



THE PARTICIPATION OF FEMALE IN SCHOOL PHYSICAL EDUCATION

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ABSTRACT

The purpose of the study was to assess the factors affecting the participation of female students in PE class in Harar Aboker preparatory school. To achieve these purpose 52 female participants and 11 stakeholders were selected as a study sample. The data instruments were questionnaire, interview, and focus group discussion. For quantitative date, the questionnaire was distributed to the 34 female participants and for qualitative date Interviews was conducted with two Healthy Experts, one PE Expertise, and one PE teacher. The focus group discussion was held with seven school committees and eighteen female students voluntarily selected out of 52 female participants. The data were analyzed through descriptive statistics. This study finding of the study evidences gaps between boys and female students in practical class participation. The study findings also indicate absence of support as gap in addressing female students' issues in practical activities. The benefit which the female students are getting was recorded very low and low. Regarding teaching methods of practical activity, mostly students respond poor approach of the teacher for the female students. School curriculum also plays a vital role in female participation but even the appropriateness of the School curriculum for Female students in practical activity was recorded very low in the school. Required Resources like martial and equipment found very low in the school. The result clearly showed that there are many factors, which hinder the female participation in PE classes. Female students' experience many and varied barriers to participating in physical activity. These include lack of time, socio-cultural influence, lower economic status, body image, safety and lack of support, lack of appropriate educational system. To this end, develop the awareness of the society, doing interactively with the stack holders, using appropriate teaching methodology, providing the required facilitates, society must encourage female students to engage in different PE practical activities can help in improvement of participation of female students.

Key words: physical activity, cultural, economic, social, stack holders.

1. INTRODUCTION

Physical Education is a learning process designed to foster the development of motor skills, health related fitness, knowledge, and attitude relates to physical activities through a

series of carefully planned and conducted experiences. The learning environment is thoughtfully structured to enhance the overall development of each student within the three learning domains. In order to evaluate the barriers that impact and cause females to avoid secondary elective physical education courses, it is clear that one needs to look at this more thoroughly and create solutions in the form of curricula, program, and instruction to ensure that numbers do not decrease further. This section comprises background of the study, statement of the problem, research questions, scope of the study, significance of the study and objective of the study.

1.1.1. Background

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 several reasons. As O'Brien (2007) suggested these include: inequitable access, self-confidence; lack of motivation; low perceived value of physical activity; lack of opportunities for physical activity; marking scheme; competition; co-ed classes; teaching approach; and peers. 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. Similarly, though, Physical activities can offer a great deal to individuals, communities, and nations, differences in gender-based attitudes and funding towards physical activities can have a significant influence on female students' participation. This in turn, may affect later involvement in physically active lifestyles, and the social and health benefits that may result for them. When funding is minimized then resources are hard to come by. Even maintaining equipment is very expensive. Therefore, governments, schools, sports groups, and communities face huge challenge full fill the required in put for the success of PE.

According to, (Fraser-Thomas and Beaudoin, 2004) all schools need more funding and within their educational institutions.

Though the benefits of physical activity have been discussed for many years, the Secondary school Physical Education in the contemporary secondary school is affected by different factors such as; culture, social attitudes, educational systems, lack of appropriate infrastructures, and lack of support. Thus, it is crucial that we look at the possible solutions that will encourage females' students to take physical education courses in the future (O'Brien, 2007).

Effort must put forth to provide courses that will keep female students active while coming to understand the importance of being active habitually for life. Firstly, it is understood that all students need to learn how to be physically active in their everyday life and understand the importance of good overall health and wellness. It is further believed that, —learning, memory, concentration, and mood all have a significant bearing on a student's academic performance, and there is increasing evidence that physical activity enhances each|| (Sattelmair and Ratey, 2009). In addition, the researcher acknowledged that all students should take physical education properly, in Harar Aboker Preparatory School, in order to realize positive physicality, while attempting to perform at the highest levels academically.

1.1.2. Statement of the problem

Physical activity can improve quality of life. In fact, the extent of these benefits which are resulted from physical activity are lowest among women, ethnic minorities, persons of low socioeconomic status, older adults, and persons living in sedentary life style. Adolescent girls are particularly vulnerable to anxiety and depressive disorders: by 15 years, girls are twice as likely as boys to have experienced a major depressive episode are; girls are also significantly more likely than boys to have seriously considered suicide are.

Though male have dominated in sport participation and achievement for so many decades, the current awareness helps females to participate in a few sports. Still now days, boys and Girls have different patterns of sports participation. Boys prefer team and masculine sport especially soccer, more than girls: however, girls prefer individual and aesthetic sports and physical education activities (Scully and Clarke, 1997: Hicks et al., 2001).

More than one third of young female students in grades 11and12 do not regularly engage in vigorous intensity physical activity. Daily participation of female students in high school physical education classes dropped from 42% in 1991 to 32% in 2001(Center for Disease Control and Prevention , 2002). National reports document youths' inactive and unhealthy lifestyles and reaffirm the need for increased physical activity among adolescent. Increased levels of sedentary behaviors among youth indicate critical need for physical education programs to adopt curriculum that is inclusive of all students and that increases their interest and motivation levels for physical activity participation (U.S. Department of health and human Services, 2000).

However, Stewart et al. (1991); Tannehil et al. (1994) Bowyer, 1996; Barney, 2003) have been conducted research on secondary students' attitudes and their perceptions towards physical education, they have not focused on other factors that can limit the participation of female students. In other word, they did not assess several variables that influence the participation of high school female students in physical education practical class in particular. Due to this, the finding of these studies results could not addresses the problem that the researcher mentioned above because of content and contextual differences.

SCOPE OF THE STUDY

This research would be comprehensive enough if it investigates factors that affect the participation of students in Physical Education practical class in HAPS at a macro level. However, the constraint of time and finance will not allow this comprehensive investigation to be done. Therefore, the study was done only with female students of HAPS. In other word, the scope of the study was focusing only on female students at micro level.

It is obvious that, as the kind of research that cover wide range of variables brought more applicable and inclusive finding. Thus, this research was not surrounding the impact of such phenomena up on the entire stakeholders due to lack of skilled human power. To this end, this study was delimited to focus on the factors rather than even on its impact or implication in HAPS.

The respondents of this study were expecting to identify factors that affect the participation of female students in Physical Education practical class in HAPS. Therefore, the

result of the research work was highly depending only on the opinion and view of these respondents.

SIGNIFICANCE OF THE STUDY

The study planned to assess factors that affect the participation of Female Students in Physical Education practical class in HAPS. Therefore, this study helps to bring some empirical data about factors that affect the participation of these students in Physical Education practical class in HAPS. With this connection, all the educational stakeholders can understand the status of female students in Physical Education practical class in the study area and the benefit of PE.

Moreover, since the finding of this study create pave way for further research; the educational stakeholders use it as an input to take any possible remedial action in order to improve the enrolment of female students in Physical Education practical class in HAPS. Similarly, since the findings of this research provide empirical evidence, it enables to avoid the current mistrust among stakeholders and help them to work, galvanize, maximize, and utilize their effort and in advance their contribution at a maximum level. Furthermore, the findings of this research help to cope up the major challenges that affect the participation of female students in Physical Education practical class according to their own context.

SPECIFIC OBJECTIVES:

The specific objectives for study were:

1. To, observe the factors that affect the participation of female students in PE practical class
2. To examine whether the concern stakeholders are playing their role to improve the participation of female students in PE practical class
3. To identify the major problems that hinders the participation of female students
4. To indicate the possible solution that help to increase participation of female students.

CONCLUSION:

School curriculum also plays a vital role in female participation but even the appropriateness of the School curriculum for Female students in practical activity was recorded very low in the school.

To this end, develop the awareness of the society, doing interactively with the stack holders, using appropriate teaching methodology, providing the required facilitates, society must encourage female students to engage in different PE practical activities can help in improvement of participation of female students.

Similarly, though, Physical activities can offer a great deal to individuals, communities, and nations, differences in gender-based attitudes and funding towards physical activities can have a significant influence on female students participation.

Though the benefits of physical activity have been discussed for many years, the Secondary school Physical Education in the contemporary secondary school is affected by different factors such as; culture, social attitudes, educational systems, lack of appropriate infrastructures, and lack of support.

Increased levels of sedentary behaviors among youth indicate critical need for physical education programs to adopt curriculum that is inclusive of all students and that increases their interest and motivation levels for physical activity participation .

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