approach, availability and uses of instructional materials in the school. Though, Hurdman and Marshall suggested that Schools are an important socializing agents which shape the future aspiration by developing social, moral, intellectual, physical and emotional development of students, in contrary most of schools in US can also affect the participation of females in sport activity and sport competition, in line with this most secondary schools in Jimma town are insufficient supply of facilities and learning materials during sport activities.

According to the report posted by UNESCO, 1996 and as mentioned by Caron and Chau, 1996, the educational back ground of the parents is important factor for determining female students in sport competition. The same result was obtained in this study which implies that home environment, socio-cultural factor, school factor are the major factors that hinder female students to participate in sport competition. Because of this poor participation of females at school can be related to housework that is cooking, taking care of their young brothers and sisters at home. In line with this study Appleton with his co-workers in their study explained that environments are factors to hinder female student participation in sport activity and improve their skill as compared to boys. In addition to this Religions and society at large has a great influence on their schooling and future aspiration towards sport competition

Despite all this, yearly inter school sport competition in Jimma town were held according to the schedule. All the school directors are interviewed and they agreed that, schools are trying to facilitating sport materials needed for the competition by promoting female students participation, for

example by using mini media, by providing incentives to those who perform better during the inter school competitions. Moreover schools are also exerting their maximum effort to work closely with their community to provide different services for female students.

The finding also indicated that with regard to sexual harassment by teachers, coaches and the respective male students, it is clearly indicated that there is harassment by the for mentioned individuals.

## Chapter six

### Conclusions and recommendation

#### 6.1. Conclusion

Physical education in general sport competition in particular is the integral part of the total educational activities which enhance and integrates physical, social, moral and psychological aspects of an individual's life through directed and selected physical activities. Students should be focus on attitudes that help them to physically active and effective on the regular sport activity and sport competition throughout their life.

Therefore one has to understand that sport competition plays a great role in the society, especially for females to practice effective and efficiently. Some of the significance are mental, physical, social and cultural, development are the major one.

Hence, based on the finding of the study it can be concluding that:-

- Female student participation in secondary school of in Jimma town not encouraging this shows less attention of school principals, teachers, families, peer groups and community at large.
- The absence of facility and equipment could contribute a lot for the failure of practicability of the content of the subject, in this regard the study pointed out there was shortage of teaching materials in sport activities for students to practice and participate in sport competition
- The perception that consider female students incapable of performing sport activities as male counterparts do, as a consequence of which low expectation of teachers, peers, female student lowering performance itself in sport competition. These appear to be the major factors that contribute to lower female student participation in the school and out of the school environment.
- Concerning PE teachers, the teaching strategies and method that employed by teachers during his/her presentation does not invite the students' participation on the task /activity. The teachers enable to organize the students on the bases of facility and equipment available to practice the subject with the given frame of time.

- Parents give less important to their daughters education, and that responsibility to more domestic labor to put female students in a disadvantage position than males student and also the workload give them little time to study, to play and to participate in sport activities, this situation is particularly affects their attitude and performance of female students towards sport competition.
- female students have to be motivated and be given moral to build their self-confidence to participate in sport competition
- the society and the school should support by providing sport materials, preparing suitable cloths, changing classroom and sport field.
- Male students have shown their superiority over female students during sport activities by using more material and facilities.
- The time allotted for the subject is not enough and sufficient to practice the theoretical and practical content of the subject.
- Role model teachers are an important part of social learning. They can increase the member of female students' enrollment, participation; enhance competence, self-esteem success, and other ways of thinking, doing things and freely communication.
- Cultural and religion imposition of the community looking of female students as not equal to male students. This can demotivated female students from participating in sport competition.

## **6.2. Recommendation**

The participation of female student in physical education in general and sport competition in particular has a considerable social profit. It is one of the critical path ways to promote social and economic development of the country. This responsibility is drawn with school administrators, teachers, policy makers, parents, and male respective students to improve female student participation and achievement.

The effectiveness of school and educational management to allocate resources and create good environment were not let female students' participation in sport activities.

To mitigate these problems, it would be advisable to the school directors, teachers, parents and other concerned bodies have considered the following recommendations:-

1. Appropriate measures have to be taken in order to reduce the highly prevailing gender biased perception by creating gender awareness among peer opposite sex, teachers, the school community, parents and female student themselves by arranging workshop, seminar, and panel discussion to build up female student self-confidence and self-efficiency perception in sport competition activities.
2. Female students encourage themselves to participate in school and outside school environment sport activity like their male counterpart equally.
3. School should create a good relationship with parents and give them awareness about female student participation in sport competition.
4. Department heads and principals have also to orient and encourage PE teachers to produce and utilize instructional materials which are locally made to promote and solve the problem of sport competition.
5. The shortage of sport materials and sport fields discourage students in general and female students in particular, therefore school should be allocate budget to purchase sport materials including teachers sport suit, construct sport fields and prepare intramural and extramural sport competition should include in the annual plan.
6. The work load at home environment has a great hindrance to female students' participation. Therefore their extra time should be distributed for the study, recreation, house work and other activities, in line with this, regards and respect should be given to create a common understanding.
7. Well planned counseling service, gender life education and other timely related issues should be introduce to encourage female students to create the awareness about health fitness , and family planning by involving them in sport club and find committees which could be significant for their education as well as sport competition.
8. By inviting professionals and role models initiating and encouraging female students in participation in every sport competition at school and regional level.



## REFERENCE

- Alemu, A., W. Tsegaye, L. Golassa and G. Abebe, 2011. Urban malaria and associated risk factors in Jimma town, South-West Ethiopia. *Malar J.*, Vol. 10.
- Arnold, P. (1976). *Physical Education and Personality Development*. London: Heinemann Educational Books Ltd.
- Baker, W.J. 1988. *Sports in the western world*, urban, il: university of Illinois press.
- Beutler, I. 2008. Sport serving development and peace: Achieving the goals of the United Nations through sport. *Sport in Society*, Vol. 11, No. 4, pp. 359-369.
- Brock, C and Cammisa, N.K. (1994). "Constraints of Female Participation in Education in Developing Countries" in G. Strobridge and W. Tulusiewicz, *Education and Law International Prospects* London: Routledge.
- Brown, Lalage (1990). *Women Literacy and Development*. Bristol, Harlequin Color Printed Ltd.
- Carron, G and Chau, J.G (1996). *The Quality of Primary Schools in different Development Contexts*. Paris: UNESCO.
- Coakley, J, 2001. *Sport in society issues and controversies*. Seventh edition. McGraw-Hill. US. New York
- Elias, N. 1986. *An essay on sport and violence*. pp 150-74; N. Elias and E. Dunning (eds) *Quest for excitement*. New York: Basil Blackwell
- Fasting, Kari (2005). *Research on sexual harassment and abuse in sport*. Oslo, Norway: Institute for samfunnsforskning, Norges idrettshøgskole. Available from <http://www.idrottsforum.org>.
- FAWE (1996). *Gender and Primary Schooling in Ethiopia*. Report of a Joint Team from the Institute of Development Studies, Sussex and Ministry of Education, Addis Ababa.
- Festle, Joemary (1996), *Play nice: politics and apologies in women's sports*, USA: Columbia University press.
- Festle, Joemary (1996), *Play nice: politics and apologies in women's sports*, USA: Columbia University press.

- Guttamann-A.1978 –from virtual to record the nature of modern sports.Newyork Colombia university press .
- Hult, J.S. 91994). The Story of Women’s Athletics: Manipulating a Dream 1890-1985. In D.M. Costa and S.R. Guthrie (Eds), Women and Sport: Interdisciplinary Perspectives. (pp.83-107), Campaign, IL: Human Kinetics.
- Kretchman, S. (2005a) Practical philosophy of sport and physical activity (2nd ed.) Champaign, IL: Human Kinetics.
- Kumar ,R,(.2005 ) Research : methodology .A step -by-step guide for beginners. 2nd ed.new delhi . SAGE publications .
- Miracle ,A,W,and C.R.Rees 1994.lessons of the local room ;the myth of school sports .Amhorst ,Ny ;promethesus books.
- Morra.L.G and Friend lander ,(1999).case study evaluation.OED working paper series No.2 Washington D.C:World bank.
- O’Gara, L and Nancy, K (1996), Beyond enrollment: A handbook for improving experience in primary classroom. Washington D.C: Creative associates international, inc.
- Odaga A. and Heneveld, W. (1995). Girls and Schools in sub-Saharan Africa: From Analysis to Action. Washington D.C World Bank.
- Odaga A. and Heneveld, W. (1995). Girls and Schools in sub-Saharan Africa: From Analysis to Action. Washington D.C World Bank.
- Pat, Hughes (1991). Gender Issues: in the Primary Classroom. Great Britain: Scholastic Publication Ltd.
- Ram, N. Paromeswara and Krishnamurthy, (1992). Educational dimensions of Physical Education. New Delhi: Sterling Publishers Pvt. Ltd.
- Reijer, P., Chalimba, M. and Ayazikwa, A. (2002) Malawi Goes to Scale with Anti-AIDS Clubs and Popular Media. Evaluation and Program Planning, 25(4), pp. 357-363.

Sabo, D., Miller, K. and Farrell, M., Barnes, G. and Melnick, M. (1998) The Women's Sports Foundation Report: sport and teen pregnancy. East Meadow, US: Women's Sports Foundation; Sabo, D., Miller, K., Farrell, M.,

Sidentop, Darly (1998), introduction to physical education. Fitness and sport (3rded), by Mayfield publishing company USA..

Stivachitis, Katia Mescagni (1999). Regional Seminar on Women in Sport for the English Speaking NOCs of Africa. Addis Ababa, Ethiopia.

United Nation (1948). Universal Declaration of Human Right. Adopted and Proclaimed by General Assembly Resolution 217 A (111) of 10, December 1948. New York.

Whittingdale. J., Bradshaw B. ,Bray A.,Burns C.,Crouch T.,Davies P.,Farrelly P., Leech.J., Rotheram.S., Sutcliffe.G. 2009. Women and sport. First report. House of Commons, 7 Milbank, London

Whittingdale. J., Bradshaw B. ,Bray A.,Burns C.,Crouch T.,Davies P.,Farrelly P.,

Wolpe, A. Oral Quninlan and et al (1997). Gender Equity in Education. A report by the Gender Equity task team, Department of Education South Africa: Printed by Cape and Transual Printers (PVT) Ltd.

World Health Organisation (2004) Social Science Research Initiative on Adolescent Sexual and Reproductive Health: synopsis of on-going research. Geneva, SW: Department of Reproductive Health and Research, World Health Organisation.

YAMANE T.(1967) STATISTIC: An Introductory Analysis, 2nd edition, New York. Harper and Row

Annex-I

Jimma University

College of natural science

School of Graduate Studies

A Question to be filled by students

Dear respondents: The purpose of this questionnaire is to collect information on the participation of female students in sport competition in Jimma town secondary schools. Therefore, you are kindly requested to fill this questionnaire by ideas that incorporate different issues related to the paper.

Thank you in advance

I. Background Information

Instruction 1: Write your own background information in the space provided

1.1. Name of the school-----

1.2. Grade level -----

1.3. Age -----

1.4. Zone ----- Woreda ----- town-----

Instruction 2: Circle your answer among the following alternatives.

1.Are the facility, equipment and teaching materials enough and appropriate in your school?

A. great extent      B. To some extent      C. No      D. No idea

2 . Does your school prepare sporting competition?

A. great extent      B. To some extent      C. No      D. If have you any suggestion

3 .Do your parents provide you with the sporting materials?

A. great extent      B. to Some extent      C. No

4. Does your Physical Education use clear and appropriate teaching methods that all students are able to understand?

A. great extent      B. To some extent      C. No      D. Suggestion

5. What are the major hindrances when female students participate in sport competition?

- A. Cultural influences
- B. Religious influence
- C. Family influence
- D. Social influence

6. What do you think the causes for your answer in question number 5 could be ?

- A. Low perception of family/ community towards sport competition
- B. Low perception of community on contribution of sport competition to health
- C. Low perception of community on contribution of sport competition to country development
- D. Perception of community to attach female on household works only rather than on sport competition

7. Do male students show superiority in sport competition?

- A. great extent
- B. not at all
- C. I don't know

8. Do you believe that the participation of female students in physical activities can

Contribute for your health and the development of the country?

- A. great extent
- B. Not at all
- C. Partially I believe
- D. I don't know

9. Do you believe female students harassed by teachers, coaches and male counterparts

when they participate in sport competition situations?

- A. great extent
- B. to Some extent
- C. Not at all

10. Are the content of sport competition you practice in your school integrated with other subject?

- A. great extent
- B. To some extent
- C. Not at all

11. What are the prior solutions to increase the participation of female students in sport competition activities?

A. Build the capacity of teachers towards female students

B. Give/ train teachers about gender education

C. Sensitizing directors, teachers, male peers, families and society at large about the importance of female sport competition.

D. Change the attitude of parents towards the involvement of their daughters on sport competition.

12. Do schools give gender education? A. Yes B. No C. Sometimes D. I don't know

13. Do you contact with student counsel to discuss on different problems related to how to participate in sport activities. A. great extent B. to Some extent C. Not at all

14. Do you think that female students and male students can perform equally in sport competition?  
A. great extent B. to Some extent C. Not at all

15. To what extent you are committed to win when the school organized sport competition? A. High  
B. Medium C. Low D. Very low

16. Which of the following factors are highly influence your participation in sport competition?  
A. Teachers approach B. Lack of interest on the subject  
C. . Lack of room for changing clothes, separate latrine and water servic  
D. Participation in physical activity is difficult and boring

17. Is there a compensation of payment after sporting activities during a competition between schools? A. great extent B. to Some extent C. Not at all

Annex-II

ጂ.ማ ዩኒቨርሲቲ

የተፈጥሮ ሳይንስ ኮልጅ የድህረ ምረቃ ት/ቤት የስፖርት ሳይንስ ት/ክፍል

በተማሪዎች የሚሞላ መጠይቅ

ውድ ሴት ተማሪዎች የዚህ መጠይቅ ዋና አላማ በአሮምያ ክልል በጂ.ማ ዞን በጂ.ማ ከተማ በሚገኙ የሁለተኛ ደረጃ ት/ቤቶች (9-10) የሴት ተማሪዎች በስፖርታዊ ውድድር ተሳትፎ በሚል ርዕሰ ለማጥናት የሚያስችል መረጃ ለመሰብሰብ ነው። ከመጠይቁ የሚገኝ ማንኛውም መረጃ ለምርምር ስራ ብቻ የሚውል መሆኑን ተረድታችሁ ሀሳባችሁን በቅንነትና በሙሉ እምነት ለእያንዳንዱ መጠይቅ መልሳችሁን እንድትሰጡ በትህትና ትጠየቃላችሁ።

ለምታደርጉልኝ ትብብር በቅድሚያ አመሰግናለሁ።

1. አጠቃላይ መረጃ

መመሪያ.1. አጠቃላይ የግል ሁኔታ መረጃ በባዶ ቦታዎቹ በመሙላት ያመልክቱ

1. በትምህርት ቤታችሁ ያሉት መገልገያዎች፤ የስፖርት ማዘወተርያ ስፍራዎች እና የማስተማሪያ መሣሪያዎች ለሴት ተማሪዎች በቂ ናቸው ትያለሽ?

ሀ/ አዎ            ለ/ በተወሰነ መልኩ            ሐ/ በቂ አይደለም

2. በት/ቤታችሁ ስፖርታዊ ውድድሮች ይደርጋሉ።

ሀ/ አዎ            ለ/ በመጠኑ            ሐ/ የለም

3. ወላጆች ለስፖርት ውድድር የሚያስፈልጉ መሣሪያዎችን ያሟሉልሻል?

ሀ/አዎ            ለ/ በመጠኑ            ሐ/ የለም

4. የሰውነት ማጎልማሽ መምህሩ የሚያስተምህርበት የማስተማሪያ ዘዴ ሁሉም ተማሪዎች በቀላሉ እንዲረዱት የሚያደርግ ነው?

ሀ/አዎ    ለ/ በተወሰነ መልኩ            ሐ/ አይደለም

5. ሴት ተማሪዎች በት/ቤቶች የስፖርት ውድድር እንዳትወዳደሩ የሚያደርጓችሁ

ዋና ዋና ችግሮች ምንድናቸውዩ?

ሀ/ የባህል ተጽዕኖ

ሐ/ የቤተሰብ ተጽዕኖ

ለ/ የእምነት ተጽዕኖ

መ/ ማሕበራዊ ተጽዕኖ

6. በ5ኛው ተቁጥር ላይ ላለው ችግር መንሴው ምንድን ነው ትያለሽ?

ሀ/ የቤተሰብ በስፖርት ውድድር ላይ ያለው አነስተኛ ግንዛቤ ለ የቤተሰብ/ ኅብረተሰብ የስፖርት ውድድር ለጠና ላይ ያለው አስተዋጽኦ አለመረዳት ሐ/ የስፖርት ውድድር ለሃገር እድገት ያለውን ግንዛቤ አለመረዳት መ/ በኅህብረተሰቡ የቤት ውስጥ ስራን ለሴቶች ብቻ የተሰጠ አድርጎ የማሰብ አመለካከት መኖር

ሐ/ በቂ የስፖርት ማዘወቲሪያ ስፍራ አለመኖር መ/ ጊዜ ማጣት

7. በውድድር ጊዜ ወንድ ተማሪዎች የበላይነት ስሜት ያሳዩችኋል ::

ሀ/ አዎ

ለ/ የለም

ሐ/ አላውቅም

8. የሴት ተማሪዎች የአካል እንቅስቃሴ ማድረግ ጠናን ለመጠበቅ እና ለሐገር እድገት አስተዋጽኦ አለው ብልሽ ታምኛለሽ?

ሀ/ አዎ

ለ/ የለም

ሐ/ በመጠኑ

መ/ አላውቅም

9. በስፖርታዊ ውድድሮች ወቅት ከመምህራችሁ / አሠልጣኛችሁ/ ፤ ከወንድ ተማሪዎች የተለያዩ ትንኮሳዎች አጋጥሟችኑ ያውቃል?

ሀ/ አዎ

ለ/ የለም

ሐ/ ሌላ ካለ

10. የስፖርት ውድድር ከሌሎች ትምህርቶች ጋር ተያያዥነት አለው

ሀ/ አዎ

ለ/ በመጠኑ

ሐ/ የለውም

11. ሴት ተማሪዎች በስፖርታዊ ውድድር እንቅስቃሴ ላይ ተሳትፎ እንደያደርጉ

የሚያነቃቃቸው ምንድን ነው

ሀ/ የመምህራንን አቅም ለሴት ተማሪዎች የሚያደርጉትን እገዛ በበቂ ሁኔታ መገንባት



ለ/ መምህራን ስለ ስነ-ጾታ ትምህርት በቂ ግንዛቤ እንዲኖራቸው ማድረግ

ሐ/ ወላጆች በሴት ተማሪ ልጆቻቸው በስፖርት ውድድር ላይ የሚያበረከረቱትን አስተዋዎ እንዲረዱት ማድረግ

መ/ ርዕስ መምህራን የወንድ ተማሪ ቤተሰቦች እና ማሕበረሰቡ በአጠቃላይ የሴት ልጅ በስፖርት ውድድር ላይ ያላቸውን አመለካከት በአወንታዊ ጎኑ መቀየርና ማስተካከል።

12. በትምህርት ቤታችሁ የጾታ ትምህርት ይሰጣችኋል?

ሀ/ አዎ                      ለ/ አይሰጥም                      ሐ/ በመጠኑ                      መ/ አላውቅም

13. በት/ቤታችሁ ስለስፖርት ውድድር ችግሮች ዙርያ ከተማሪዎች መማክርት ጋር ውይይት ታደርጋለችው? ሀ/ አዎ                      ለ/ በመጠኑ                      ሐ/ አላውቅም

14. በእናንተ እምነት ሴት ተማሪዎች ከወንድ ተማሪዎች እኩል ስፖርታዊ ውድድሮች

ያደርጋሉ? ሀ/ አዎ                      ለ/ በመጠኑ                      ሐ/ አላውቅም                      መ/ ሌላ ካለ

15. በትምህርት ቤት በሚደረጉ ስፖርታዊ ውድድሮች ወቅት ለማሸነፍ ያላቸሁ ቁርጠኝነት ምን ያህል ነው ሀ/ ከፍተኛ                      ለ/ መካከለኛ                      ሐ/ ዝቅተኛ                      መ/ በጠም ዝቅተኛ

16. ከሚከተሉት ሴቶች በስፖርት ውድድሮች እንደይሳተፉ የሚከለክላቸው ምንድን ነው

ሀ/ የመምህሩ አቅራቢ

ለ/ የተማሪ ፍላጎት ማጣት

ሐ/ የስፖርታዊ እንቅስቃሴ አደጋች መሆን

መ/ የስፖርት እንቅስቃሴ ልብስን መቀየሪያ ሥፍራ አለመኖር፣ የሽንት ቤት

አለሚሟላት እና የውሃ ችግር።

17. ለሴት ተማሪዎች የት/ቤቶች በስፖርት ውድድር ጊዜ ከውድድር በኋላ የላብ መተክያ

ይሰጣችኋል።

ሀ/ አዎ                      ለ/ መጠነኛ                      ሐ/ የለውም

ANNEX-III

Jimma University

College of natural science School of Graduate Studies

Questionnaire for teachers

This questionnaire is to be filled by teachers. The purpose of this questionnaire is to gather the available data on the participation of female students in sport competition in Jimma town secondary schools. It also detecting the major problems in the practice of sport competition activities of female students. Hence, you are kindly requested to answer the questions.

Part I: Background Information

Instruction I: please write your background information on the space provided

- 1.1. Name of the school-----
- 1.2. Sex F  M
- 1.3. Qualification-----
- 1.4. Work experience-----
- 1.5. Woreda -----

Instruction II: Respond to the following questions by circling your choice, you may have more than one response

- 1. To what extent is the participation of female students compared with their male counter parts in sport competition? 1. Low 2. Average 3. High
- 2. Which are the major factors that forbid female students to participate in sport competition: A. culture B. Society D. religion
- 3. What is the preference of female students when they practice sport activities in group?  
A. Practicing with male counterpart C. Practicing alone  
B. Practicing with female student D. Practicing according to the program of the teachers

4. Do the content of PE and sport subject integrated with other academic subject?

- A. great extent      B. to Some extent      C. Not at all

5. Do you believe sport competition consider the interest of the client?

- A. great extent      B. to Some extent      C. Not at all      D. I don't know

6. What is your role in order to improve the participation of female students in sport competition?

- A. Changing attitude at school level      B. Arranging sport competition at school level

C. Inviting role model known sport men/women in sharing the experience?

D. Encourage female students to participate in sport competition

7. Are equipment and facilities sufficient to encourage female student participation in your school?

- A. great extent      B. to Some extent      C. Not at all      D. I don't know

8. Which factors more hinder female students' participation in sport competition?

A. Lack of educational background knowledge and understanding about females participation in physical education activities.

B. Lack of female students understanding and attitude towards physical education activities.

C. Negative attitude of the community, the religion and the culture towards participation of female students in physical education activities and sport competition.

D. Insufficient understanding of teachers and male students towards the best participation of female students in sport competition.

E. Lack of encouragement and understanding of directors and administration employees towards female students participation in physical education activities.

9. Do you think that female students and male students can perform equally in sport competition?

- A. great extent      B. to Some extent      C. Not at all      D. I don't know

10. Do you think that female students are confident when they are participating in sport competition?      A. great extent      B. to Some extent      C. Not at all      D. I don't know

11. Is there any counseling program from schools side is female students for participating in sport activities? A. great extent                      B. to Some extent                      C. Not at all    D. I don't know

12. What do you think of the body image of your female students?

A. They prefer to be slim                      C. Are in different

B. They prefer to be obese                      D. I don't know

13. Is there dressing /undressing/ room in your school?

A. Yes                      B. No

## ANNEX-IV

### Jimma University

#### College of natural science School of Graduate Studies

#### An Interview Guide Line to the teachers of the School

Dear teachers the purpose of this interview is to get information about the overall participation of female students in sport competition in Jimma town secondary schools

1. Do you believe female students encounter harassment by teachers, coaches or male student counterparts?
2. Do you use clear and appropriate sport activities during practice process that all female students able to understand?
3. Do you think female student's families support and encourage their students to participate in sport competition?
4. How do you consider the interest and need of female students to participate in sport competition?
5. Are the teaching materials, facilities and equipment available to empower female students' participation in sport competition? If not why?
6. Do you believe there is equal perception by school administrators, and school society with other subjects?
7. What are the barriers that may hinder the practicability of female participation in sport competition?
8. Are the time (period allotted) for sport competition is enough to practice appropriately?

## ANNEX-V

### Jimma University

#### College of natural science School of Graduate Studies

#### An Interview Guide Line to the Director of the School

Dear director the purpose of this interview is to get information about the overall participation of female student in sport competition in Jimma town secondary schools.

1. What is your effort that females student make to participate in sport competition in your school or out of school?
2. Do you think that the society, family, school administration workers, teachers and male students have the roles to motivate the participation of female students in sport competition?
3. Please indicate the reason that you think will hinder the participation of female students from sport competition in your schools?
4. Are the school facility, equipment and teaching materials are available to participate female students in sport competition?
5. Do you believe that the time allocated for sport competition is enough?
6. Do you build the capacity of female students in skill and ability to participate in different sport activities?
7. What do you say about the intervention mechanisms to promote the participation of female students in sport competition in your school?

ANNEX-VI

Descriptive statistics of teachers respond

Descriptive Statistics								
	N	Range	Minimum	Maximum	Mean		Std. Devia	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
sex	10	1	1	2	1.1	0.1	0.31623	0.1
pfs	10	1	1	2	1.4	0.1633	0.5164	0.267
scci	10	2	1	3	1.5	0.26874	0.84984	0.722
drs	10	1	1	2	1.6	0.1633	0.5164	0.267
pess	10	2	1	3	1.9	0.31447	0.99443	0.989
fsms	10	2	1	3	1.9	0.23333	0.73786	0.544
ssc	10	2	1	3	1.9	0.23333	0.73786	0.544
cpfs	10	0	2	2	2	0	0	0
efse	10	1	2	3	2.1	0.1	0.31623	0.1
bif	10	2	1	3	2.4	0.30551	0.96609	0.933
fhfs	10	3	1	4	2.7	0.26034	0.82327	0.678
fff	10	1	2	3	2.8	0.13333	0.42164	0.178
ripf	10	2	2	4	3	0.2582	0.8165	0.667
pfps	10	2	2	4	3.2	0.29059	0.91894	0.844
woek	10	3	1	4	3.4	0.33993	1.07497	1.156
Valid N (li	10							

pfs1. To what extent is the participation of female students compared with their male counter parts in sport competition?

Fff2. Which are the major factors that forbid female students to participate in sport competition:

pfps3. What is the preference of female students when they practice sport activities in group?

pess 4. Do the content of PE and sport subject integrated with other academic subject?

scci5. Do you believe sport competition consider the interest of the client?

ripf6. What is your role in order to improve the participation of female students in sport competition?

efse7. Are equipment and facilities sufficient to encourage female student participation in your school?

fhfs8. Which factors more hinder female students' participation in sport competition?

fsms9. Do you think that female students and male students can perform equally in sport competition?

Ssc 10. Do you think that female students are confident when they are participating in sport competition?

cpfs11. Is there any counseling program from schools side is female students for participating in sport activities?

Bif12. What do you think of the body image of your female students?

Drs13. Is there dressing /undressing/ room in your school?



Annex-VII

Descriptive statistics of students respond

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Pfc	357	3	1	4	1.4006	0.79627	0.634
Cws	357	3	1	4	1.4667	0.8984	0.807
Fme	357	3	1	4	2.579	0.85452	0.73
Pec	357	3	1	4	1.7199	0.73437	0.539
Mss	357	3	1	4	1.3815	0.87563	0.767
Htc	357	3	1	4	1.8263	0.60715	0.369
Pse	357	10	1	11	1.8431	0.93799	0.88
Csc	357	20	1	21	1.8571	1.32363	1.752
Psm	357	3	1	4	2.1569	0.81629	0.666
Age	357	3	1	4	2.1793	0.56222	0.316
Ged	357	3	1	4	2.2353	0.93351	0.871
Fet	357	2	1	3	2.3137	0.66801	0.446
Scd	357	3	1	4	2.3978	0.84388	0.712
Cpsa	355	3	1	4	2.4225	0.80363	0.646
Hip	357	3	1	4	2.5714	1.08284	1.173
Psif	357	5	1	6	2.5826	1.12781	1.272
Cfa	357	3	1	4	2.5854	1.16918	1.367
Mhf	357	30	1	31	2.9664	1.797	3.229
Valid N (listwise)	355						

Fet 1.Are the facility, equipment and teaching materials enough and appropriate in your school?

Pse 2 . Does your school prepare sporting competition?

Ppm 3 .Do your parents provide you with the sporting materials?

pes 4. Does your Physical Education use clear and appropriate teaching methods that all students are able to understand?

mhf5. What are the major hindrances when female students participate in sport competition?

cfa6. What do you think the causes for your answer in question number 5 could be ??.

mss7. Do male students show superiority in sport competition?

pfc8. Do you believe that the participation of female students in physical activities can

Contribute for your health and the development of the country?

htc9. Do you believe female students harassed by teachers, coaches and male counterparts

when they participate in sport competition situations?

csc10. Are the content of sport competition you practice in your school integrated with other subject?

psit11. What are the prior solutions to increase the participation of female students in sport competition activities?

Ged12. Do schools give gender education?

sed13. Do you contact with student counsel to discuss on different problems related to how to participate in sport activities

fme14. Do you think that female students and male students can perform equally in sport competition?

cws15. To what extent you are committed to win when the school organized sport competition

hip16. Which of the following factors are highly influence your participation in sport competition?

cpsa17. Is there a compensation of payment after sporting activities during a competition between schools