

CHALLENGES AND PROSPECTIVES OF FEMALE
STUDENTS PARTICIPATION IN SPORTS AND PHYSICAL
ACTIVITY; THE CASE OF SHAMBU WOREDA PRIMARY
SCHOOL

BY

HAILU TADESE

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTERS OF EDUCATION IN TEACHING
SPORT SCIENCE

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I would have never been successful, but God makes everything possible. I have no word to express my feeling more than “thanks for his almighty”.

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ACRONYMS

FDRE – Federal Democratic Republic of Ethiopia

NCD- Non Communicable Disease

NGO – Non government Organization

PA- Physical Activity

PE – Physical Education

UN – United Nations

WB – World Bank

WHO – World Health Organization

ABSTRACT

The aim of this study was to assess the opportunity and to investigate the changes of female students to participate in sports and physical activity in Shambu Woreda. A cross- section study with descriptive quantitative design was conducted. There hundred nine (309) female students were selected and all PE teachers (6) were participated in the study. Self administered questionnaires were used to collect the data. Descriptive statements, explanations, frequency counts and percentages were used to analyze the data. The result of the research shows that the majority of the respondents have positive attitude towards the participation of physical activity. Despite this positive attitude most of female students are not participating in physical activity because of lack of facilities and equipments, religion, culture and attitude of the society towards female student's participation in sports and physical activity.

The challenges associated with not participating include lack of information about the importance of sport and physical activity, lack of facilities and appropriate equipments.

In general the participation of female students in sports and physical activity in Shambu need to gain due attention by concerned bodies.

DECLARATION

I hereby declare that “challenges and prospects of female students participation in sports and physical activity; the case of Shambu woreda primary school; is my own work, that it has not been submitted for any degree or examination in any other University, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

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CHAPTER ONE

INTRODUCTION

1. 1. BACK GROUND OF THE STUDY

It is generally accepted that physical activity confers benefits to psychosocial health, functional ability and general quality of life and has been proven to reduce the risk of coronary heart disease and some cancers. (Powell KE, 199,313) here, physical activity refers to 'any bodily movement produced by skeletal muscles that results in energy expenditure.

On a simple level barriers to participation in physical activity include high costs of, poor access to facilities and unsafe environments. Other more complex issues relating to identity and shifting social networks also have a great influence. There were no studies reporting on the barriers to participation in sport and physical activity facing young children. (Crone Grant 2001, 19)

Flintoff and Scraton (2001:5) noted the disruptive influence of boys in physical education class as another major reason for girls' non- participation. The competitive nature of physical education classes and the lack of support for girls from teachers reinforced these problems. Girls were marginalized in physical education class by boys and many described not being able to get involved in games or even getting to use equipment. Teachers were found to be complicit in this marginalization by not challenging the disruptive behavior of boys in class. Coakley and white (1992:20) noted that boys were also disruptive out of class and some boys actively discouraged their girlfriends from participating in sports as it made them. Coakley and White both argue that gender stereotyping has serious negative effects on the participation of girls. Realistic role models for all body types and competency levels were needed rather than the current 'sporty' types.

Sports come with its own risks. Because female athletes and sport participants are subject to the influence and control of predominately male coaches, teachers and officials, there can be a risk of harassment and sexual abuse. Policies and procedures to protect girls and women and ensure they have safe spaces in which to train and compete are critical. (UBDP 2005, p.32)

There is an international consensus that participation in physical activities can offer a great deal to individuals, communities and nations. To carry out this participation, a curriculum that consists of different learning areas is needed. Physical education program, as a crucial learning area for the overall development of students, is one and an integral part of the curriculum. It is a definite and functional education that aims to develop the pupil's physical, social, emotional and mental capacities to the optimum.

In relation with this, Bradley (1996:6) has noted that physical education contributed to the development of students and is a genuine harmonizing education in both concept and practice. It helps each individual to get inner satisfaction that is fundamental to real happiness. It promotes vigorous health, healthy mental and emotional behaving, developmental partners, safety skills, hygiene habit and social activates that have paramount immediate and future value to each individual. Smith and Atkinson (1961:10). The idea that quality of education is critically determined by teacher's quality which in turn depends on the quality of teacher education is discussed by Chaurasia as follows.

It is universally accepted that the quality of nation depends up on the quality of its citizens. The quality of its citizen depends in critical measures up on the quality of their education. The quality of education depends upon several factors, but the most significant factor is the quality of the teacher. Undoubtedly, the quality of the teachers is determined by the provision of adequate pre-service and in-service education (Chaurasia, 1867:80)

According to smith and Atkinson (1961:10) physical education experiences should provide students with instructions in activities and skills

that have great value to adult life. In an age in which leisure time is increasing, the physical education program contributes to the fuller active life of each individual. Guided and directed learning experience in this area contributes to the building of more productive and effective citizens.

Similarly, Wiles and Hawes (1986:19) stated that physical education is affective learning area that provides students with opportunities to progressively develop knowledge, skills attitudes and values to come health individuals with the ability and confidence to manage their own life style.

On the other hand many girls around the world are not currently able to take advantage of the benefits of regular sports and physical activities due to inequitable access and opportunities.

Irrespective of these controversies, the current education and training policy of Ethiopia gives more emphasis to an in-service teacher education. For instance, the education sector strategy (1994:3) states that one of the pre-requisite to improve educational standards will be upgrading the quality and professional competence of teachers through in-service training. Furthermore, teacher's qualification and competence in medium of instruction has got special attention in the education policy. Thus the current education and training policy (1994:21) of Ethiopia suggests that teachers starting from kindergarten to higher education will be required to have the necessary qualification and competence in the medium of instruction, through pre-service and in- service training. So the knowledgeable teacher can develop female student's participation in physical activity by using different teaching methods.

With out an understanding of the personal and environmental challenges associates with participation in physical activity, establishing effective programs is difficult. Hence, this study tried to identify various challenges associated with participation in sport and physical activity among female students participation in Shambu Woreda primary schools. It may also hope that this research will be used to provide base line information on challenges of

female student's participation physical activity. In addition to this research give an insight for policy makers, fitness centers and the responsible bodies to designing appropriate policies.

1.2. STATEMENT OF THE PROBLEM

Physical education is one of the essential disciplines that enable people to be healthy, both physically and mentally. Girls also tend to underrate their ability to perform at sports and are less likely than their male peers to view themselves as talented. Participation in physical activity includes numerous health benefits such as reducing or preventing cardiovascular diseases, reducing stress and physical and emotional well being. WHO (1996).

Lower rates of participation in early childhood may also mean that girls have poorer motor skills that are the precursors for sports. As a result of unfavorable situations at different levels, majority of females are unable to realize their potential and in most cases remain inactive. Unfortunately, even when individuals with unhealthy want to increase their physical activity levels, they are often confronted with many more challenges than the general population (Research digests, 2008)

Therefore, investigating the major challenges that hinders the participation of female students in physical activities in Shambu and seeking means of alleviating these problems is timely and relevant. To this end, the following basic questions are point to be answered in the study. These are:

1. What are the major problems/ challenges for the participation of female students in physical activity?
2. How frequently do teachers use each method to develop female student's participation in physical activity?
3. What are the conditions that affect the participation of female students in physical activity?

4. What is the attitude of the society towards female student's participation in physical activity?

1.3. OBJECTIVE OF THE STUDY

1.3.1 GENERAL OBJECTIVES

The general objectives of this research are to identify the main challenges that hinder female students not participation in sports and physical activity in Shambu Woreda primary schools.

1.3.2 SPECIFIC OBJECTIVE

- Examine the conditions that affect female student's participation in physical activity.
- Examine the awareness of female students regarding the benefits of participating in physical activity.
- Provide suggestions to improve female student's participation in physical activity.

1.4. SIGNIFICANCE OF THE STUDY

It is the problem is observed in Shambu woreda that female students not participated in sports and physical activity but the concerned body do not take an attention to tackle the problem.

Accordingly, this study will have the following significance.

- ❖ It may help female students to identify the challenges to participate in physical activity.
- ❖ It may provide some information to schools for improvement.
- ❖ It may create awareness about the importance of female participations in physical activity.
- ❖ It may also give some clues to the future interested researchers.

1.5. DELIMITATION OF THE STUDY

This study is delimited to female student's participation physical activity in Shambu woreda primary schools. To make the study manageable, it is delimited to the challenges of female student's participation in physical activity.

1.6. LIMITAION OF THE STUDY

In addition to poor culture of the respondents about a research work and lack of experience as a student researcher the following were some of the limitations of this study:

- ❖ Shortage of time to conduct this research, it took long time to complete the distribution and recollection of the questionnaires,
- ❖ Shortage of published reference materials,
- ❖ Lack of cooperation and reluctance by some schools and respondents to collect data from relevant sources and
- ❖ Shortage of money to conduct properly the research. These problems were alleviated by repeated travels of the researcher to these institutions and his frequent follow up to collect the questionnaires.

1.7. OPERATIONAL DEFINITIONS OF TERMS

In this study, for the purpose of clarity and consistency, the following terms were defined.

- A. Policy- Establish policies that promote enjoyable, lifelong physical activity among young people.
- B. Environment- provides physical and social environments that encourage and enable safe and enjoyable physical activity.
- C. Physical education- Implement physical education curricula and instruction that emphasize enjoyable participation in physical activity and that help students develop the knowledge, attitudes, motor skills,

behavioral skills, and confidence needed to adapt and maintain physically active life styles.

D. Evaluation- regularly evaluates school and community physical activity, instruction, programs and facilities.

E. Physical activity- bodily movement that is produced by the contraction of skeletal muscle and that sustainably increase energy expenditure.

F. Sports- activities that are engaged in for completion or pleasure and that have defined rules and scoring systems.

1.8. ORGANIZATION OF THE STUDY

The general structure of the paper consists of five chapters. The first chapter deals with the background of the study, statement of the problem, objective of the study, significance of the study, delimitation of study, limitation of the study, definition of terms and organization of the study. The second chapter presents review of the related literature that was systematically organized from different books and related materials. The third chapter consists of the methodology and procedures employed to collect and analyze the data for the study. The fourth chapter deals with analysis of the data and interpretation of the findings including discussion. Finally summary of the findings, conclusion and recommendations are presented in the fifth chapter.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter provides detail discussion on the theoretical perspective that would be used in this study. It deals with some important topics, which are related to challenges and prospective of female student's participation in physical activity. Therefore, the theme of the review is that to establish theoretical basis for the assessment of challenges and prospects of female student participating in physical activity in Shambu Woreda elementary schools.

It comprises the conceptual definition of physical education, benefits of physical activity and sport, challenges and prospective of female participation in physical activity and sports, barriers to physical activity and sports participation among female students and the curriculum of physical education and sports and gender equity.

2.1. CONCEPTUAL DEFINITION OF PHYSICAL EDUCATION

Most individuals think the concepts of physical education as only of its physical components, such as fitness and appearance. But the actual concept of physical education has several dimensions. Some dimensions of physical education are health, emotional, social and spiritual. Physical education experiences should provide a student with instructions in activities and skills that have great value to adults. (Atkinson, 1961:10)

Similarly, physical education is effective leaning area that provides students with opportunities to progressively develop knowledge, skills,

attitudes and values to become healthy individuals with the ability and confidence to manage their own life style (Wiles and Hawes, 1986:19)

To Duna (1958) Physical education is the process of education, which is concerned with in the individuals' voluntary movement capabilities and directly related mental, emotional and social responses.

From these definitions, it is understood that lack of female participation provides lack of learning experience, lack of activates for the purpose of favorably effecting knowledge, poor attitudes and lack of group participation. These often become problems and burdens on the society unless increasing female participation at every level of the schools. This idea is supported by Molvaer (1989:1) as follows: physical education as term: not meant for and elite or for a few rather it is a knowledge that must reach the masses. Therefore the art and science of engaging female's participation in physical activity in a process of learning for the designed behavior for the preservation of physical education is to develop the attitude of the society.

2.2. BENEFITS OF PHYSICAL ACTIVITY AND SPORT

Many people do take part in regular physical activity and sport and use the benefits to their health, development, enjoyment and friendships. Physical activity and sport plays a key part in people's physical, social and mental development. Benefits of physical activity have been well documented and are numerous. Regular physical activity, in its broadest sense, provides people of all ages with substantial physical, social and mental health gains and well being through out their life span (Biddle, Fox and Boutcher, 2000).

The benefits of physical activity and sports have been recognized by many scholars. Messer J. and Stone W. (1995) stated regular physical activity, active play and sports can be a practical means to achieve numerous health gains, either directly or indirectly through its positive impact on other major risks, in

particular high blood pressure, high cholesterol, obesity, tobacco use and stress.

Frank and Patla, (2003) point out that physical activity reduces the risk of cardiovascular disease, some cancers and type 2- diabetes. Every one should know in theory, and ideally also in practice, that physical exercise influences long-term health status and also general well being, personal and social development, effectiveness and achievement. Physical inactivity or disease of the body carries a health risk of the same order as cigarette smoking, high blood pressure and high cholesterol. It leads to premature ageing, chronic disease and numerous impairments: Example: Cardiovascular vulnerability and musculo- skeletal fragility.

The concept of active living supports the priorities of a healthy community such as equity, diversity, personal choice and the appreciation and protection of the natural environment (Green and gold Inc, 2001). This concept shows that physical activity as an enjoyable and natural part of everyday life rather than as working out or doing sport for the sake of fitness.

Regular physical activity improves control of body weight, and regulates energy balance; thereby preventing obesity related disease and excessive weight gain (Fentem, 1994). Obese people who are active have a lower mortality and morbidity rate than people whose weight is normal but who are sedentary.

There is evidence from studies that physical activity has beneficial effects on mental health or physical wellbeing. Studies indicate that physical activity can be effective in reducing depression, improving mood state, and enhancing self perceptions of well being (Stathi, Fox and McKenna, 2002). Other researchers have shown that physical activity can lower anxiety; decrease tension, relief stress and influence sleep (Hong and Dimsdale, 2003).

The world health organization (WHO, 2004) summarizes the benefits of regular physical activity. It points out that much of the health gain from

activity is obtained through at least 30 minutes of cumulative moderate physical activity every day. Regular physical activity reduces the risk of dying prematurely, reduce the risk of dying from heart disease or stroke, reduces the risk of developing ear disease, colon cancer, and type 2-diabter, help to prevent/ reduce hypertension, helps control weight and lower the risk of becoming obese, help to prevent reduce osteoporosis, reduce the risk of lip fracture in women, reduces the risk of developing lower back pain, can help in the management of painful conditions like back pain and knee pain help build and maintain healthy bones, muscles, and joints and makes people build and chronic disabling conditions improve their stamina, promotes psychological well –being, reduces stress, anxiety and depression, helps prevent or control risky behaviors, especially among children and young people.

Regular physical activity is very important for every person at any age. After regular exercise people can work harder, longer and with less effort than previously. This is true for everyone and for all age groups (Fentem, 1994). Physical fitness contributes to the maintenance of functioning and prevents the development of new functional limitations. Being overweight, particularly in people with mobility impairments can affect their functional ability and independence and increase the likelihood that they develop associated complications such as pressure sores. Thus physical activity can be important in maintaining health and, simultaneously, making financial savings.

Physical activity also has economic benefits especially in terms of reduced health care costs, increased productivity, healthier physical and social environments. Economic consequences of physical inactivity affect individuals, businesses and nations. According to Messer J. and stone W. (1995) the most widely used measure of the economic benefits of physical inactivity programs is the benefit /cost ratio. The benefit is expressed in amount of dollars saved from lower medical costs, less absenteeism, or reduced disability expresses. The costs in the equation refer to the cost of physical activity program. The ratio is money saved divided by positive benefit/ cost ratios ranging from 1.15 to 5.52

for a variety of health promotion programs (Messer and Stone, 1995). Some of those benefit /cost studies were conducted on comprehensive –health promotion programs that included PA along with stress management, weight control, nutrition education, stop smoking, etc. According to WHO (2003) the economic benefits of physical activity also reflected in terms of reduced health care costs, increased productivity and healthier physical and social environments.

As cited by Yang et al. (1999) states physical activity and sports participation have many social benefits to people establish friendships and social networks from which collective identities can be forged. Participation facilitates social integration, can bridge cultural difficulties and gave the way to employment. Participation in sport with diverse others can overcome prejudice and discrimination (on the grounds of ethnicity, social backgrounds or disability, for example) and can play a role in achieving an inclusive society. Through sport people learn the benefits of fair play, teamwork, and solidarity and can become more aware of the problems that exist for females those not participating in physical activities. However, the social benefits of physical activity go hand in hand with socialization, as was mentioned by the above authors that the significance of physical activity depends on the levels of physical activity of the population. The females who participate in regular physical activity often enjoy lots of positive experiences such as fun, enjoyment, and success and peer relationships.

WHO (2002) further strengthens the ideas stated earlier by stating that play, games and other physical activities give young people opportunities to have social interaction and integration as well as for learning the spirit of solidarity and fair play, among others, who goes further to say that active life styles through physical activity provide people of all ages with opportunities to make new friends, maintain social networks, and interact with other people of all ages.

2.3. PHYSICAL ACTIVITY AND WOMEN

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

2.3.1. BENEFITS OF PHYSICAL ACTIVITY FOR WOMEN

Regular physical activity can improve woman's' health help prevent many of the diseases and conditions that are major causes of death and disability for women around the world. Many women suffer from disease processes that are associated with inadequate participation in physical activity.

- Cardiovascular diseases account for one-third of deaths among women around the world and half of all deaths in women over 50 years old in developing countries.
- Diabetes affects more than 70 million women in the world and its prevalence is projected to double by 2025.
- Osteoporosis is a disease in which bones become fragile and more likely to break and is most prevalent in post-menopausal women.
- Breast cancer is the most commonly diagnosed cancer in women.

Physical Activity has also been associated with improved psychological health by reducing levels of stress, anxiety and depression. This is particularly important for women who demonstrate an incidence of depression that is reported to be almost double that of men in both developed and developing countries. It has also been suggested that physical activity can contribute to building self-esteem and confidence and can provide a vehicle for social integration and equality for women in society.

2.3.2. REASONS FOR PHYSICAL INACTIVITY IN WOMEN

Despite this, physical inactivity is generally more prevalent among girls and women than their male counterparts. Many factors hinder the participation of women in physical activity and their access to health care:

- The income of women is often lower than that of men and therefore the costs of access to physical activity facilities may be a barrier.
- Agreement may be required from senior members of the household who control household resources before a woman can engage in physical activity.
- Women often have a workload in the home and care-giving roles for other family members which may limit the time available for them to engage in physical activity.
- Women who have limited mobility may be unable to travel to health physical activity facilities.
- Cultural expectations may restrict the participation of women in certain forms of physical activity.

2.4. Gender equity

Gender equality in physical activities has come a long way in about a hundred years. Men were once the only ones allowed, but the recent trend is for women to join in as well. Women were permitted to play in sports only when men were drafted and had to go to WWII, which is when the All-American girls professional Baseball League was created. Eventually the pass came into effect and created more opportunities for women. The media really allowed others to see what women's sports could offer. According to author Ellen J. Stauroesky, research that has been done on gender differences in athletic performance often confuses findings of difference with findings of significance and then wrongly draws causal inferences from correlation data. On the positive side physical activity creates a healthy life for all who participate. Under Physical

education classes can not separate classes based on gender, and can not allow any student to participate or not, based strictly on their gender. Teachers have proven that gender equality can be achieved in physical education classes. Has put in place many difference polices; equal opportunities to participate in sports, equal allocation of scholarships, and equal treatment in all aspects of athletics. Athletics can lead to more opportunities of sexual harassment than normal. There have been cases of “mild sexual harassment”, and sexual liaisons. One recommendation for the future is an increase of enforcements to continue the progression of equality in physical education

2.5. CHALLENGES AND PROSPECTS OF FEMALES PARTICIPATION IN PHYSICAL ACTIVITY

The curriculum of a country can be affected by politics, attitudes, cultures and religions. These factors may change the interest and skills of female student's participation in sport and physical activity, and develop the attitude to hate the subject in the female students. Ethiopia modern education was introduced in 1908. Earlier the church and Mosque were responsible, and girls were totally deprived from education at least at the early stages.

Teaching takes place mainly in the context of schools and is influenced by numerous factors that do not fall entirely within the teacher's control. Bradley (1995:5) suggests that play a major role in the teaching learning process and in attracting and keeping good teacher. The teacher's role in decision making and the level of support they receive from parents also affect how teacher function and how satisfied they are. Current researcher as well as survey explored the relationship of the following topics those are challenges of female's participation in PA.

- Parents attitude and support
- School and teacher leadership
- Class size

- Students attitude towards PE
- The school facilities and equipments

2.5.1. PARENTS ATTITUDE AND SUPPORT

Parent support is widely accepted as a factor that contributes to the creating conducive teaching environment in schools. A collection of studies about parent support of schools like by Bradley (1995:15) shows that, the family is critical to student achievement in school to the extent that the family is able to:

- Create a home environment that encourages learning,
- Express high expectations for their children achievement and future careers, and
- Become involved in their children's education at school and in the community.

2.5.2. SCHOOL AND TEACHER LEADERSHIP

Teachers are looking for the right contribution or leadership and autonomy. A good mix of these provides an atmosphere where they can focus on instruction and student achievement, while participating in important decisions that affect their practice and professional growth. According to PAF (200:27) administrative support and leadership along with teacher autonomy are highly associated with teacher satisfaction.

Various education policy forums emphasized the need for administrators to give teachers greater leadership roles. Improving leadership at the school level both by increasing principals skills and knowledge, and by creating more opportunities for teachers to be involved in schools decisions, will increase teacher satisfaction and thereby plan significant role in enhancing females participation in any activity of the student's specially in physical activity and sports.

2.5.3. CLASS SIZE

The benefits of participation in physical activities are great, and the potential costs of inactivity can be severe. Many girls around the world are not currently able to take advantage of the benefits of regular sports and physical activities due to inequitable access and opportunities. Therefore, a central challenge facing governments, schools, sports groups and communities is to develop forms of physical activity that are sensitive to girls' needs and interests. So large class size is also the problem of facing while affecting the participation of female students in physical activity and sport.

On the effects created by large class size Butcher(1975: 508) mentioned that in many primary and secondary schools PE teachers face a problem in organizing classes. According to recent report class-size education programs have become an essential ingredient in urban districts' efforts to accelerate student achievement gains ensure quality of teaching and improve low performing students (Mosteller (1995:5).

Girls do enjoy engaging in physical activities. Strategies should be implemented which build up on this enjoyment, and allow them to participate as fully as possible, in forms that offer them satisfaction and opportunities for achievement. School physical education is a foundation of life-long physical activity. Fundamental movement skills need to be developed from an early age, for all children, with the emphasis on the individual body, rather than sporting outcomes. Some girls regularly not engage in sports and physical activities as an integral part of their life style. Any strategies concerned with raising participation among young people need to remember that girls are the problem rather than difficulty lies with the ways in which physical activities are constructed and presented.

Class size means the number of pupils in membership per full time teacher. Lotto and Sanders (1964:115) state class sizes are important and

should be utilized in determining policies, procedures, for grouping of pupils, and in planning other subjects of the instructional program.

The more opportunities that are available for girls to be physically active, the more they are active. Strategies need to be put in place that ensures activities; settings and facilities are easily accessible and safe. Sports program should reflect local cultural needs if they are to engage and sustain girl's participation in large class size. Reading class size, Baggy and Tye (1975: 170) stated that, the size of teaching space varies from subject to subject by reason of the different teaching process and operations which they acquire.

2.5.4. FEMALE STUDENTS ATTITUDE TOWARDS PE AND SPORTS

Attitudes simply are expression of how much we like or dislike various things (Morpan, 1988:182). According to Papilla (1985:602), an attitude is a way of responding to some one or something. It is something you have to learn and it is relatively permanent. Students are more responsive to learning activities that they perceived to be relevant to their likes.

Psycho- social and cultural factors which exert pressure on women through the immediate family, community, religion, media, peer groups and other sources of socialization to reinforce expected behavior and teaching of gender roles. Sports are an exemplary activity which focuses attention on the gender influence by allowing for the comparison of innate against learned factors. Sports traditionally, are defined as a male domain. In adequate education and awareness by women about the benefits of participating in sports, PE is often not popular among the females in schools.

According to Morgan (1988:382) the student attitude could be negative towards PE teachers because of misunderstanding that the students may not know the objectives and goals of the PE and the contribution of PE to the general education program. Students have negative attitude towards the

subject means, they will never be interested in learning PE and may feel that attending PE class as spending time worthlessly (Papalia, 1985:602).

The politics and power use in sport constitute a significant constraint to woman participation in sports. This is because men wield a great deal of power over the development and management of female sports. Moreover, men constitute a large presence in female sports management and administration. The input by women in the formulation of policies for the development of female sports is, therefore, insignificant. This is also true in the allocation and use of resource to implement policies and programmes designed for the development of women sports.

Guidance counselors have the civic responsibility of directing students to choose subjects or careers in areas in which they are naturally talented. This enormous responsibility has been discovered to be carried out with gender bias. School counselors overtly scare girls from science by regarding them as masculine subjects and unsuitable for girls. According to Macdonald (1985), talented girls are discouraged from advance science and mathematics courses by guidance counselors, convincing them that the subjects are difficult and unnecessary for them. Such misinformation seriously militates against girl's entry into science and technology education.

This behavior was similar to other Muslim women who felt they must obey their husbands and saw that household decision making was the male domain (Stodolska and Livengood, 2006). However, for the majority of Muslim women in Stodolska and Livengood's study, these requirements were not considered constraints limiting their leisure because they believed that a female traveling accompanied was reasonable precaution intended to ensure their safety.

To sum up there are different factors or barriers that arise from ineffective organization or management within school. They include lack of teacher's skill, inadequate learning resources (Bowntree, 1974:521).

2.5.5. THE SCHOOL FACILITIES AND EQUIPMENTS.

Davis and loveless (1981:2) said that school facilities include such things as site, a physical structure, space arrangement, a set of special environment, and clusters of specialized tools called furniture and equipment. The stage of school facilities can facilitate or hinder the attitude of teachers towards teaching and /or the attitude of students towards leaning. For instance, teachers are interested to teach in attractive and well equipped schools. Student is stimulated to learn in schools where school facilities are adequately available. It is obvious that students can develop interest when they are in a better learning environment. If they are suffering from the school environment or when they feel discomfort, they will begin to develop negative attitudes. This lack of interest even urges them to hate the subjects they learn and to be absent from classes frequently (Hallak, 1990:205)

Students like to attend and participate in co-curricular activities and prepare themselves for different PA where the school site is conducive. Hallack (1990:205), said that the topography size and site of the school have a significant influence on the ways it conducts out door PE programs. Girls and young women have a number of significant barriers to participation in sports and recreation activities. There is extensive recognition of the issue of the barriers faced by girls and women, and there are some programs in place in individual jurisdictions and individual sports, to combat the problem. Participation in sports and recordation provides many positive physiological and physical outcomes for girls and young women. Strategies need to be developed by governments and sporting and recreation providers to increase the participation of girls and young women.

In sport and recreation, and these needs to be includes strategies to improve body image for young women.

The main objectives of teaching are to bring a change in the learner's knowledge, skills and attitude. Educational materials play a facilitating role for the success of teaching learning process- these strategies could include: improvements to the provision of PE in schools, in participate equally with boys. Developing the programs that cater to the different needs and abilities of girls and younger women. Encouraging and supporting women and girls to conduct their own competitions. Providing a supportive environment that encourages women and girls to take up sports or activities that they have undertaken in the past. The dissemination of information relating to women's sports targeted at women and girls, parents, teachers, coaches, health professionals and sports organizers.

Without instructional materials learning becomes a theoretical exercise. Materials help to full teaching and learning as close as reality as possible and often the more natural the materials the closer the link becomes (Igram, 1979:80).

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

2.5.5.1. LACK OF APPROPRIATE FACILITIES

Inaccessibility to facilities is an obstacle that hinders participation of female students, as often buildings are not designed to accommodate female students, i.e. ramps, doors, changing facilities etc. Arthur and Finch (1999) found that poor physical access at existing facilities can present a barrier to the participation of people in sporting activities, specifically in terms of the inappropriate design of buildings, lack of aids or adaptations to equipment, the need to check beforehand that extra assistance is available and restricted access times. Both Arthur and Finch (1999) and Depauw and Gavron (1995)

raise the issue of a lack of locally available facilities and lay the blame for this at cuts in funding.

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

2.5.5.2. THE ATTITUDE OF FAMILY

Additional challenges included the attitude of family. In relation to female participation in exercise and physical activity, the attitudes of family was also identified as a problem, in that it was perceived that they were often ignorant of the requirements of people (Health education Authority,1998).

Family can act as barriers to participation, as they may not understand the benefits that PA can bring to females activity, while also fearing that injury or accidents may occur while participating in sport. Moreover, the influence of family and friends in terms of providing practical assistance and moral support has been shown to affect the confidence and self esteem of females. Interestingly, Arthur and Finch (1999) reported that even the presence of a family dog could increase confidence levels

Arthur and Finch (1999) found that some sports facility staff lacked an appreciation of the issues relating to female participation in sport and of the negative effect refusing membership or access to facilities. An important aspect of accessible facilities encompassed the attitudes of providers and staff at sports/ leisure facilities.

2.5.5.3. OTHER SPORTS FACILITY USERS

The decision to participate can be influenced by the attitudes of many different people, such as family, teachers, religion, friends or people from the community who use the facility (Keith J, et al, 2009). Negative attitudes also include those of other facility users.

2.6. BARRIERS TO PHYSICAL ACTIVITY AND SPORTS PARTICIPATION AMONG FEMALE STUDENT

To suggest strategies that will increase participation rates, the environmental, social, physiological and personal factors that increase and decrease (barriers) participation of female students in sport and physical activity must be identified. Barriers to participation in sport and physical activity exist for all people but female students often face additional barriers that of male students. In this section the literature review focuses on factors influencing participation of female students in physical activity and sports.

More recent research has been conducted exploring the barriers faced by female students participating in physical activity and sport. Stuijbergen et al (1990) identified several potential perceived barriers to health promotion activities for females. They categorized barriers as internal, such as lack of time, energy or, fatigue/ Weakness. Barriers may also be social or environmental factors (e.g., facilities not close by), which may affect one's ability to engage in health promoting activities.

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

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

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

2.6.1. INTERNAL BARRIERS

Intrinsic barriers include not having knowledge about the benefits of physical activity. There is very little information available to females about the benefits of activity for their main condition or its potential in preventing secondary complications occurring. This lack of knowledge can lead to uncertainty occurring for females as to where physical activity is beneficial or harmful to the person's condition (Health Education Authority, 1998).

One of the most influential internal barriers addressed in the literature is the attitudes and motivations of females, particularly self consciousness and low levels of confidence (Arthur and Finch, 1999). This lack of confidence and self esteem has been reported to manifest itself in the following ways: feeling different from the majority of the population, feeling unable to fit in at a

sporting facility, self consciousness or lack of confidence in asking for help and assistance in a sporting environment, a fear of failure on the part of the females can present another type of internal barrier particularly in the case of who have newly not acquired their skill and with low self esteem.

The different life stages at which motivations, confidence and attitudes to physical activity occur have also been discussed in the literature. Arthur and Finch (1999) highlight certain key life stages or events that have the potential to contribute to lower participation levels of sporting activity among females.

2.6.2. EXTERNAL BARRIERS

External barriers resulting in a lack of opportunity to participate in physical activity among females have been widely discussed in the literature (Doll- Tepper, 1999, Depauw and Gavron, 1995) and incorporate a range of issues, including: lack of information, lack of physical and emotional support, lack of appropriate facilities, problems of religion, attitudes of others and lack of time. Rimmer et al (2005) reported also several different categories of environmental or facility barriers related to participation in physical activity among females, these barriers, included the built environment, cost of service or programs, equipment, policies, information, and education facility.

2.6.3. ATTITUDINAL BARRIERS

Attitudinal barriers are those that are usually expressed through fear and condition. In addition, the attribution of low expectations of females is discriminatory and undermines the confidence and aspirations of females themselves (Department for International Development, 2002). The negative attitudes of others can result in a self fulfilling prophecy, with females pushed into a position of self exclusion, avoidance, social isolation and non-participation.

Froehlich, et al. (2002) another class of obstacles includes the perceptions and attitudes of member of society towards females, as well as the perceptions and attitudes that female about themselves. May people who think that those females should be segregated, especially when it comes from participating in physical activity and sport program.

2.6.4. LACK OF PHYSICAL AND EMOTIONAL SUPPORT

No having some one to go with to the gym or sporting facility is another barrier (Depauw and Gavron, 1995). According to Arthur and Finch (1999) this poses a greater problem for those females who need some kind of physical, oral (help with communicating) or moral support.

2.6.5. SOCIO- CULTURAL BARRIERS

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

Finally, the fitness and recreation center can be a complex environment filled with many challenges for females. These challenges or barriers can be physical, social, psychological, or economic in nature. As indicated by Keith Johnston, Garry wheeler, and scoot Rattray (2009) some of the most common barriers experienced by females are: lack of accessible design in facility, lack of accessible design equipment, attitude of community, lack of knowledge and special considerations around exercise, lack of knowledge about exercise techniques, parents, friends and community must be positive about the

females ability to participate in an activity and regularly encourage that participation.

2.7. THE CURRICULUM OF PHYSICAL EDUCATION AND SPORTS

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

1. Use expert judgment (based on various social and educational factors) to determine what subject to teach;
2. Use some criteria (for example difficulty, interest, sequences.) to select the subject matter for particular population grouped (by age, grade and subject)
3. Plan and implement appropriate methods of instruction to ensure mastery of the subject matter selected.

Based on these, a subject like PE can be introduced into the school curriculum soon following by and other detailed task of selecting specific topic, issues and other items of content for presentation at particular grade levels.

A great many factors can be helpful in the selection process of P E: however, three criteria are commonly used:

- ❖ The immediate P E needs of the children involved,
- ❖ Preparation for life situation in the future, and
- ❖ Preparation for future living experiences.

After having these, what to teach, when to teach it, and how organize for the better teaching, P E is the essential concerns for curriculum developed in a good P E program.

2.7.1. POLICY MAKERS

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

2.7.2. OTHER SPORTS FACILITY USERS

The decision to participate females in P A and sports attitudes of many different people, such as the family, the school management or people from the community who use the facility Keith J, et al (2009). Negative attitudes also include those of other facility users.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This section provides an overview of the methods and strategies used to gather the research data. It gives the background of the study setting, the study design, the subjects that considered and the sampling procedures and sample size to collect the data.

3.1. RESEARCH DESIGN

The main concern of this research is to investigate the challenges and prospects of female student's participation in PA and sports in Shambu Woreda. In conducting this research a mixed approach, that is, both qualitative and quantitative research approaches were used. The researcher mainly employed questionnaire for data gathering instruments because it is easy to address many people and save time and money to collect data. The questionnaire is designed so as to be completed by grade eight female students (32 questions), and P E teachers (19 questions)

3.2. RESEARCH PARTICIPANTS

Participants for the research are female students and PE teachers in Shambu Woreda. Selection of participants is done in consultation with the schools. The subjects of this research are 309 female students and 6 PE teachers, making a total of 315 participants in all.

3.3. SAMPLING AND SAMPLING PROCEDURES

3.3.1. TARGET GROUP

The sample size taken from the group of grade eight primary schools of female students are (50%) 309. The sample frame of the study is three different elementary schools that are in Shambu Woreda Namely: Shambu elementary

school, Model school and Laga Worke School. The sampling method of the study is based on availability of the study subjects. A total of 315 participants received questionnaire and a total of 314 were completed and returned for analysis this gave a response rate of 99.70.

3.3.2. SCHOOLS REPRESENTATIVES

The sampling method is purposive sampling technique. Three schools are involved in the study. i.e; Shambu elementary school, Model school and Laga Worke schools.

When the schools agreed to participate in the study they received a letter explaining the study and what was involved including the aims and objectives of the study. A follow up was made to the schools to arrange for the delivery of the questionnaires.

3.3.3. DATA COLLECTION METHOD

The method employed in accessing data is through the use of questionnaire, intended for completion by the participants themselves and with the help of teachers. A structured questionnaire with both pre- coded forms and a small number of open ended questions was used. This type of study is less expensive and avoids interviewer bias. The questionnaire for this study comprised an introductory letter, which stated the purpose of the study, the request for the respondents to participate and ethical issues considered. At the beginning of each section, instructions of how to complete the section are provided.

Consideration was given to the words used with in the questionnaire to reflect unnecessary terminology. Concise and plain language was used to assist the readers understanding

3.4. DATA COLLECTION PROCEDURES

Before developing the instruments, related literatures were thoroughly examined and items were prepared in English. Considering the difficulty of the English language for the subjects, the items were translated into Oromic . The researcher did the translation before distributing the questionnaires to the respondents to conduct the study. The procedure began with distributing the letters seeking the permission to include female students and PE teachers in the study.

Included in the letter was the purpose and importance of the study. After approval of all authorizes the questionnaires were distributed to the respondents. Most of the questionnaires were filled in during the time when the students are free. Most of the questionnaires were collected immediately.

3.5. DATA ANALYSIS

The data collected through different tools were analyzed in line with the basic questions raised in chapter one. The collected data was first coded and were entered into the Microsoft Excel using different ways depending on the nature of the questions. For example, the question on gender male was given a code of 1 and female a code of 2 (this is for teachers), questions that required yes/ No responses: yes was given a code of 1 and No a code of 0.

Both qualitative and quantitative methods were employed to analyze the data. Data obtained through open ended items of the questionnaires were analyzed qualitatively using descriptive statements and explanations. Where as, data obtained through close ended items of the questionnaires were analyzed and interpreted quantitatively using mainly percentages. The percentages were calculated and conclusions were made from the findings of the study that enabled the researcher to recommend some basic solutions to the major problems.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

This chapter set out to examine different data in order to find answers for the basic questions of the study. It compares of three major parts. The first part presents the characteristics of the sample represented of the study and the analysis of major variables based on the responses obtained from female students respondents, the second part of this chapter deals with the analysis of major variables based on the responses obtained from PE teachers and the third part the characteristics of the sample respondents of the study and the analysis of major variables based on the responses obtained from school directors.

4.1. DEMOGRAPHIC CHARACTERISTICS AND ANALYSIS OF DATA OF THE FEMALE STUDENTS

Three demographic variables of the respondents were gathered as background information. These are age and education summarized in table 4.1.1.below

Table 4. 1.1. Demographic Characteristics of female students

Item		Respondents		Total	
		No	%	No	%
Age	<15	8	2.9	8	2.9
	16-18	250	80.9	250	80.9
	>19	50	16.18	50	16.18

Table 4.1.1. Contains a detailed list of demographic variables for participating people in the study. The final study sample consists of 308 respondents. The sample is shows predominately under the age of 18 (No= 250 ;80.9%). Only eight (2.9% respondents were categorized over age of <15.

Table 4.1.2 participation in sports and physical activity

No	Variable questions and responses	Respondents	
		Total No	%
1	Do you participate in physical activity?		
	A. Yes	8	3.6
	B. No	300	96.4
	Total	308	100
2	If you answer for the above question is “no” will you like to begin participation in physical activity?		
	A. Yes	50	16.18
	B. No	230	74.6
	C. Don’t decide	28	9.2
	Total	308	100

Table 4.1.2 shows the overall breakdown into groups of those who do and do not participate in physical activity at the moment. When asked whether respondents currently participate in sports and physical activity, of the total number of the respondents of females, 8(3.6%) are currently participating in sports or physical activities while 300(96.4%) are not participating. However, when asked person who are not participating in sports and physical activities if they would like to take part in sport, 16.2% said yes, 74.6% said no and the rest 9.2% said don’t decide.

Respondents were also given space for persons who are not currently participating in sports and PA to provide reasons that prevented them from participation. Of those who responded to the question, the main reasons they gave for not participating in sports and PA were: lack of interest; lack of

opportunity; lack of provision of information, facilities and access to appropriate equipment, and religions.

Respondents also given for the question how you spend your break time all of them agreed that they spend their break time simply by sitting and wondering here and there because of the burden of religion.

Table 4.1.3 How they rate their own life style and the people in their family

No	Variable questions and responses	Respondents	
		Total No	%
1	In terms of sport and PA, how would you describe your own life style?		
	A. Very active	52	16.9
	B. Active	78	25
	C. In active	128	41.5
	D. Very active	50	16.6
	Total	308	100
2	Would you say that the people in your family are physical activity?		
	A. Yes	109	35.4
	B. No	109	64.6
	Total	308	100

Table 4.1.3 respondents responded to the question in terms of sport and PA, how would you describe your own life style a total of 50(16.6%) females reported that they considered their life style to be some what very inactive, 128 (41.5%) in active, where as, less number of them 52 (16.9%) considered their lifestyle to be some what very active and 78(25%) active. Item two in the same table also shows how these respondents' rates people in their family in relation

to PA. we can see from the response that most (64.6%) of the numbers of their family are very physically in active and some of them are physically active.

Table 4.1.4. Females perception and attitude of sports and physical activities.

No	Variable questions and responses	Respondents	
		Total No	%
1	How important is participation in PA/sport to you?		
	E. Very important	280	90.9
	F. important	20	6.4
	G. is not important	1	0.5
	H. I do not	7	2.2
	Total	308	100
2	Participating in PA is		
	A. Interesting	294	95.4
	B. Boring	5	1.7
	C. Do not participate	9	2.9
	Total	308	100
3	Do you think that it is difficult to participate in PA is your school?		
	A. Yes	298	96.7
	B. No	10	3.3
	Total	308	100
4	Do you believe that females are less active than boys while participating PA?		
	A. Yes	89	29
	B. No	219	71
	Total	308	100

5	How strongly do you agree or disagree participating in PA and sport makes a person health?		
	A. Strongly agree	241	78
	B. Agree	62	20.1
	C. Disagree	5	1.7
	Total	308	100
6	What is your attitude towards participating in PA and sport at home and different areas?		
	A. I enjoyed most sports and PA	229	74.3
	B. I enjoyed some sport and PA	70	22.7
	C. I don't enjoy and sports and PA	9	3
	Total	308	100
7	For your own PA, how important are recreation events in your area?		
	A. Very important	235	76.2
	B. Somewhat important	70	22.7
	C. Not important	3	1.1
	Total	308	100

Table 4.1.4 almost female student's perception of sport and PA and the facilities. All most all 280 (90.9%) of the respondents for the first item indicated that they felt it was very important or important to participate in PA. the rest (two percent) insignificant numbers of the total respondents disagree on the importance of participation in sports and PA. And as indicated in the second item more than 95% from all of the respondents agreed on the interesting not boring of participating in sports and PA.

Table 4.1.4 also indicates the respondents who responded to the item number three related to the perception towards the difficulty in the perceptions in sports and PA by female students. As can be seen from the table, 96.7% respondents agreed that its not difficult to participate in sports and PA. One

can also observe from the fourth item presented in table 4.1.4 that 219(71%) respondents has disagree that females are less active than boys.

In response to item five as can be seen from the table 78.2% agree that participating in PA and sport makes a person healthy. Respondents were also asked about their attitude to sports and PA while at home and different areas, as indicated in above table of item six just over (74.3%) said that they enjoyed most or some sports and PA. of the remaining respondents, 3% felt that they did not enjoy any sports and PA.

Concerning the last item 235(76.2%) the respondents agree on the importance of the presence of different facilities in their surroundings for their participation in PA, and the rest 3(1.1%) of the total respondents do not agree

Table 4.1.5 Confidence to be parts of participants

No	Variable questions and responses	Respondents	
		Total No	%
1	Do you feel that you are athletic enough to be a part of an exercise group?		
	A. Yes	251	81.4
	B. No	57	18.6
	Total	308	100
2	Do you worry about your clothes when exercising with the people		
	A. Yes	285	92.5
	B. No	23	7.5
	Total	308	100

About the confidence of female students to participate in PA (see table 4.1.5) in Shambu woreda is good to enough 251(81.4%) but the rest 57(18.6%) of the respondents lack confidence. According to the second item of table 4.1.5, 285(92.5%) of the respondents worried about how their body looks when exercising to exercise around other people and the rest 23(7.5%) of the total

respondents don't worried about how their body looks when exercising or to exercise around other people.

Table 4.1.6 Access to information

No	Variable questions and responses	Respondents	
		Total No	%
1	Do you have enough information of PA that you get to?		
	A. Yes	55	18
	B. No	253	82
	Total	308	100
2	Do you have knowledge /skill about sports and PA?		
	C. Yes	69	22.5
	D. No	239	77.5
	Total	308	100

In the first item of table 4.1.6 above, the respondents were asked whether they have enough information of sport and PA that they could get to or, about 253(82%) respondents said no. About 55(18%) of the respondents, said that they have enough information. According to the statistics in the second item of table 4.1.6 above, 239(77.5%) of the respondents said that they do not have knowledge about PA and sports. About 69.(22.5%) of them how ever, said they have knowledge about sports and PA.

Table 4.1.7 Time to participating in PA and sport

No	Variable questions and responses	Respondents	
		Total No	%
1	Do you think participating in PA and sport takes too much of your time from family relationships and family responsibilities?		
	A. Yes	25	8.2
	B. No	283	91.8
	Total	308	100

Table 4.1.7 shows, 91.8% respondents did not identify time as an influence on their participation in sports and PA. While only 8.2% of respondents reported time was a factor in their participation in sports and PA and think participating in PA and sport does takes too much of their time from family relationship and family responsibilities

4.1.8 Difficulty and Discrimination to participation

No	Variable questions and responses	Respondents	
		Total No	%
1	Have you ever discriminated by physical education teachers because of your sex?		
	A. Yes	196	63.6
	B. No	112	36.4
	Total	308	100
2	Have encountered any difficulties to participate in physical activity in your school?		
	A. Yes	121	39.3
	B. No	187	60.7
	Total	308	100

Of the total of 308 respondents of female students, the majority 196(63.6%) said they were discriminated by physical education teachers, where as the rest 112(36.4%) said they were not decided. The second question sees whether female students encountered any difficulties to participate in physical activity in shambu wored, about 187(60.7%) respondents said they didn't encountered any difficulties to participate in competitive sport in shambu woreda. How ever the rest 121(39.3%) respondents stated them encounterd difficulties to participate in competitive sport in shambo wored.

4.1.9 Is about peer motivation to participation for sports and physical activity

No	Variable questions and responses	Respondents	
		Total No	%
1	Do you have a girl friend who participated in PA?		
	A. yes	29	9.5
	B. No	279	90.5
	Total	308	100
2.	Do you have a family member who participates in any PA?		
	A. Yes	90	29.3
	B. B. No	218	70.7
	Total	308	100
3	Are your family members, friends and relatives encourage you to participate in PA and sports?		
	A. Yes	-	-
	B. No	308	100
	Total	308	100

Table 4.1.9 indicates the frequencies and percentages of the females who had peer motivation to participation in PA. Among the respondents who returned the questionnaires (N= 308), 279(90.5%) responded to the question of not having a friend who participated in sports and PA. Hence only 29(9.5) students have a girl friends to participate in physical activity. For the second item 218(70.7%) of the respondents had no family members who participated in any form of sports and PA and only 90(29.3%) had a family member that participated in sports and PA. The last item shows 308(100%) of the respondents had no friends and a family member who encouraged them to participate in sports and PA.

Table 4.1.10. Is about influence of parents attitude towards participation

No	Variable questions and responses	Respondents	
		Total No	%
1	How is your parents' attitude towards physical activity and sport affecting your degree of participation?		
	A. very influence	251	81.5
	B. Some influence	55	17.8
	C. No Some influence	2	0.7
	Total		

For parents attitude towards participation in sports and physical actives to affect the ability to be active, the above table indicates 251(81.5%) of the respondents respond their parents attitude are very influential where as 55(17.8) said their parents attitude are some influence. However, only 0.7% responds that parent's attitude have no influence on their participation.

Table 4.1.11. Support and encouragement from different bodies

No	Variable questions and responses	Respondents	
		Total No	%
1	Are there any bodies which provide supports and encourage you to participate in any PA and sports?		
	A. Yes B. No	308	100
	Total	308	100

Respondent were asked to indicate whether they get support and encouragement or not from different bodies, as indicated in table 4.1.11, as

reported by the respondents 308(100%) assured that there was no support and encouragement

Table 4.1.12. For the opportunities to participate in sports and PA

No	Variable questions and responses	Respondents	
		Total No	%
1	Have you ever got an opportunity of participating in any sport completion?		
	A. yes	13	4.3
	B. No	295	95.7
	Total	308	100
2.	In your school accessible for you to participate in PA?		
	C. Yes		
	D. B. No	308	308
	Total	308	100
3	Do you think males and woman have got equal opportunity regarding participation in sports and PA in your school		
	C. Yes	25	8.2
	D. No	283	91.8
	Total	308	100

The first question in table 4.1.12 asks whether females in general have the opportunity to get facilities in their age where as the second question requires each respondents to tell whether they have got the opportunity or not to participate in PA and the last question requires the respondent to respond whether females have got equal opportunity withy boys. Based on the three items presented above, 295(97.7% respectively said that they have no opportunity. In the second question 308(100%) and in the last question 283(91.8%) believed that there is no opportunity for them.

4.2. DATA ANALYSES GATHERED FROM PE TEACHER

The PE teachers who worked in three primary schools were asked to complete a questionnaire. All the six distributed questionnaires were filled and returned. The response rate of this questionnaire was 100%

Table 4.2.1 Demographic profile

Item		Respondents	
		No	%
Sex	Male	6	100
	Female	-	-
	Total	6	100
Age	20 and less year		
	21-30 years	1	16.7
	31 and more year	5	83.3
qualification	Degree	-	-
	Diploma	3	50
	Certificate	3	50
	Others	-	-
Years of experience	5 years and below		
	6-10 years	1	16.7
	11-15 years	-	
	16-20 Years	4	66.6
	21 years	1	16.7
Field of specification	Aesthetics	-	-
	Other	6	100%

Table 4.2.1 indicates that 66.6% of PE teachers have 16-20 years of experience, but their field of specialization is not related to the subject. Of returned questionnaire we can observe all are males. Their ages ranged from the youngest at 29 to the oldest 48. This demonstrates that it is mainly old adults are teaches physical education subject. When we see the educational back grounds of the teachers 3 (50%) of them have certificate.

Table 4.2.2. Opportunities and treatment offered to encourage participation

No	Variable questions and responses	Response		
		No	%	%
1	Do you give specific consideration for female participation during sports competition	Yes	5	83.3
		No	1	16.7
	Total		6	100
2	Does you school provide opportunities for females to participate in PA?	Yes	-	-
		No	6	100
	Total		6	100

Table 4.2.2. of item one shows whether the teacher gives consideration for females, 83.3 % of the sample related that they considered females during sport completion, how ever only just 16.7% of them not. In item two all respondents 100% states the school not makes any opportunity for female participation in PA.

Table 4.2.3 Accommodating well-coming environments and facilities

No	Variable questions and response	Responses	No	%
1	Have you made any effort to provide suitable environments to help females participation in your school?	Yes	4	66.6
		No	2	33.4
	Total		6	100
2.	Have you made facilities and services easily accessible for females in your school?	Yes	1	16.7
		No	5	83.3
	Total		6	100
3	Does your school have sufficient materials?	Yes		
		No	6	100
	Total		6	100
4	Can the equipment be adjusted to accommodate the needs to females?	Yes	-	-
		No	6	100
	Total		6	100

In response to the first item presented in table 4.2.3 above, 4(66.6%) of PE teachers of respondents answered “yes” whereas the rest said “no”. And as indicated in the second item 83.3% from the respondents have not made their facilities and services easily accessible for females. In response to item three as can be seen from the above table, all (100%) of the respondents agreed that their school have no sufficient materials. The fourth question in table 4.2.3 asks whether the equipment can be modified or adjusted to accommodate the need of females. Out of the PE teachers respondent, 6(100%) reported that the equipments can not be modified or adjusted to accommodate the needs of females.

Table 4.2.4 specialized training and knowledge of the staff members

<u>No</u>	Variable equations	Response	<u>No</u>	%
1	Have you ever received special training to increase the participation of females in sports and PA?	Yes	-	-
		No	6	100
	Total		6	100
2	Do your staff members encourage females to participate in sports and PA?	Yes		
		No	6	100
	Total		6	100

In table 4.2.4 above respondents asked if they had received or taken part increase the participation of female in PA, all respondents (100%) not received training in relation increase the participation of females in PA. In the second item of table 4.2.4, the PE teachers were asked if the staff members encourage females to participate in sports and PA all respondents agree the staff members not encourage females to participate in PA.

Table 4.2.5 promotion to encourage participate in PA

<u>No</u>	Variable equations and responses	<u>No</u>	%
1	Does your school encourage females to participate in physical activity?		
	Yes	1	16.7
	No	5	83.3
	Total	6	100

Schools were encourages female to participate in PA, 83.3% of the respondents agreed that the school do not encourage females participation in sports and PA.

Table 4.2.6. Relationships with different Schools

No	Variable equations and responses	No	%
1	Does your school have any contact with different schools for sports competition between females?		
	Yes		
	No	6	100
	Total	6	100

In terms of developing relationship the researcher wanted to know about any links the between school concerning the participation of female students; none of the respondents stated that their school had developed relationship between the schools.

What are the major barriers you think, if any in encouraging female students participation in sport and PA in Shambu primery school? The majority (66.6%) of the respondents reported that females are that females are active for a variety of reasons. These are: lack of support that encourage them to participate; lack of awareness of females about the importance of PA; lack of welcoming environments; lack of role models; lack of appropriate facilities; and religion.

The respondents were asked regarding on how they would increase the understanding the benefits that can be achieved from sports and PA and minimize barriers and increase their participation. The most popular method stated by teachers were: encourage females in different sports and physical activities from grass root level; to make different access to facilities; the concerned bodies have to give due attention to encourage female s to participate in sports and PA and teach through different media; to make school

environments well coming; to teach the families concerning the religion; awareness rising have to be made at different level by governmental and nongovernmental organizations and providing pamphlets to explain exercises requirements for individual and explain to personal assistants how involvement in PA can be benefit to females.

Respondents also given for the question that major challenges of female students participation in sports and PA, almost all of respondents agreed that the major challenges of female students participation in sports and PA is lack of equipment, lack of curriculum, poor attitude of society towards PE and religion is the main problem.

The respondents agreed that for the question how to develop female student's participation in sports and PA they recommend that to teach the families about the difference between PE and religion and to improve the curriculum is the main solution. Concerning the role of the teacher to improve female student's participation is: to teach the importance of PA for female students, to give more attention for females, and to help them.

Similarly the respondents respond that the major problems that affect female students participation in PA is: religion, absence of sport competition between female students in different schools, lack of interest is the main problem. For the question what is the role of mini media in your school all respondents agreed that there is no mini media in their school.

4.3. ANALYSES OF DATA OBTAINED FROM OBSERVATION.

Different check lists were used during observation in Shambu primary school. The researcher used similar questions in check list for all schools. The questions to be more specific in identifying females participation in sports and PA.

4.3.1. Reasons for not participating in sports and PA

Questions	Yes	No	Total
Used appropriate clothes		✓	
Physically active		✓	
Did warming up before exercise	✓		
Actively participate during exercise class		✓	
Enjoyed in exercise		✓	
Stressed when doing exercise	✓		
All female students participate during exercise class		✓	
Is there any change during observation one and two		✓	

In observation to the question on observed, the participants were observed a list of common reasons why females do not participate in sports and PA and were make question by No /Yes the two most important reasons for them, as to why do not participated in PA. Table 4.3.1. shows the most popular reasons for not participating in sports and PA as answered through observation. The main reasons for not participating in sports and PA as answered through observation. The main reasons for not participating in sports and PA as observed; the main reason for not participating were “they doesn’t used the sport clothes, “they do not actively participating”, their physical is not active”, “they stressed when doing physical exercise, most of them are not participated”

The highest rated sports and PA participation motivators were boys rather than female students. A little female student participates in physical exercise, but they are not motivated.

Table 4.3.2 Environment opportunities and knowledge of the teachers

Question	Yes	NO
The area where the students participate in exercise is suitable?	✓	
Is there materials enough to the participants?		✓
The teacher is motivated when teaching the students?		✓
Is the teachers control the students while teaching the class?		✓
Is the teacher having knowledge about the exercise?		✓
Is the teacher a role model for his students?		✓
Is the teachers used different teaching methods?		✓

In order to assess the environmental opportunities and teachers personality for sports and PA, six items were used during observation. The first item asked where the students participate in physical activity is suitable with the statement the area where the students participate in physical activity is suitable. The second item asked is there enough materials to teach the students, there is no enough materials in the school when observed the class. During observation classes, the teacher does not motivated even not showing the exercise simply he told to them what they do during exercise class. Also the teacher does not control his class carelessly he teach them. The teacher is not having knowledge about the subject; thus why he is not a role model for his students. And also he did not used different active learning methods.

4.4. DISCUSSION

In this section the findings of the study are discussed in relation to previous relevant literature to give inferences. The study was aimed to find out challenges and prospective of females participation in PA in Shambo woreda. The findings seem in full agreement with the reviewed literatures.

4.4.1. SPORTS AND PA PARTICIPATION AND ATTITUDE

Similar to the literature reviewed by Health and Fentem (1997) the disabling effects of inactivity and the benefits of PA; this study revealed that over 90.9% of the respondents stating that PA is very important. However the results of the study showed that even if they underline the benefits of participating in sports and PA; more than 96.4% of the participants of female students are not participating in sports and PA at the moment. This finding highlights the need of female students to increase their level of PA. All (100%) of the respondents from the representative of the school are support the importance of participation for females. As the office of the UN resident coordinator (2009) indicates socialization through sport is particularly valuable for women as they often remain in the home environment, protected and guarded by their families.

Among participants of female students in their study, most 96.4% respondents were not participated in sport and PA. We can see from above response the range of activities was much narrower, suggesting a lack of choice. This may indicate that females experience barriers to participating in PA. There is a need for females, to be encouraged and supported in becoming physically active. Emphasis should be placed on increased opportunities made available to female students to female students to take part in activities of their choice, so they can experience new sports and activities that they may enjoy but usually would not get the chance. As indicated in PA and fitness research, (1999) by participating in exercise, people actually build stamina that makes the demands of daily living easier thus leaving extra energy at the end of the day for additional social activities.

This study found out that females considered health benefits and socialization making of physical activity to be very important. According to female students

respondents physical activities are essential for their health and a chance to meet people. These were the most important benefits and main PA motivators of PA for females in their study. Hence, directing PA designs towards activities that is females are interested in, and can do together. This helps to enhance the possibility of those females to continue in participating in PA and used as tools for integrating females into the community. This makes it interesting and important for the concerned bodies to use benefits of PA to encourage and motivate females for PA participation in the future.

A review by Durstine, et al (2000) highlighted the importance of exercising for physiological well being of people (to reduce heart rate and blood pressure, maintain and enhance healthy bone density, muscles and joints; improve muscular strength and endurance; and increase flexibility). However, the respondents of females rated exercises the least important benefits of participating in PA. This may be arising from how awareness about the advantages of physical activities for physiological wellbeing.

Almost all 70.7% of the respondents do not have friends and family members who encourage them to participate in sport and PA. The evidence shows that parents are highly influential and are capable of both encouraging and discouraging in participation. Interestingly, Arthur and Finch (1999) reported that even the presence of a family dog could increase confidence levels. It is very important to make social connections with peers and the role of friends in the lives of most of the female students. Thus, activities using social support to participation in PA may help these people to be more participant.

The majority of respondents are appreciating the health benefits and agreeing that it is enjoyable to be physically active. It shows that those respondents have positive attitudes towards PA. This suggests that efforts to increase participation are best focused on making it easier for people such as advising on how exercise for people such as advising on how exercise can be fitted into their daily practice rather than telling them of the benefits.

4.4.2. BARRIERS TO PHYSICAL ACTIVITY

More research has been conducted on exploring the basic faced by females in participating in sport and PA. Stuijbargen et al, (1990) identified several potential perceived barriers to health promotion activities for women's. They categorized barriers as internal, such as lack of time, energy or fatigue/weakness. Barriers may also be social or environmental factors which may affect one's ability to engage in health promoting activities. Rimmer et al. (2004) also reported several different categories of barriers intrinsic and environmental, faced by women when participating in PA.

As it was noted in the discussion on benefit of PA, most of the females generally had positive attitudes to PA, but were not getting to so much of anything right now, outside of walking. The majority of the females were less active now for a variety of reasons. The findings revealed that a group of females in shambu reported various barriers to participation in sports and PA.

There is a lack of information regarding available and accessible facilities and programs in their community as noted by respondents. In other words they have little information. Undoubtedly, this may hurt the participation of those respondents in PA. In this regard, Arthur and Finch(1999) found that lack of information held by women's led to low awareness of the sports of practical sporting activities and appropriate (i.e. accessible and welcoming) sports facilities.

Concerning access to facilities almost all the respondents of females indicated that there are no accesses to facilities and rated the condition of facilities almost poor. This evidence shows that inaccessibility to facilities is an obstacle that hinders participation of females. Since lack of appropriate facilities and accessible routes to sport fields were the obstacles influencing the participation of females in PA.

Arthur and Finch (1999) found that poor physical access at existing facilities can present a barrier to the participation of women in sporting activities, specifically interims of the inappropriate design of buildings, lack of aids or adaptations to equipment. Accessible facilities are basic rights that should be considered the females. But, the findings of the study show that there are insufficient sport facilities which are suitable and adaptable for females.

Most of the respondents feel that they are athletic enough to be a part of an exercise group and holds positive perception about their ability to participate in activities with able bodied individuals. Feeling self confident and having high self esteem of female play great roles in participating in PA.

These and other barriers prevent females from taking part in exercise and PA. By having a wider knowledge of effects of PA on females the school can provide improved exercises and facilities which will be benefits to these individuals. Therefore, females need to be focused on and be helped to overcome the barriers to PA participation.

4.4.3. OPPORTUNITY TO PARTICIPATE IN SPORTS AND PHYSICAL ACTIVITY

Increasing opportunities of sporting participation for females are an important part of the social inclusion. As it was indicated in the above discussion many female students are still encounter many barriers making them with limited opportunities for participation in sport and physical activities.

Schools, PE teachers and females need to cooperate at every level in order to provide organized and appropriate PA and sport opportunities for all. Partnership working is the most important approach in providing opportunities for female's students.

The evidences on women knowledge and desire to become involved in sport and physical activities suggests that they have a strong desire to become involved in positive activities. However, they do not go further than expressing positive desires towards PA since they are not convinced about the nature of sport and PA as well as the available opportunities in their surroundings. It is very important for concerned bodies interested in promoting PA among females to convince them.

Generally barriers in community contribute to lack of awareness among females regarding current programs and opportunities for participation. Barriers at the level of the individual, family and community need to be addressed females into sports and physical activities to increase opportunities at different levels.

Finally, the substantial amount of personal and environmental barriers that the participant's family, PE teachers and schools leads to be several suggestions for helping female students. Identifying these barriers will help the concerned bodies formulate different and suitable programs.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The main focus of this study is to examine major challenges and prospects of female students to participate in sport and physical activities in Shambu Woreda. The subjects of the study were 308 females and 6 PE teachers. Accordingly, the females selected through availability sampling techniques, while PE teachers were all the them selected. To collect the required data questionnaires and observations were used.

This chapter deals with the summary of the major findings of the study, the conclusion reached at, and finally the recommendations forwarded based on the findings.

5.1. SUMMARY

The main suppose of this study was to assess the challenges and prospects of female students to participate in physical activities and sports in Shambu Woreda. A descriptive survey method was employed in order to examine the existing participation problems of females' students. A half of 308 female students and 6 PE teachers respondents were participated in the study. The sapling techniques used in this study were on the basis of the availability and convenience sampling. The data collected were analyzed using frequency count and percentages. Based on the results of the data analysis, the major findings of the study are summarized as follows.

- ⇒ Overall participation in sport and PA by females not taking part in sport and PA with in their surrounding and different areas, because the attitude of the society for females influences them.

- ⇒ Religion is the most problem to participate in activity respondents. The main motivator for participating in PA was not ranked as health benefit.
- ⇒ It is pointed out by the results of the study that females have a positive attitude towards the benefit of PA and is confident enough to be parts of participants but the culture dos not give the opportunity for them.
- ⇒ The majority of the respondents assured that if they have got an opportunity to take part in PA and sport of their choice, they will be initiated to be more participant and active.
- ⇒ As the results of the study revealed, all of the respondents said there are not enough sport materials and most of them have not got an opportunity of participating in specific sports.
- ⇒ The study found that most of the respondents have not interest to participate in competitive sports and physical activity in Shambu Woreda.

Most of the females have not take part in sports and physical activist in a significant level. The result of the study reveals that sport and PA participation is influenced by a variety of individual and social or environmental variables such as: lack of knowledge of what is available in their surroundings; lack of information; poor community facilities and religion.

5.2. CONCLUSIONS

Based on the findings the following conclusions were draw. As the results of the study revealed, the majority of female students were not taking part in sports and PA. They have a good knowledge only about the benefits of sports and PA and have positive attitude towards sports and physical activities. Therefore, what is more is not telling them about the importance of sports and physical activities rather provide them with more opportunities according to their needs and abilities. The inherent motives among female students to participate in some sports and physical activity were their awareness about health benefits of participations in physical activity.

According to results of the study, females do not access quality sports and PA opportunities in the same manner as that of boys. Female students have not got the opportunity to participate in specific sport activities in Shambu woreda. In order to help and encourage the participation of these female students the schools need to improve the situation of their facility.

The findings indicate that the participation in PA among female students is low and they encounter multitude of barriers to participate in the types of PA they need to maintain. The most identified barriers were: lack of knowledge and information, lack of suitable equipments, religion. Then these all should be taken into consideration or deal with in order to develop intervention strategies and to minimize the barriers to participate in PA. These barriers may be caused by inadequate promotion and a lack of coordination between schools and families that result female students not knowing what is taking place. So that, adequate information should be provided and coordination and relationship between schools and families has to be made to help knowing where, how to exercise and to increase knowledge of available opportunities, and increasing effort to provide opportunities for accessible, cheap and high quality activities in their surroundings.

Schools seem to put no or very little emphasis on the needs of female students concerning PA and sport while developing programs and policies. However, developing policy may help the schools to give more focus and use the sports and PA completion and also helps to accept their diversity and tackle their needs as a usual part of everyday living to improve life situations of these individuals.

Generally female students are interested in becoming more active but are limited in doing so because of several barriers to increased PA participation. Indeed, the results of the study shows that participation rates for females are significantly lower. Therefore, the study concludes that in order to meet the needs of female students the problems need to be alleviated through cooperation among governmental and non- governmental bodies.

5.3. RECOMMENDATIONS

The huge number of personal and environmental barriers that the participants female students, PE teachers, the schools and families lead to a number of recommendations. Based on the findings obtained and conclusions the researcher arrived at, the following recommendations.

- Providing more choices and programs for participation in physical activities to minimize several barriers which limit participation of female students in physical activities and sports.
- Ensuring the environment and facilities to be conducive and easily accessible to female students
- In order to increase PA participation based on the needs of female students, strategies which focus on activities that could help to overcome their constraints to sports and PA should be developed.
- In order to make activities safer and more enjoyable for female students, teaching their family is important that PA is different from religion.
- The schools, families and PE teachers should work together to encourage PA participation, make sport facilities more accessible for female students, and advocate about the nature and type of sports that female students can able to participate.
- Enforcing laws (polices) and increasing public awareness of the rights of female students for ensuring their full participation in society to sports and PA
- Federal sport commission could take up a stronger leadership role by formulating plain policies, principles and procedures that ensure female participation and should monitor closely the provision of adequate access in the schools.

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APPENDICES

Appendix A
Addis Ababa University
School of Graduate Studies
Department of Sport Science
Specialization- Teaching

A. Questionnaire to be filled by female students

Dear Respondents:

I am conducting a study on challenges and prospects of female student's participation in physical activity in Shambu Woreda. I would like to ask you a number of questions. It will only take a few minutes to complete, and your responses will be kept strictly private and confidential. Please complete the questionnaire by circling the number, which corresponds to your answer and by stating your answers fully when there is a need.

Note: 1. you are not required to write your name

2. All questions raised here are equally important to attain the objectives of the study. So, it is of great help not to leave any question unanswered or uncompleted.

Thank you so much for taking your time to complete the questionnaire!

Part One: Background information

1.1. Age _____

1.2. Parents occupation _____

1.3. Weight in kg _____ Height in CM _____

1.4. Sex: A Male ☐ B. Female ☐

1.5. Education level

A. Grade 5 ☐

C. Grade 7 ☐

B. Grade 6 ☐

D. Grade 8 ☐

Part Two

1. Do you participate in physical activity?

- A. Yes B. No

2. If you answer for the above question is “No” would you like to begin participation in physical activity?

- A. Yes B. No C. Don't decided

Mention the reason, _____

3. If your answer for question number one is “yes”; how frequent?

- A. Once a week B. Twice a week C. Three times a week D. Forever

4. Do you have a girl friend who participates in physical activity/sport competition?

- A. Yes B. No

5. Do you have a family member who participates in any physical activity/sport competition?

- A. Yes B. No

6. How important is participation in physical activity/sport/ to you?

- A. Very important B. Important C. is not important D. I don't know

7. In terms of physical activity, how would you describe your own life style?

- A. Very active B. Active C. Inactive

8. Do you have enough information of physical activity that you could get to?

- A. Yes B. No

9. Participating in physical activity is;

- A. Interesting B. boring C. I don't participate

10. Do you think that it is difficult to participate in physical activity in your school?

- A. Yes B. No

11. Have you encountered any difficulties to participate in physical activity in your school?

- A. Yes B. No

If yes mention the reason/s _____

12. Would you say that the people in your family are physically active?
A. Yes B. No
13. Do you believe that females are less active than boys while participating in physical activity?
A. Yes B. No
14. Does your family encourage you participating in physical activity?
A. Yes B. No
15. Do you think that knowing the health risks of inactivity will make you actually change your levels of exercise?
A. Yes B. No
16. Have you ever got an opportunity of participating in any sport competition
A. Yes B. No
17. Is your school accessible for you to participate in physical activity?
A. Yes B. No
18. In general, how would you rate the condition of the sport and physical activity facilities in your school?
A. Poor B. Good C. Excellent D. There is no any
19. Do you think participating in physical activity and sport takes too much of your time from family relation ships and family responsibilities?
A. Yes B. No
20. Are your family members, friends and relatives encourage you to participate in physical activity and sports?
A. Yes B. No
21. Does your family create awareness of healthy behaviors?
A. Yes B. No
22. Do you feel that you are athletic enough to be a part of an exercise group?
A. Yes B. No
23. Do you worry about your clothes when exercising with the people?
A. Yes B. No
24. How is your parents' attitude towards physical activity and sport affect your degree of participation?
A. Very influential B. Some influence C. No influence
25. How strongly do you agree or disagree participating in physical activity and sport makes a person healthy?
A. Strongly agree B. Agree C. Disagree

26. What is your attitude to wards participating in physical activity and sport at home and different areas?
A. I enjoyed most sports and physical activity
B. I enjoyed some sports and physical activity
C. I don't enjoy any sports and physical activity
27. Do you have knowledge/skill about sports?
A. Yes B. No
28. Do you think there are enough sport materials and fields in your school?
A. Yes B. No
29. Have you ever discriminated by physical education teachers because of your sex?
A. Yes B. No
30. Do you think males and woman have got equal opportunity regarding participation in sports and physical activity in your school?
A. Yes B. No
31. Are there any bodies which provide support and encourage you to participate in any of physical activity and sports?
A. Yes B. No
32. What would you do during your break time?

Thank you for completing this questionnaire!

Appendix B

UUNIVERSITII FINFINNEE

MUUMMEE GJQ

A. Gaaffilee Barattoota Dubaraan Guutaman

Kabajamoo gaafatamtootaa:

Qorannoon koo rakkoolee hirmaannaa barattoota Shamarranii sochii qaamaa fi ispoortii irratti akka isaan hin hirmaanne kan aanaa Shaambuu kan qo'atu ta'a. Gaaffilee garaa garaan isiniif dhiyeessa. Gaaffileen kuni daqiiqaa muraasa deebisuuf kan fudhatu yoo ta'u; deebiikee sirrii fi ofitti amanamummaan deebisi. Gaaffilee hundaaf fillannooke itti maruun deebisi.

Hubachiisa: 1. Maqaakee hin barreessiin.

2. Kaayyoo qorannichaa galmaan ga'uuf gaaffileen hundi bu'aa

wal- qixa qabu. Kanaafuu osoo hin deebisiin gaffii hin dhiisiin.

Kutaa tokko:

1.1 Umurii _____

1.2 Saala: A Dhiira

B. Dhalaa

1.3 Ulfaatina kg_____ Dheerina_____

Kutaa Lama

1. Sochii qaamaa irratti ni hirmaattaa?

A. Eeyyee B. Lakki

2. Yoo deebiinkee gaaffii 1ffaaf “ lakki” yoo ta’e kana boda sochii qaamaa irratti hirmaachuu ni eegaltaa?

A. Eeyyee B. Lakki

3. Yoo deebiinkee gaaffii 1ffaaf “Eeyyee” ta’e yeroo hunda ni hirmaattaa?

3. Hiriyyaa dubartii kan sochii qaamaa irratti hirmaattu ni qabdaa?

A. Eeyyee

B. Lakki

4. Maatiikee keessaa sochii qaamaa kam irratti iyyuu kan hirmaatu ni qabdaa?
A. Eeyyee B. Lakki
5. Sochii qaamaa irratti hirmaachuun bu'aa maalii kan qabu sitti fakkaata?
A. Baay'ee gaarii B. Gaarii C. Gaarii miti.
6. Gama sochii qaamaan jireenyakee akkamitti ibsita?
A. Baay'ee hirmaachisaa B. Hirmaachisaa
C. Hin hirmaadhu
7. Odeeffannoo bu'aa sochiin qaamaa namaaf kennu ni qabdaa?
A. Eeyyee B. Lakki
8. Sochii qaamaa irratti hirmaachuu akkamitti ilaalta?
A. Gaariidha B. Gaarii miti
9. Sochii qaamaa irratti hirmaachuun rakkisaadha jettee ni yaaddaa?
A. Eeyyee B. Lakki
10. Mana barumsaakee keessaatti sochii qaamaa irratti hirmaachuuf wantoonni rakkisoon ni jiru jettee Yaaddaa?
A. Eeyyee B. Lakki
Yoo rakkoon jiraate tarreessi_____
11. Maatiinke ga'umsa qaamaa qabu jettee ni amantaa.
A. Eeyyee B. Lakki
12. Sochii qaamaa irratti hirmaachuu irratti dubartoonni dhiiraa gadi jettee ni amantaa?
A. Eeyyee B. Lakki
13. Maatiinke akka ati sochii qaamaa irratti hirmaattuuf ni si jajjabeessuu?
A. Eeyyee B. Lakki
14. Ga'umsa qaamaa dhabuun sochii qaamaa hojjechuu dhabuun dhufa amantaa jedhu qabaattee sadarkaa shaakalakee nan sirreeffadha jettee yaadaa?
A. Eeyyee B. Lakki

15. Carraa wal- dorgommii ispoortii irratti hirmaachuu argattee beektaa?

A. Eeyyee B. Lakki

16. Manni barumsaakee sochii qaamaa irratti hirmaachuuf siif mijataadhaa?

A. Eeyyee B.Lakki

17. Mana barumsaakeettii, naannoo fi meeshaaleen sochii qaamaa irratti hirmaachuuf hangam mijataadha?

A. Gaarii miti B. Gaariidha D. Baay'ee gaarii dha

18. Sochii qaamaa irratti hirmaachuun yerookee baay'ee walitti dhufeenya maatii kee fi itti gaafatamummaa kee si jalaa fudhata jettee yaaddaa?

A. Eeyyee B. Lakki

19. Maatiinkee fi hiriyyoonni kee akka ati sochii qaamaa fi ispoortii irratti hirmaattuuf si jajjabeessuu?

A. Eeyyee B. Lakki

20. Maatiinkee amala fayyummaa qaamaa ni si barsiisuu?

A. Eeyyee B. Lakki

21. Osoo sochii qaamaa irratti hirmaatte atileetii gaarii ta'uu nan danda'a jettee yaaddaa?

A. Eeyyee B. Lakki

22. Yeroo nama fuula duratti shaakaltu waa'ee uffatakee ni yaaddaa?

A. Eeyyee B. Lakki

23. Ilaalchi maatiin kee sochii qaamaa fi ispoortiif qaban sadarkaa hirmaannaakeef shoora akkamii qaba?

A. Baay'ee miidha B. Ni miidha D. Hin miidhu

24. Sochii qaamaa irratti hirmaachuun fayyummaa qaamaa ni fida yaada jedhu irratti walii ni galtaa?

A. Baay'een walii gala B. Walii gala C. Walii hin galu

25. Sochii qaamaa fi ispoortii irratti hirmaachuuf manattis ta'e alatti ilaalcha akkamii qabda?
- A. Ispoortii fi sochii qaamaan baay'een bashannana
B. Ispoortii fi sochii qaamaan nan bashannana
C. Ispoortii fi sochii qaamaan hin bashannanu
26. Sochii qaamaa fi ispoortii garaa garaa irratti hirmaachuu barattee beektaa?
- A. Eeyyee B. Lakki
27. Dirree ga'aa fi meeshaalee ispoortii ga'aan mana barumsaakee keessa jira jettee yaaddaa?
- A. Eeyyee B. Lakki
28. Waan dubara taateef barsiisaa GJQ adda baafamtee ilaalamtee beektaa?
- A. Eeyyee B. Lakki
29. Dhiirrii fi dubartoonni carraa sochii qaamaa fi ispoortii irratti hirmaachuu wal-qixa qabu jettee yaaddaa?
- A. Eeyyee B. Lakki
30. Akka ati sochii qaamaa fi ispoortii irratti hirmaattuuf qaamni si gargaaruu fi si jajjabeessu ni jiraa?
- A. Eeyyee B. Lakki
31. Yeroo boqonnaakee maal hojjechuun dabarsiataa?

Waan gaaffilee kana guuttee galatoomi!

Appendix C
Addis Ababa University
School of Graduate Studies
Department of Sport Science
Specialization- Teaching

A. Questionnaire to be filled by Physical education teachers

Dear teachers:

I am conducting a study on challenges and prospects of female student's participation in physical activity in Shambu Woreda. I would like to ask you a number of questions. It will only take a few minutes to complete, and your responses will be kept strictly private and confidential. Please complete the questionnaire by circling the number, which corresponds to your answer and by stating your answers fully when you think it is necessary.

Note: 1. you are not required to write your name

2. All questions raised here are equally important to attain the objectives of the study. So, it is of great help not to leave any question unanswered or uncompleted.

Thank you in advance for your cooperation!

Part One: Background information

- 1.1 Name of the school _____
- 1.2 Age _____
- 1.3 Sex: A. Male ☐ B. Female ☐
- 1.4 Height _____ Weight _____
- 1.5 Education qualification _____

A. Diploma B. Certificates C. othe

1.6. Total years of service _____

A. 5 Years and below D. 16- 20 Years
B.6-10 Years E. 20 Years and above
C. 11-15 Years

Part Two

1. Does your school have sufficient sport materials?
A. Yes B. NO
2. Do you give specific consideration for female participation during sports competition?
A. Yes B. No C. Sometimes
3. Females participate in exercise classes?
A. Active B. Inactive C. Do not participate
4. Does your school offer females specific special activities?
A. Yes B. NO
5. Do your staff members encourage females to participate in sports and physical activity?
A. Yes B. No
6. Can the equipment be adjusted to accommodate the needs of females?
A. Yes B. No
7. Have you ever received special training to increase the participation of females in sports and physical activity?
A. Yes B. No
8. Does your school encourages females to participate in physical activity?
A. Yes B. No
9. Does your school has any contact with different schools for sports competition between females?
A. Yes B. No
10. Does your school provide opportunities for females to participate in physical activity?
A. Yes B. No

11. Have you made any effort to provide suitable environments to help female's participation in your school?

A. Yes B. No

(If yes what effort; _____)

12. Have you made your facilities and services easily accessible for females in your school?

A. Yes B. NO

13. Is the curriculum participatory while females participation in physical activity?

A. Yes B. No

14. Does the family of students show interest the participation of females in physical activity?

A. Yes B. No

15. What are the major challenges you think, if any, for you as a physical education teacher in encouraging females to percipient sports and physical activates in Shambu Woreda?

16. What would you suggest to be done by different bodies to increase females understanding if the benefits of sports and physical activity, minimize challenges and increase their participation.

17. What is the major teachers' role concerning to improve females participation?

18. What are the major problems that affect female's participation in physical activity in your school?

19. What is the role of mini media in your school?

Thank you for completing this questionnaire!

Appendix D

Addis Ababa University

School of Graduate Studies

Department of Sport Science

Specialization- Teaching

Observation Checklists

Reasons for not participating in sports and PA

Questions	Yes	No	Total
Used appropriate clothes			
Physically active			
Did warming up before exercise			
Actively participate during exercise class			
Enjoyed in exercise			
Stressed when doing exercise			
All female students participate during exercise class			
Is there any change during observation one and two			

Environment opportunities and knowledge of the teachers

Question	Yes	NO
The area where the students participate in exercise is suitable		
Is there materials enough to the participants?		
The teacher is motivated when teaching the students?		
Is the teachers control the students while teaching the class?		
Is the teacher having knowledge about the exercise?		
Is the teacher a role model for his students?		
Is the teachers used different teaching methods?		