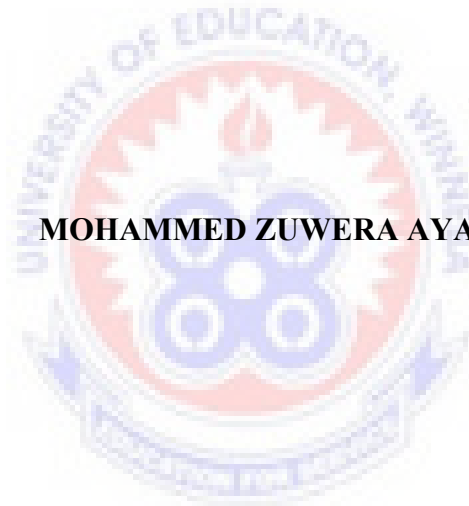**UNIVERSITY OF EDUCATION, WINNEBA**

INVESTIGATION INTO THE CHALLENGES FACING FEMALE STUDENTS PARTICIPATION IN SPORTS AT ZAMSE SENIOR HIGH/TECHNICAL SCHOOL
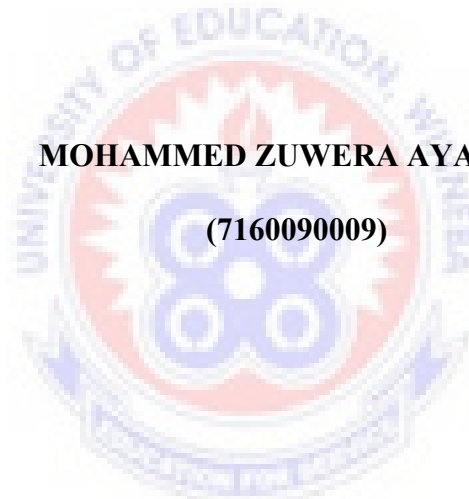
MOHAMMED ZUWERA AYAMGA

MARCH 2019

UNIVERSITY OF EDUCATION, WINNEBA

INVESTIGATION INTO THE CHALLENGES FACING FEMALE STUDENTS PARTICIPATION IN SPORTS AT ZAMSE SENIOR HIGH/TECHNICAL SCHOOL

MOHAMMED ZUWERA AYAMGA

(7160090009)

A DISSERTATION IN THE DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, RECREATION AND SPORTS (HPERS) FACULTY OF SCIENCE EDUCATION, SUBMMITED TO THE SCHOOL OF GRADUATE STUDIES, UNIVERSITY OF EDUCATION, WINNEBA, IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF MASTER OF EDUCATION (PHYSICAL EDUCATION) DEGREE

MARCH 2019

DECLARATION

Student's Declaration

I, **Mohammed Zuwera Ayamga,** hereby declare this dissertation, with the exception of quotations and references contained in the published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted either in part or whole for another degree elsewhere.

Signature: ………..………………………

Date: ……………………………...........…

Supervisor's Declaration

I, declare that the preparation and presentation of this research was supervised in accordance with the guidelines for supervision of long essay as laid down by the University of Education, Winneba.

Supervisor's Name: ……………................…………………….

Signature: ………..……………………..……………………

Date: ……………………………..……………...........…

ACKNOWLEDGEMENT

DEDICATION

This dissertation is dedicated to my parents who gave me life and to my lovely children who look up to me for inspiration.

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ABSTRACT

The purpose of this study was to find out female student's access and participation in Sports and to suggest appropriate measures that address the challenges that militate against female's participation in secondary school sports in Zamse Senior High technical form 1 and 2. The objectives were to; find out female students knowledge about the importance of sports to their health and well-being, explore major challenges that affect female students' access and participation in Sports in Zamse Secondary/Technical School and to suggest appropriate measures that address the challenges that militate against female's participation in secondary school sports in Zamstech. The study utilised the descriptive survey design. Simple random sampling technique was employed to sample 200 students from the school to respond to a researcher-designed instrument. Pie chart, bar chart and frequency distribution tables were used to analyse the responses based on all three research questions. The results suggest that all the respondents have low knowledge on the importance of sports to their health and well-being. The result also showed that negative attitude of physical education teachers, large class size, inadequate school facilities and equipment, socio-cultural practice and religious practice do not enhance female students' participation in sports as well as teaching of physical education lessons. The study concludes that female students will participate in sports if supported by their parents. It was recommended that school authorities should provide equipment and facilities in schools, physical education teachers should make presentations on the importance of females' participation in sports during PTA and staff meetings, Physical education teachers should create awareness on female students, apply student centred teaching approach in order to motivate (encourage) female students in both practical and theoretical lessons.

CHAPTER ONE

INTRODUCTION

1.1 Background to 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 (Strong, Malina & Blimkie, 2005). Women and girls are less likely to take part in sport and active recreation compared to their male counterparts. Statistical data from a range of countries (for example, Australia, Germany, United Kingdom and the USA) indicate that males participate more frequently than females in sport and more often in team sports (Riot, 2015).

Girls and women face a disproportionate number of life challenges, which reduce their ability to achieve their full potential. Recent studies show that despite formal guarantees of equality, the overall rate of progress for women, particularly those from the poorest and most marginalized regions of the world has been slow (United Nations Development Fund for Women, 2008).

Zamse Secondary Technical School (ZAMSTECH) is a mixed school that has total student population of 1,595 out of which 432 are females. The ZAMSTECH campus is small in size and is fenced but the students walk a distance of about 400 metres outside the school premises to access the school's KVIP and soccer field. The school is located in the Estate residential area about 100m off Bolgatanga-Tamale highway.

Due to the part time programme run by the school, some of the part-time students attend classes from their homes. These students either stay with their parents while attending lectures or they rent apartments very close to the school. A few regular

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students who are regular students but due to inadequate accommodation on campus, also reside outside the campus.

Zamse Senior High Technical School like any other high school in the upper east region has a physical education department. The department as part of its mandate is responsible for teaching physical education and the organization of sports and games. Zamse Senior High School organises annual inter-house games, athletics and cross country of which various Houses members – boys and girls compete for laurels. The school also takes part in the biannual zonal games, athletics and cross country competitions. The zonal sports competition is made up of a number of Senior High School within a particular locality. With the zonal sports competition the school presents athletes, both boys and girls for all events and games. After the zonal competition the school takes part in the super zonal games, athletics and cross country competitions too. The super zonal competition is represented by school teams and athletes who placed first to fourth in their respective zonal levels of which Zamse Senior High Technical School has always presented athletes and teams.

1.2 Statement of the Problem

Sport is one area where gender inequality is strongly evident. It is deplorable that men and women are treated differently, especially in sport. Women make up 50% of the world's population but they are not given equal opportunities. Men are still considered the better sex and this is one of the reasons why the world is yet to produce a female Michael Schumacher, Tiger Woods, Mike Tyson or a Sachin Tendulkar (Green & Gold, 2010).

Most schools encourage students to participate in recreational activities during their time at school and often provide a wide range of sporting opportunities to cater for all levels and types of participant needs. Universities often encourage participation in other physical recreational activities by students who are not interested in sporting activities.

The male students in ZAMSTECH have a very strong quest for success in sports. They have dominated in almost all disciplines both at the zonal and the super zonal levels. It came as no surprise when they won the football trophy during the 2015 super zonal competition at Sandema Senior High School and were runners up in 2017. Aside football, the boys have chalked a lot of successes in athletics, volleyball, handball and table tennis.

Unfortunately, the situation is quite different when it comes to female sports. In the just ended super zonal games in Bawku SHS, ZAMSTECH placed 7th, 4th, 6th and 8th in football, volleyball, athletics and netball respectively out of the eight schools which competed in the games. Physical education tutors had a tough time raising teams for table tennis and even football since most of the girls contacted were not interested to participate.

This study therefore seeks to identify the challenges these girls face in participation in sports for the school.

1.3 Purpose of the study

Participation in sporting activities by the female students in the Zamse Senior High School is a worrying issue. The purpose of this study was to find out female students knowledge about the importance of sports to their health and well-being in Zamse

Secondary/Technical School, to identify the challenges that affect female students' access and participation in Sports and to suggest appropriate measures that address the challenges that militate against female's participation in secondary school sports in Zamse.

1.4 Objectives

The objectives of this study were to.

1. Find out female students knowledge about the importance of sports to their health and well-being?

2. Explore major challenges that affect female students' access and participation in Sports in Zamse Secondary/Technical School.

3. Suggest appropriate measures that address the challenges that militates against female's participation in secondary school sports in Zamstech.

1.5 Research Questions

Three research questions were set to support the study namely;

1. What is the knowledge level of female students in Zamstech Secondary/Technical School on the benefits of participating in sporting activities?

2. What challenges affect female students' participation in sports at Zamstech Secondary/Technical School?

3. What measures can be put in place to address the challenges that female students in Zamstech Secondary/Technical School face in participation of sporting activities?

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1.6 Significance of the Study

This study may help coaches to identify the challenges female students face in participating in physical activity and sports. This research work is basically significant to physical education teachers, heads of educational institutions, parents, policy makers and stakeholders in the educational sector in that it will help them to appreciate the importance of sporting activities.

Finally, this research will be significant as it will add to existing literature and also spark the interest of other researchers to study related topics in their research.

1.7 Delimitation of the Study

To make the study manageable, it is delimited to the challenges of female student's participation in sporting activity in Zamse Senior High Technical School.
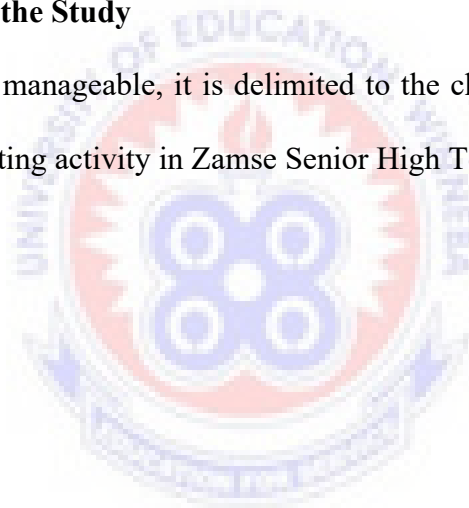
CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

The purpose of this study was focused on challenges faced by female students, the benefits of participating in school sports and the measures that will enhance female participation in school sports. To make the review easy to read and to understand the substantial issues, the subject matter has been divided into the following subheadings:

Conceptual Framework of the Study

Benefits female students derived for participating in Sports

Challenges faced by female students in sports participation

Overcoming Challenges Facing Female Participation in Sports

Summary of the Chapter

2.1 Conceptual Framework

The Conceptual framework of the study is made up of the motives, needs, expectancy and value model. Behaviour is a complex response which requires time and effort to implement the intentions. Motivation for a particular behaviour becomes the driving force to determine the direction, intensity and duration of performing that behaviour (Pinder, 1998).

Motivational theories on motives, needs and expectations are widely employed to explain behaviours. These theories are needs and achievement that provide a good framework describing the intrinsic motives comprehensively. (McClelland, Atkinson, Clark & Lowell, 2009)

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In sport setting, students have the motive of being respected, accepted to improve, to know, to learn, to experience mental satisfaction, sensory pleasure, fun and excitement. Students' perceived values and benefits of physical and activities would be the intrinsic motivation that can satisfy their needs.

Rotter, Chance and Phares (2006) proposed the value-expectancy model in Social Learning theory of personality, that behaviour is a product of expectancy and value, to explain people's behaviour. People are very likely to perform the activities that are valuable to them, and they expect the successful completion of the tasks. For instance, people would go for physical exercises when they see that sports activities provide people benefits and activities like swimming, jogging or playing basketball are easy and achievable tasks.

Students believe that physical education and sports provide fitness training, fun and sense of achievement. It is the expectancy of success component during that physical education lessons. It can be related to students' perceiving sports competence and the experience when students get self-confidence to participate in sport. When students feel that they acquire the skill to play they would perform that task eagerly.

Most people think the concepts of physical education and sports as only of its physical components, such as fitness and appearance. But the actual concept of physical education and sports 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, 2005)

Similarly, physical education and sports is an effective learning 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, 2004).

Physical activity and sports is defined as any bodily movement produced by skeletal muscles that results in energy expenditure. Physical activity in daily life can be categorized into occupational, sports, conditioning, household, or other activities

Physical fitness refers to a physiological state of well-being that allows one to meet the demands of daily living or that provides the basis for sport performance, or both. Physical fitness can be grouped into two main types-Health related fitness and Performance related fitness (Karbo, Ogah, & Domfeh, 2015) Health-related physical fitness involves the components of physical fitness related to health status, including cardiovascular endurance, muscular strength and endurance, body composition and flexibility.

The findings is also consistent with Atkinson, (2005) who stated that most people think the concepts of physical education and Sports as only of its physical components, such as fitness and appearance. But the actual concept of physical education and sports 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.

2.1.1 Gender issues in physical education female students perspectives and experiences

According to Craig and Cameron (2004) something that has remained fairly constant in high schools over the last few decades is the low enrolment of female students in post compulsory physical education courses. As physical educators, we need to gain an understanding as to why girls are choosing not to participate in physical education after it is no longer compulsory. Often those students are physically active after graduation and into their adult lives. If we can understand why many girls are leaving high school with negative feelings about physical education, we can implement strategies to deal with the trend accordingly.

The psychological benefits include improve social skills, improve leadership skills and increased self-esteem. Once physical education becomes optional enrolment tends to decrease more noticeable with adolescent girls than with adolescent boys (Craig and Cameron, 2004).

Flint Off (1996) stressed that physical education programmes from an important gate way for encouraging young people to develop the knowledge, skills" and attitudes necessarily for active health living.

2.2 Benefits Female Students Derive from Participating in Sports

The benefits of physical activity and sports have been recognized by many scholars. Messer and Stone (2005) 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.

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Physical health benefits of regular physical activity are well-established. Regular participation in such activities is associated with a longer and better quality of life, reduced risks of a variety of diseases and many psychological and emotional benefits (Huffman, 2008). There is also a large body of literature showing that inactivity is one of the most significant causes of death, disability and reduced quality of life in the developed world (Payne & Hahn, 2004). Physical activity may influence the physical health of girls in two ways. First, it can affect the causes of disease during childhood and youth. Evidence suggests a positive relationship between physical activity and a host of factors affecting girls' physical health, including diabetes, blood pressure and the ability to use fat for energy (Payne & Hahn, 2004).. Furthermore, physical activity and sports could reduce the risk of chronic diseases in later life (Leek, Carlson & Cain, 2011). A number of 'adult' conditions, such as cancer, diabetes and coronary heart disease, have their origins in childhood, and can be aided, in part, by regular physical activity in the early years (Pate & O'Neill, 2011). Also, regular activity beginning in childhood helps to improve bone health, thus preventing osteoporosis, which predominantly affects females (Pate & O'Neill, 2011).

Participation in physical activities can also lead to the psychomotor development of the girl child. This deals with the development of the body as propelled by the mind (Buss, 2010). This domain basically deals with helping the individuals to acquire skills and how to perform various activities with perfection with automatic levels within the least time frame and with little expenditure of energy. Some of the objectives to engage in are; acquisition of movement skills, acquisition of sports skills, acquisition of games skills, acquisition of dance skills and gymnastics.

Development of the Cognitive domain is one of the benefits of physical activities participation. This is the mental development objective which has been taken for granted by a lot of people who do not understand physical education (Myers, Kaykha & George, 2004). This objective deals with the accumulation of knowledge and the ability to think, interpret and apply knowledge to solve problems. This domain deals with knowledge of rules, tactics and strategies, understanding the rules and measurements and how to use these in problem solving in other to achieve a desired outcome.

Additionally, the Affective Development is also one of the benefits girls can derive from participating in physical activities. This is also known as a social domain. It deals with emotions, morals and concerns with the development of good interpersonal relationship in sports. It aims at helping the individual to accept others and also to be accepted. It helps the individual to accept that he/she is a member of the society as a whole and should be able to relate positively to the society. To achieve total Affective Development Objective the athlete needs to learn how to develop values, courtesy, fair play, leadership qualities, sportsmanship and positive attributes towards participation in physical activities.

2.3 Challenges Faced by Female Students in Sports Participation

The curriculum of a country can be affected by politics, attitudes, cultures and religions. These factors may change the interest and skills of female students' participation in sport and physical activity, and develop the attitude of hatred for the subject in the female students. According to Siedentop (1998), High school physical education was endangered species. A subject matter that might gradually became extinct in secondary curriculum. He argued that in increasing lack of expectations for

significant out come in high school physical education, there will be ineffectiveness if negative attitude towards the course lead students to ignore its value. Attitude is the agent that can change perceptions and the catalyst that can make physical education a positive education experience.

Female participation in physical education class is highly influenced by different factors. Like biological factors (menstrual cycle), physiological, psychological factors like personality, self-concept etc. and socio-cultural factors like family, school, culture and media and also socio-economic factors.

2.3.1 Biological factors

Menstruation

According to Hargreaves (1997), strenuous exercises did not negatively affect the menstrual cycle, nor did menstruation significantly affect physical performance. For many years strenuous exercises has been believed that delayed onset of the menstrual cycle caused many girls to continue playing sports based on the observation that menarche occurred later in athletes than non-athletes.

Girls experience less physical distress associated with their menstrual cycle when they play sport. Many reports highlight the positive influence of moderate and regular physical activity on the menstrual cycle. There is no doubt that the benefits of playing sport far outweigh the disadvantages in respect of young developing female bodies. There is some correlation between strenuous physical activity and delayed menstrual cycle. For long period of time there has been such believe that physical exercise has negative on menstruation and given for the least many years medical perspectives indicated that physical activity during menstruation is not   have come to stage to disprove the belief.

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As shaver (1981) further reported a study had been made in Hungary on women athletes and it was found that there was disturbance on the set of during the menstrual period doubt women athletes is much greater than the amount of general female population.

Physiological Influence

Shaver (1981), argued that the physical fitness of women in sport has always been questioned because of a variety of physiological concerns including the menstrual cycle, reproduction, damage to breasts and genitals. There are some difference in physical and physiological aspects between male and female. These differences have no effect on female to participate in different sports. Anatomical and physiological differences are quite apparent between the two sexes particularly after puberty period

Early studies argued that females should not be involved in sport, due to the deleterious effects of physical exertion on the frequency of menstruation and the fact that the reproductive organs of female can be affected. These beliefs prevailed for years and later evidence began to prove these early beliefs wrong (Leunes & Nation, 1991) Pre-adolescence is (9-11 years) a stage that involves a slow but consistent form of growth. It is a calm period just before rapid onslaught of adolescence. The body is undergoing developmental changes in the skeletal system, muscular system and motor development.

Accepting one's physical appearance and being able to deal with the physical changes involved with maturity and growth is one of the most crucial developmental tasks common to most adolescents (Brettschneider & Hein, 1997).

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Frydenburg & Lewis (1993) suggested that Adolescence has been referred to as a period of "storm and stress" and it is also a period when the teenager is confronted with a series of hormonal hurdles and developmental challenges Adolescents have to deal with a number of issues simultaneously, including the development of an identity, achieving independence away from the family, and at the same time acceptance by the peer group. Most important is the transition from childhood into adulthood, which comes with many psychological and physiological adaptations.

Pregnancy

Anecdotal evidence shows that pregnancy does not hamper performance of women who choose to participate in sport throughout their lives. Leunes and Nation (1991), stated that Irwin, who was a female athlete, won an Olympic medal in diving when she was four months pregnant. Another example is that of Hays who successfully completed the world championship rodeo as a bareback rider when she was eight months pregnant. It also appears that athletes return to top form rather quickly after having had children. Geber et al (1974), concluded by saying that females could look forward to having an active and exciting sports life uncomplicated by irregular menses, pregnancy and childbirth.

Body Form

According to Coakley (1986), discussed myths that excluded females from sports, in the process of playing sport; it is believed that females might damage their breasts. There is no evidence that shows that the breasts or reproductive organs are at risk at any point when females take part in sport. Breasts are the least vulnerable organ of the female body. Eitzen & Sage (1993) stated that the uterus is said to be the most shock

resistant organ. In fact, males are more susceptible to injury and trauma because their sexual organ is external.

Kane (1998) explored that the bone structure of females is definitely smaller and more fragile. Female's gain strength as they mature and several studies have indicated that sort-term training programs can increase muscle strength in all children. At the age of 14 years the growing rate for girls slows down and if they continue being physically active then they increases their strength. Females have the ability to enhance their physical strength that would eventually enable themselves to perform at high competitive level.

2.3.2 Psychological factors

Youth Identity

Youth identity has in the past been an area of interest and the concept has been used differently in various approaches thus leading to controversy. According to Bredenberg& Bredschneider (1997), youth identity by identifying a close correlation between identity development in adolescence and developmental tasks. Such tasks include acceptance of one's physical appearance as physical changes occur and understanding that these changes would lead to growth, maturation, and building good value systems as a guide for personal actualization.

Brettschneider (1997) suggested that identity has two definable components, namely personal identity and social identity. Personal identity develops on the basis of continuity of self-experience in the course of life. Social identity evolves from the image that others help to create for the self. The development of an identity during adolescence is a process through which an individual maintains a balance between

personal and social identity, which means it is important for the youth to know themselves. Self-knowledge empowers them in the realm of decision making.

Personality

Morris & Summers (1995) stated that people have different views as to who can and cannot play sport. It is a common belief that certain personality types are more suited to the sporting arena. Individuals across the spectrum of personality types initially have a tendency to participate in sport and should individuals feel uncomfortable they will withdraw, leaving behind a group that is more homogeneous in their common interest The decision to play sport might be an individual choice driven, instilled and inspired by external factors that usually have little to do with personality types. External factors include encouragement and motivation from parents, teachers, peers or even role models in the community. A conducive sporting environment could also be a motivating factor and the media can be a powerful tool to instill an interest and affinity to sport (Harris, 1994).

Prakasa and Overman (1984) asserted that sport, traditionally has been thought of as a process of physically building men and the „male‟ athletic personality; this is viewed as tantamount to the „male personality‟. This view suggests that an athlete is supposed to be competitive, rugged, aggressive, tough, independent, dominant, assertive, achievement-oriented and self-controlling. A „real‟ woman is supposed to possess different psychological and physical characteristics thus implying femininity and possible fragility.

Self-Concept

Brettschneider & Hein (1997) cautioned that self-concept is established when people gather information that changes whenever an individual encounters new experiences, it also represents complete knowledge of a person about self, which enables the individual to know her/his own competencies. „"Each person develops perceptions and ideas of his/her abilities, characteristics and personal ways of acting, eventually providing a sense of meaning on a self-rating of quality. In this sense, the self-concept is the result of a naïve theory or an internal model of a person, which directs behaviour and which is either confirmed or modified on the basis of behaviour and experience.

The different encounters and interactions that one has with other people will enable the individual to know more about him-self or herself. As an individual associates with other people these encounters will either enable them to improve or change their behaviour and sometimes even agree with their present behaviour. Female teenagers are greatly influenced by the evaluation of significant others, they appreciate reinforcement and encouragement based on their own actions.

Brettschneider and Hein (1997) argued that self-concept allows females to assess themselves by acknowledging their weaknesses and strengths. Often females compare their performance to that of other participants and with time, if their performance improves, then their self-concept also improves and the female sport participant feels competent in what they are involved in. Being competent in a particular sporting code enables the girls to be self-motivated and builds self-confidence. A positive self-concept in teenage girls who participate in sports elevates the level of self-esteem.

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Digest (1997), asserted that sport helps to build confidence and a positive body image, which can be linked to lower levels of depression according to women's sports foundation.

2.3.3 Socio-Cultural Factors

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 behaviour 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. Inadequate education and awareness by women about the benefits of participating in sports, PE is often not popular among the females in schools.

Davies (1996) suggested that during infancy and childhood, children develop attitudes, which are formed through their interaction with their world. Parents and family members play a pertinent role in this regard. As the child develops, school influence becomes more important. When learners are outside the home they are exposed to different behaviours and attitudes. From primary school to senior secondary school, learners make choices, which can build or destroy them as individuals. Individuals adopt attitudes and behaviour patterns and these are internalized.

Entrenching such behavioural patterns will depend on whether such behaviour is approved of in the family dynamics. If these, patterns are accepted by the family then they would be reinforced. The adoption of attitudes and behaviours in relation to sports is often associated with the need to be accepted by their parents, community and the society they interact with on a daily basis (Davies, 1996).

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Harris (1994) stated that the family is said to be generally responsible for early sports socialization and interest in sport is often preceded by the parents" interest. Socialization is "the process where by individuals learn skills, traits, values, attitudes, norms and knowledge associated with performance of present or anticipated social roles. The sport socialization process contains three components the socialization into sports refers to the social and psychological influences that shape an individual's initial attraction to sports. These influences include the prevalent attitudes and values within the family or the peer group.

Brustard (1992) explored that socialization via sport refers to the acquisition of attitudes, values, and knowledge as a consequence of sport involvement. Socialization out of sport involves those influences that contribute to an individual discontinuing his or her sport participation"". The following socializing agents directly or indirectly influence the choice that would be made by teenagers on a daily basis. In this instance it will be the choice to either participate in sports or not.

Family

Parent support is widely accepted as a factor that contributes to the creation of conductive teaching environment in schools. A collection of studies about parent support of schools (Bradley & Corwyn 2002) 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, expression of high expectations for their children achievement and future careers, and finally becoming involved in their children's education at school and in the community.

Varpatoli (1986) suggested that sport has been trivialized, regarded as separate from life and as unrelated to the broader social context and processes. The family prevails as the primary socializing agent and to a high extent it also defines appropriate gender behaviour, which sometimes could include sport. Numerous studies have indicated that other people who are usually seen as role models have influenced many individuals who become involved in sport. The family is said to be generally responsible for early sports socialization, including modelling, reinforcement and the shaping of the observed behaviour (Haris, 1994).

Buffer et al (1996), also argues that the socializing process at home for both sexes is different. Boys usually get more support and encouragement to get involved in activities, which offer sporting opportunities. They are furthermore provided with role models who encourage and support participation in physical activities. Girls however, may not be encouraged to become involved in physical activities.

Snyder and Spreitzer (1976) stated that girls receive greater encouragement for certain sporting codes which are seen to be more feminine. Girls are encouraged to participate in gymnastics rather than baseball and athletics.

There are two important theories that indicate that motivation starts at home. The first theory, Herter's Competence Motivation Theory (1981), indicates that the learner who receives disapproval from significant others will have a diminished sense of competence. Control will greatly rely on external forms of information and approval, which implies that extrinsic motivation, will enhance performance. Learners who receive parental support will be motivated to perform better than those learners who are not motivated by their parents. Interest in sport by children is usually preceded by the parents" interest (Harris, 1994).

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The second theory, Nicholls" (1984) Theory of Achievement Orientation states that through achievement the child will display great interest in pursuing challenging opportunities in the future. Nicholls" theory relates to differences in understanding the meaning of competence or ability. Some people think that competence implies performing better than other people and this is termed an ego-involved orientation.

In contrast, other people see competence from a personal point of view, which can lead to personal improvement and this is referred to as task-orientation. According to Nicholls" theory the motive is to demonstrate some level of competence mediated by underlying differences in the personal interpretation of achievement. This theory has attracted a lot of attention but unfortunately has not been empirically tested within the youth sport realm (Higginson, 1985).

A major difference between the two theories is that Nicholls (1984) argues that the demonstration of competence is the most gratifying feeling in the sport fraternity, as opposed to Harter, who emphasizes that the attainment of competence is what, is most rewarding in any world of sport. The demonstration of competence, particularly for learners who have worked extremely hard to reach that level, could be very rewarding.

According to Higginson (1985) found that parents were the main socializing agents in the early years of both girls and boys. As the individual gets older significance of family support seemed to decrease and peers, coaches and teachers become the main supportive agents.

The School

Frydenberg & Lewis, (1993) suggested that school is a place to fulfil certain social roles with peers and the opposite sex. Most of the decisions that teenagers make are important for their development and self-actualization and this might have a big impact on their lives at a later stage. If the pressure to participate in sport is not generated at home, then it should come from the coaches, peers and particularly the teachers who are the main driving forces within the education sector. Schools are thus important as it molds the lives of our developing teenagers.

On the other hand, Engei (1994) also indicated that schooling is of fundamental importance in perpetuating the notion that some sports are more "masculine" or "feminine" than others. For some schools there is still a discrepancy as to which gender should participate in the different sporting codes. A lot of our schools do not have girls" soccer, basketball and volleyball teams as these are labelled as boys sporting codes.

Schools are institutions in which physical activity is mainly organized within an educational context and thus determines whether learners will participate. The link between sport and education plays a crucial role in the holistic development of the learner (Khumalo, 1999).

Gender Role Expectations

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 behaviour 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

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male domain. Inadequate education and awareness by women about the benefits of participating in sports, PE is often not popular among the females in schools.

The gender schema theory Kiovula (1995), suggested that "the phenomena of sex typing derives in part from gender based schematic processing which form a generalized readiness to process information on the basis of the sex-linked associations that constitute the gender schema".

The selectivity of schematic processing allows us to add meaning to a vast amount of stimuli that we are exposed to and enable us to structure incoming information. Sex typed individuals thus process incoming information according to how society defines masculinity and femininity (Kiouvula, 1995).

People experience discomfort whenever they are expected to take part in cross-sex activities because they know the demands far exceed their ability. This theory clearly establishes expectations and perceptions of "appropriate behaviour" and will ultimately determine behaviour patterns.

Gregson and Colley (1986) argued that during adolescence, there is an adoption of sex roles. These roles could have an effect on behaviour for example adolescents whose mothers are involved in sports will also more likely be involved in sports. The socialization process influence gender schema development. Although it is also important to emphasize that gender has not been able to consistently predict behaviour, it is undoubtedly one of the factors that influence behaviour.

Gender differentiation begins at birth and can result in the learning of passive, submissive and nurturing behaviour of the girls and the active, aggressive and autonomous behaviour of the boys (Kiouvola, 1995). In most homes girls and boys are socialized differently.

Culture

Culture is when a group of people have similar beliefs which form part of their tradition and custom. According to Hargreaves (1997), culture is seen lived dominance and subordination of particular classes, in the sense that certain cultural beliefs can affect the progress of particular areas in life. Cultural beliefs have a great impact on the involvement of females in sport.

As Leonard II (1993) pointed out the influence of culture on females participation in sport that "female had to be confident and prevented from doing anything that might her delicate reproductive system and that means she had to be prevented from doing virtually physical activity.

Edward (2003) observed that physical education and sport have variety of positive cultural effect they build character encourage team work and team spirit.

Kane (1998) argued that sport could be regarded as one of the most important sites for the production of cultural beliefs and practices that equate gender differences. These cultural beliefs make women think that they will never attain the levels of their male counterparts where sport performance is concerned. "A women's place is in the kitchen" is still a common saying and many cultures still firmly believe it. Participation in sport masculinizes females and is therefore viewed negatively (Fasting, 1987). The above sentence confirms the fact that masculine and feminine

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behaviours are culture bound. Most males are accepting of females not participating in sport.

According to Kiouvula (1995), the participation of women in sport has always been seen as the presence of women in a man's world. Hargreves (1997) suggested that women were excluded from convenient venues and they often had to travel long distance for them to be able to play and this was one of the factors causing females to be side-lined.

Despite many negative factors, females who continue to participate in sport are challenging the culture-bound beliefs and are going against deep-seated traditional beliefs. "If sports is a cultural space where gender relations are produced, preserved and publicly celebrated, then women's involvement in sports can be seen as a form of resistance that disturb the apparently already existing logic of male supremacy" (Kane, 1998).

The Media

Kane (1998) suggested that the media's portrayal of female athletes plays a fundamental role in the preservation of stereotypes that are formulated by people in relation to female involvement in sport. The media's portrayal of female sport participants is limited. There is an increasing awareness of young adult sport fiction books; although very few of them have a female sport protagonist as opposed to those with male protagonists which are still found six times more. Fiction portraying female protagonists would be more appealing and such books can encourage girls and make them realize that there are other options in their lives. This will enable teenage girls to counteract the limitations of gender stereotypes and to realize that they can follow

their dreams, even in sport. Reading about strong, competent sports women could also encourage more black female adolescents to participate in sports.

2.3.4 Socio-Economic Factors

Higginson, (1985) opined that notion is that social background and availability of opportunities influence the decision to be involved in sport or not. This implies that the economic background of an athlete facilitates the choice to participate in sport because opportunities are readily available. Sport participants can thus afford to travel to where the facilities are situated and they can also afford to buy the necessary sporting equipment.

There are however, many factors that make it impossible for certain females to take part in sport. Higginson (1985), argued that even if facilities are available a child might not participate in sport if the parents are unconcerned regarding this facet of the child's development.

2.3.5 Factors Related To Administrators

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 (Howard 2005) 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.

Administrators one of the humane factor, that influences implementation understanding the crucial role of school. Administrators in implementation; Maclaughlin (1987) notes, "implementation incredibly hard and that successful implementation generally requires a combination of pressure (introducing new idea) and support by school administrators." supporting this, Berman and Maclaughlin (1976) found that project sustenance and success was highly related with principal's support. According to them, degrees of implementation were different in different schools. Mainly the action and the concerns of principals were different. In addition, Hord (1995) he further noted that principal's actions convey the message as to where a planned change is to be taken seriously or not. This will as noted by, Bermaan and Maclaughlin, indirectly affects the willingness and dedication of teachers. This action includes many activity but the main one are developing supportive organizational arrangements, training and ongoing information support, consultation and reinforcement, monitoring and evaluation.

2.3.6 Facilities and Equipment

Coaches and sportswomen recognize the importance of sports facilities and equipment in the organization and development of sports in the country as a whole, and institutions in particular. Lack of this would greatly hinder even the most proficient coach and athletes as well. Availability of facilities and equipment, therefore, is a prerequisite to the conduct of sports programmes. Onifade (1995) observed that for the success of any physical education and sports programmes, there must be availability of qualitative and quantitative facilities and equipment. Torkildson

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(2000) expressed the same opinion that the presence and absence of facilities and equipment, their accessibility, quality, pricing, structure, and policy could not have substantial influence on recreational participation. Butler (1996) similarly asserted that, equipment and facilities have an important place in recreational centers, because they contribute to physical development, stimulate creative activity, and provide opportunities for other activities to take place.

Facilities and equipment are important aspects of recreational needs and interests of students. Facilities such as playing fields and gymnasium attract sportsmen and women to participate. Again the question of availability and quality of facilities and equipment are of vital importance. Awosika (1982) in Onotago agreed that, facilities afford students the opportunity to practice skills taught in physical education, in sports programmes, and these facilities and equipment should be available all the year around. These presuppose that it becomes possible for the individuals to engage in recreation during their leisure hours. Asabia (2002) disclosed that, the renowned tennis star, Jimmy Corners' mother built a tennis court around the house even before he was born. This gave him the opportunity to practice often and grew up to become the World champion. This also raises the question of income and status, whereby females from higher income homes have the opportunities to practice from infancy and are likely to participate in university sports. Burrow and Bammel (1992) agreed with this assertion that females from higher income homes have swimming pools in their yards, installed saunas, exercise equipment, large television screen and personal computers. Nowadays, equipment and clothing for sports can be expensive. One may have to put on good clothing for activities and lack of money to buy these could be a factor for nonparticipation. Women's Sports Foundation (2007) indicated that images of the above people can promote the idea that unless you are dressed in favourable

design clothing for a particular sport, you will look out of place. Asabia (2002) observed that image falls as distance grows between users home and the facilities, and rises with those who live near the facility. She cited Frank Ofori a national tennis player who rose to that position as a result of the nearness of his father's residence to the tennis court at Kaneshie Sports Complex, as a living example in Ghana. Burrow and Bammel (1992) in their work similarly submitted that place of residence has great effect on the type of opportunity that is readily available. Proximity to services and facilities can influence young people's participation in physical activity. Most females may feel lazy going out of their Halls to recreational centres, especially, when they are far away. If facilities were near, females might show interest in sports. NSW Department of Sports and Recreation (2000) found in a study that a well-designed physical facility attracts people and encourages them to use it. The way facilities are managed and its atmosphere can either encourage or discourage people's active involvement in sports. The Halls may have few indoor games, but they are usually occupied by men. Females who may be interested may not be bold to play with them; those who may be bold to play may be intimidated by the men. This claim is supported by Australian Bureau of Statistics (2001) report indicate that boys dominate space in school playground and sporting arenas and tell girls that they cannot play.

Similarly Davis (1999) remarked that teachers will assign duties and manage equipment according to stereotypes. Female students', even highly skilled females, are often left out of the game interactions allowing male students to dominate the game setting. In another investigation, Murray (1991) revealed that a famous football coach proclaimed that, if girls and women participate it will emasculate his players. Eitzen and Sage (1993) opine that facility for female High Schools and College programmes have customarily been second-rate. The newer and later gymnasium

routinely went to males while the older gymnasium was routinely given to the females. Females then cannot play sports if they cannot get access to the necessary facilities (Women's Sports Foundation, 2007). In disagreement to this assertion, Sports and Recreation South Africa (2005) concluded in their studies that people will participate in sports or not regardless of human access to sports club or sport equipment and kit. Clothing which are so revealing may be a barrier to some females. Some females feel shy while doing sports in this kit and more so being watched by others. Examples are the obese and those who are self-conscious about their bodies. Women's Sports Foundation (2007) appears to support this view that, girls and women feel very reluctant to wear tight-fitting and revealing sports wears. Some will rather not do sports at all than face the embarrassment. Moreover, females who attended schools in the rural areas may be limited in skill due to lack of access to facilities and equipment. Burrow and Bammel

(1992) revealed in a study that cities consistently neglect the recreation needs of tenement district; the recreational facilities and services for the urban poor are inadequate. He further concluded that American remote or wilderness areas received about 7% of outdoor recreation, all the rest occurred in developed areas. Women Sports Foundation (1998) noted that class goes along with higher income, more education, better housing, and thus, facilities and equipment, and the access to more sports activities. In any human endeavour, there is an amount of risk involved. Some women may have fear for their personal safety using sports equipment and their facilities such as hockey. Women Sports Foundation indicated that women and girls particularly are underrepresented in physical activity; often this is simply that they do not feel safe or comfortable using sports facilities. People are more likely to participate in sports if they believe the environment in which they participate is safe to

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meet their needs (NSW Department of Sports and Recreation, 2000). The issue of facilities has been found to be one of the problems being encountered by sportsmen and women. The reason is that the existing facilities are obsolete and in states of disrepair. The sporting world has reached a stage where complex facilities and equipment are needed for teaching, practicing, and competition. Speaking on the lack of sports facilities and equipment in Ghana, the former Minister for Youth and Sports stated that 'it is sad to say that a park like Kaladan where one of the nation's Greatest heroes, Abedi Pele, played, the Sekondi Gyendu Park, and the Tema Stadium cannot boast of any good playing fields (Osei, 2007). The boxing gyms at Bukom and James Town, have provided boxing, heroes, but have nothing to show for this feat'. Of course one should not doubt the importance of adequate facilities and equipment in meeting the objectives of physical education and sports programmes. In support of this Lundy (1998) in his address on participation and the foundation of elite success said, "Poor and non–existing infrastructure is a major problem and present structural barrier; community sporting infrastructure, there are definitely a number of areas that must be addressed if we are to increase the level of participation of women in sports" (p.12).Rothberger (2014) shares that women feel anxious and particular about the kind of cloth they wear when participating in physical activity and sports. To them the kind of cloth can either increase or decrease their confidence level to participate in physical activities and sports. Out of the four participants interviewed, three of them attested to the fact that they feel anxious regarding displaying one's physique while wearing certain clothing. To the participants the Ideal clothing choices for them were said to be those that were not too tight or revealing, and that made the body appear to be slimmer and toned (Rothberger, 2014). Sports wears that are tight are often worn in exercise settings, thus potentially influencing those who are already insecure about

their own physique to experience feelings of inferiority and stress (Hart, Leary, & Rejeski, 1989).

2.3.7 Motivation

The learners more time will spend on learning while motivation is crucial force that determines whether the learner embarks on a task at all. Lift Lowood (1994:53) as cited in Geleta Alemu (1990:6) say motivation is considered as a power house which emerging any education activity.

Student motivation is key factor in successful learning. Lado (1982:42) and motivated learners never out any lesson unless something goes beyond their capacity to deal with "when students are motivated to learn, they usually pay attention to the lesson" Carrel (1992:71) as cited in Geleta"s (1990:12-18).

2.3.8 Politics

The politics and power use in sport constitute a significant constraint to woman participation in sports. This is because men willed 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.

2.3.8 Religion

Religion is a socially shared set of beliefs and rituals that people use to transcend the material world and give meaning to important aspect of their lives (Coakley, 2007). Religious beliefs and rituals are unique because people connect them with a sacred

and supernatural realm and accept this connection on faith, which is the foundation for all religions and religious beliefs. The practice of sporting activities has become an important part of the nation's culture as well as other cultures throughout the world. While some cultures strengthen the practice and propagate sporting programmes in their communities, others do not for reasons they consider affects their religious inclinations (Coakley, 2007). Islam and Christianity are religions that are alien to African cultures especially the stoppage of the killing of twins that was in practice in Africa before the coming of Mary Slessor to Nigeria and the introduction of Western

Education to Africa and abolition of slave trade, (Stevenson, 1991). Coakley (2003), Hoffman (1992) and Stevenson (1991) observed that the interaction between sports and religion has been a significant area of study for sports sociologists who have recognized the importance of religion and spirituality in athletes' lives. Accordingly, as the two religions (Islam and Christianity) were introduced to Ghana and Nigeria in particular and each came with the mind-set to anchor all their cultural practices on the soil of Africa. Sports-wise,

Christianity warmly encouraged and recognized the relevance of sports to the well-being of their followers. No wonder that Mohler (2010) emphasized that, sports has taken an increasingly influential role in the lives of evangelical Christians. He went further to state that, sports has the potential to give Christians a good platform for Christian witness, and also the potential to lead Christians into idolatry. On the other hand, Islam too, recognizes the impact of sports on the health of believers and encourages her followers to partake in sports as long as such participation does not run counter to Islamic acceptable laid down principles and practices. On Muslims participation in sports, one of the renowned scholar Al-Munajjid (2011), has made

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some statement to the questions: "what is the ruling on our body building in Islam? Are we allowed to put our bodies in structures like the wrestlers so long as we do not show it out and it is to our good? The renowned scholar among the responses stated that: "Body building aims to make the body strong and sound, which is an important and desirable goal".

Al-Munajjid (2011) went further to say that Islam is concerned with man's well-being in both body and soul, and it encourages all kinds of sports that will strengthen the body and maintain good health as well as providing relaxation and leisure, such as swimming, shooting, horse riding, sword fighting and wrestling. He also added by quoting from Hadith that, "The strong believer is better and more beloved to Allah than a weak believer". He stated categorically that in Islam, if the aim of sports is relaxation and maintaining good health, then sports is permissible. If it involves something "Haraam" (sinful act), such as missing prayers, uncovering any part of the "Awrah" or mixing with women and so on, it is "Haraam" [sinful] (Edim, & Idris, 2014). In Northern Nigeria, sports and its programme of activities are of integral aspect of the culture of the people and they have been practicing their indigenous sports before the advent of Christianity and Islamic religion that has now absorbed a larger number of people. The role of sports in the cultural setting and practices among these ethic groups even though organization differs cannot be overemphasized. The importance attached to sports varies from one community to the other. For instance, while some of the communities use sports as the only means of recreation, others use it for the test of strength and development of physique among youth. On a communal level, Ali (2011) asserts that, participation in sports is an effective way of grooming children into becoming individuals, and organizers in some community programmes.

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This paper therefore is an attempt to x-ray some of the socio-cultural indices of religion on sports participation in the Northern parts of Nigeria.

From the foregoing, it can be deduced that religion can be used to determine the extent of sports participation and development in some Northern parts of Nigeria. Islamic beliefs and practice have significant difference between Christians in terms of the development of sports in Northern Nigeria. Finally, the principles of Sharia Law runs counter to the general principles and practices that govern sports and so it does not give room for social interaction among youths of opposite sex. Also, there are certain practices in Islam that cannot be avoided in sports such as men and women interacting together, shaking of hands by opposite sex, hugging etc. These aspects deprived Muslims especially the women from participating actively in sporting activities (Edim, & Idris, 2014). Islamic culture refers to the lived experience of being a Muslim. 'The code of living is expressed through Islamic laws laid down in the Shari'ah. These codes imbue Islamic culture, giving meaning to the way in which Muslims make sense of their lives, behave, dress, eat and drink' (Benn, 1996, p. 6). The all-encompassing nature of Islam is well-described by Mawdudi (1989, p. 12): Islam is not a religion in the Western understanding of the word. It is at once a faith and a way of life, a religion and a social order, a doctrine and a code of conduct, a set of values and principles and a social movement to realize them in history. It needs to be stated that Muslim females are not a homogeneous group and that there are differences in how they choose to resolve religious and other cultural demands. For example, some choose to adopt the hijab (head-scarf) and Islamic dress, others do not. There is clear evidence that those women who adopt Islamic dress in the West suffer an increase in violence, discrimination, prejudice and exclusion (Runnymede, 1997). This is always exacerbated in backlashes after major terrorist events such as

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September 11th 2001 in New York and Madrid in 2004 (Allen, & Nielsen, 2002; Jawad, & Benn, 2003; Richardson, 2004). With growing evidence that Muslim women can face similar problems of disadvantage across the world, (Jawad, & Benn, 2003), gaining insight into the schooling experiences of young Muslim women in Greece and Britain adds another dimension to the limited literature in the area. In 1988 Carrington and Williams suggested that Muslim students face difficulties in physical education, and that ethnicity heightens gender differences and shapes different attitudes and beliefs, with girls facing more problems than boys. According to their study, these problems are due to religious and cultural traditions, which assign particular roles to men and women, and contain strict codes controlling behaviour and conduct, thereby restricting access to physical education. Fleming's (1994) studies of Asian Muslim youth mention the low value placed on sports and physical education. According to Benn (1996), Islam and physical education share some common concerns, the central issue being control of the body, in time and space, in rituals and cleanliness, in dress, in the control of diet and pursuit of a healthy body. Furthermore, both perpetuate gender specific notions of masculinity and femininity, and have been described as male domains in which there has been an imbalance of power between the sexes (Scraton, 1992; Ennis, 1998). Tensions between cultural practices of Islam and physical education have been identified, for example, dress codes for women, mixed/single-sex groupings, attitudes towards the body related to privacy and modesty, extra-curricular activities, Ramadan, swimming and dance activities.

The Islamic requirements for modesty and privacy are not met in kit requirements for short skirts, shorts and tee-shirts, public changing and showering situations. After puberty Muslim pupils are supposed to be sex segregated and many secondary school environments do not permit this. During Ramadan many Muslims fast from sunrise to

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sunset so energy levels and hydration are risk factors in physical education and sporting activities. Swimming is sometimes problematic because of the mixed-sex public nature of swimming baths, and there is no consensus in Islam about the educational value of some curriculum subjects like dance and music (Parker-Jenkins,

1995; Benn, 2000; Ansari, 2002; McDonald, & Hayes, 2003). Such tensions can continue into adulthood (Benn, 2002; Wray, 2002). The recent outcry against the French banning of religious symbols in state schools, and the hijab for Muslim girls in particular, raises awareness of tensions across Europe (Vaisse, 2004). Wider global issues have been recognised for some Muslim women wishing to participate in sport at a serious international level (Hargreaves, 2000).

2.4 Overcoming Challenges Facing Female Students Participation in Sports

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 and formed at early age, for all children, with the emphasis on the individual body, rather than sporting outcomes. Some girls do not regularly 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.

Firstly, coaches and school authorities to engage parents for their support in their wards education as well as sports pursues. There are instances where parents have a misconception that sports is for the low minded and for that matter their wards will

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not do well in school if they should engage in sporting activities. It is the responsibility of the coaches to correct the situation by talking to the parents and convincing them to allow their girl child engage in sporting activities.

Secondly, there should be minimal number of pupils in class during practical physical education lessons. Class size means the number of pupils in membership per full time teacher. Lotto and Sanders (2009) 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.

Qualified and certified physical education tutors should be made to teach in senior high schools. This will enable the teachers employ the right technology and methodology in their teaching. Such qualified teachers will also know best practices in handling concerns of female athletes (Ansah, 2010).

2.5 Summary of the Chapter

This chapter reviewed the literature related to the study. The theoretical/framework of the study is the motives and needs, expectancy and value model. Behaviour is a complex response which requires time and effort to implement the intentions.

Some benefits that female students can derive from participation in sporting activities were outlined. Factors such as physical health benefits, development of psychomotor, affective and cognitive abilities were discussed.

Also, the challenges that the female child faces as far as participating in sporting activities are concerned were discussed. Some challenges identified included lack of parental support, wrong teaching methodologies and large class size. Psycho-social

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and cultural factors as well as politics and power use were discussed as some of the

challenges females face in sports participation.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The purpose of this study was to investigate the challenges that confront the female students during sports participation as well as the measures that can be put in place to motivate female students in sports participation in Zamse Senior High Technical

3.1 Research Design

The Research Design considered appropriate for this study was the descriptive survey. According to Frankel and Wallen (2000), descriptive survey "involves asking the same set of questions (often prepared in the form of a written questionnaire or an ability test) to a large number of individuals either by mail, by telephone or in person. Quantitative processes were used to obtain, analyze and interpret data to describe awareness of students on health benefits of sports for female students, the challenges faced by the students in sports participation and the measures that will motivate female students to participate in sports.

A number of reasons accounted for the use of this type of design. Descriptive survey is considered as the appropriate design to use since it could be used with a greater confidence with regard to particular questions of special interest or value to the researcher.

Furthermore, the use of descriptive survey is appropriate for this study because generalization of the findings can be made. Gay (1992) observed that in descriptive survey, the researcher draws sample from the population of interest and generalizations are made. The responses of the students are taken into consideration in making generalizations for the study.

3.2 Population

In most research, data, are gathered from individuals to draw conclusions and inferences. Population refers to the targeted group that the researcher is interested in obtaining information from to draw conclusions (Kuranchie, 2016). Polit and Hungler, (1996) in their work define population as the entire aggregation of cases that meet a designated set of criteria. The population of the study was all the female students in Zamse Secondary/Technical School. These students are adolescents in the age group of 16-25 years who are either in form one, two or three. The school has a total population of 1,595 made up of 432 girls and 1,163 boys. According to the figures the researcher gathered from the Assistant Headmaster Administration of Zamse Secondary/Technical School, the total population of the females' resident in the school is 432.

3.3 Sample and Sampling Technique

A sample is a carefully chosen part of a population for a study. When it is not practically possible to use all members of a population in the study due to reasons such us time, energy, cost and volume of data, part of it is used as a sample. According to Ary et al, (2002) when the sample is a representation of population, the researcher can generalise the findings with confidence. Two hundred students sampled from the population of 432 involving form two and three classes. This is because the first-year students were not exposed to issues in relation to sports and so might not be able to properly assess the challenges in sports participation. The sample sizes of the study was two hundred (200) respondents made up of female students of Zamse Senior High/Technical. Simple random sampling technique was used to select two hundred (200) respondents. The sampled students yielded a sample size of two hundred respondents. This translated to 46.29%% of the target population. The

percentage of the sample size gives the minimum size since the population is very large. This concurs with the concept of (Best and Khan 2006) who argue that the ideal sample of a large population should be small enough to be selected economically. The sampling technique that was employed was simple random sampling. YES or NO was written on pieces of papers, with YES been 200 pieces and NO been 232 pieces was put in a bowl. The bowl was then moved from class to class for the girls to pick. Girls who picked YES were use us the sample for the administration of the questionnaire. Simple random sampling technique was used to select the 200 students because, according to Kuranchie (2016) simple random sampling method is ideal when the population of the study are similar in characteristics attributes of interest.

3.4 Research Instrument

For the purpose of this study, the researcher used self-structured questionnaire to get the required information from students. Through questionnaires, there is greater consistency therefore greater compatibility in the responses. Orodho (2009) opines that a questionnaire allows dimension for or beside a particular viewpoint and that questionnaire has the capability to gather a great amount of information in a reasonably short time. The questionnaires were administered to students. The questionnaire was divided into three sections: section A acquired knowledge level of girls on the importance of sports; section B challenges that affect female students access and participation in sports; and lastly section C acquired information related to overcoming challenges facing female students participation in sports.

This notwithstanding, questionnaire has some weaknesses in the sense that it is expensive in terms of time, especially if respondents are scattered over a large area. There is also the possibility of respondents not providing the appropriate responses as

the method involves structured questions. The other weakness is that there is the likelihood of respondents trying to compare answers given (Ofori & Dampson, 2011). This, the researcher resolved by making sure that respondents did independent work when they were asked to fill the questionnaire. In this study, it was not difficult to administer and collect the questionnaire since the respondents were located in a small area.

3.5 Data Collection Procedure

Two categories of activities were carried out to collect data from the respondents. This involved pre-collection and collection. The pre-collection activities involved validation of questionnaire through consultations with the supervisor and other researchers in the HPERS department. Collection activities on the other hand involved obtaining permission to proceed with data collection, collection of data and handling of the data. The respondents were put into 4 classrooms made up of 50 respondents each. Questionnaires were then administered to all the students who were eligible and were put in the 4 classroom for data collection purpose. All the 200 questionnaires were retuned.

3.6 Data Analysis

Orodho (2009) proposed that data analysis is the lifeline of a research and the method of analysis is the backbone and conduit wire. Descriptive statistics were used to analyse data with the help of Statistical Package for Social Sciences (SPSS) software.. The result were presented using frequency tables, pie charts and bar graphs. Both quantitative and qualitative findings were reported based on the objectives of the study and conclusions and recommendations made based on study findings.

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CHAPTER FOUR

ANALYSIS OF DATA, PRESENTATION AND DISCUSSION

The study looks at investigating the challenges female students' participation in sports at Zamse Senior High/technical. Two hundred (200) questionnaire were sent to all respondents and they were asked to respond to the questionnaire items and give their views and opinions. All the two hundred questionnaires were correctly completed and returned. Data from 200 respondents were used for the analysis.

The presentation in this chapter is based on the study objectives as well as the research questions. Data was analyzed using statistical package for social sciences (SPSS). This chapter presented the result obtained from the data analysis. Afterwards result of descriptive statistics was reported based on the research questions each of which is followed by detailed discussion of the findings.

4.1 Female Students' Knowledge about the Benefit of Participation in sports.

4.1.1 Association of regular physical activities with longer and better quality of life

Table 1: Regular physical activities are associated with longer and better quality of life

Is Regular Physical Activities Associated With Longer and Better quality of life?	Frequency	Percentage
strongly agree	56	28.0
agree	9	4.5
strongly disagree	64	32.0
disagree	71	35.5
Total	**200**	**100.0**

From the Table 1 above 56 out of 200 students representing 28.0% of the respondents strongly agree, while 9 out of 200 students representing 4.5% of the respondent said they agree that regular physical activities are associated with longer and butter quality

of life. However 64 out of 200 students representing 32.0% of the respondents and 71 out of 200 students representing 35.5% of the respondent disagreed with the assertion that regular physical activities are associated with longer and butter quality of life. Therefore it can be concluded that since the majority of the respondents do not agree with the statement, that their knowledge level is low. This is not consistent with Messer and Stone (2005) who observed that 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. Huffman, (2008) also opined that Physical health benefits of regular physical activity are well-established. Regular participation in such activities is associated with a longer and better quality of life, reduced risks of a variety of diseases and many psychological and emotional benefits.

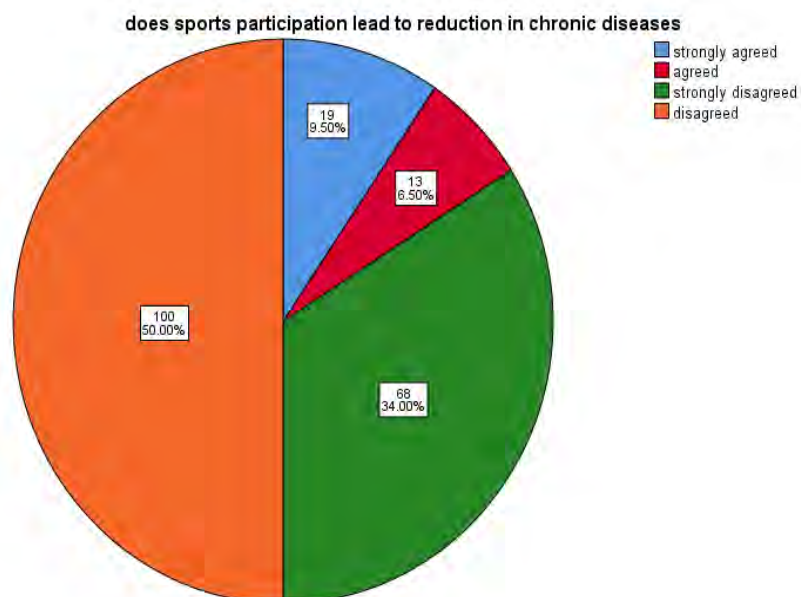**4.1.2 Reduction of Chronic Diseases through Sports Participation.**

Figure 1: Sports participation leads to reduction in chronic diseases

From figure above 19 out of 200 students representing 9.50% of the respondents strongly agree, and 13 out of 200 students representing 6.50% of the respondent said they agree that participating in sports leads to reduction in chronic diseases. 100 out of 200 students representing 50.0% of the respondents said they disagree, while 68 out of 200 students representing 34.0% of the respondent strongly disagreed that participating in sports leads to reduction in chronic diseases. Therefore it can be concluded that once majority do not agree with the statement, their knowledge is poor. This finding is supported by Payne & Hahn, (2004) who opined that to use fat for energy. Furthermore, physical activity and sports could reduce the risk of chronic diseases in later life as observed by (Leek, Carlson & Cain, 2011).

4.1.3 Girls' involvement in sports leads to development of game skills
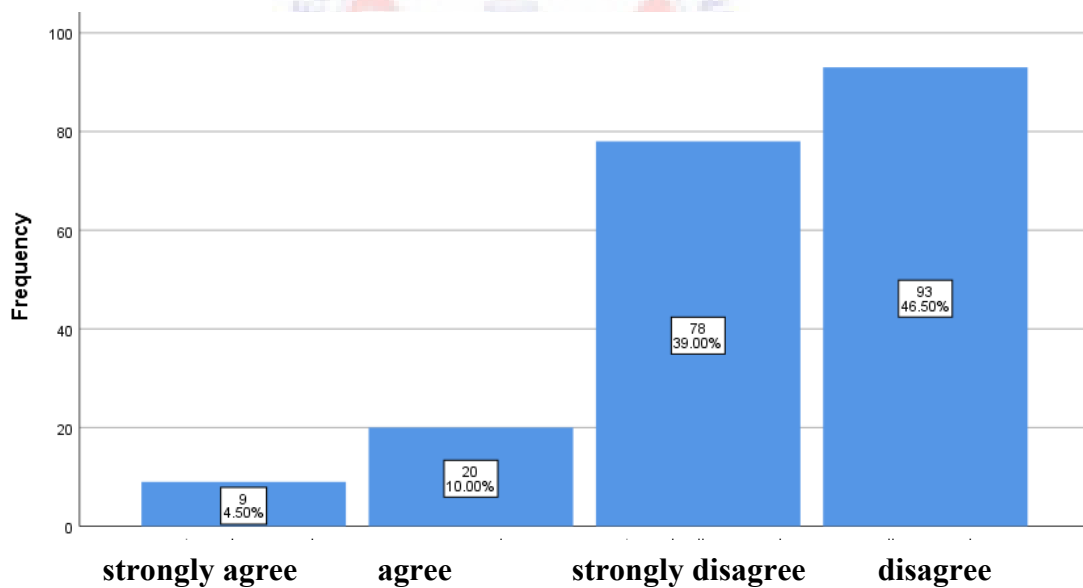
Does girls involvement in sports participation lead to development of game skills?

Figure 2: Girls' involvement in sports leads to development of game skills

Figure 2 above indicates that 9(4.50%) of the student strongly agreed, 20(10.00%) agreed to the statement that girls involvement in sports participation leads to game skill development. However 93(46.50%) disagreed and 78(39.00%) strongly

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disagreed that girls involvement in sports participation leads to game skill development. From the data analyzed it can be concluded that since majority of the students 171 representing 85.5% of the respondents disagreed with the statement, gills involvement in sports leads to development of game skills.

4.1.4 Participation in regular activities help develop movement skills

Table 2: Participation in regular activities help develop movement skills

	Frequency	Percentage
strongly agree	20	10.0
agree	9	4.5
strongly disagree	40	20.0
disagree	131	65.5
Total	**200**	**100.0**

Based on Table 2 above 20 out of 200 students representing 10.0% of the respondents strongly agree, while 9 out of 200 students representing 4.5% of the respondents said they agree that participation in regular activities will develop movement skills. However 40 out of 200 students representing 20.0% of the respondents and 131 out of 200 students representing 65.5% of the respondents disagreed with the statement that "participation in regular activities will develop movement skills". Therefore it can be concluded that since 85.5% of the respondents representing the majority do not agree with the statement, their understanding of physical activity is very low. This is confirmed by Kiouvula (1995), who found out that participation of women in sport has always been seen as the presence of women in a man's world.

4.1.5 Girls' Sports Participation Ensure Acquisition of Knowledge about

 Exercise

Strongly agree   agree   strongly disagree   disagree
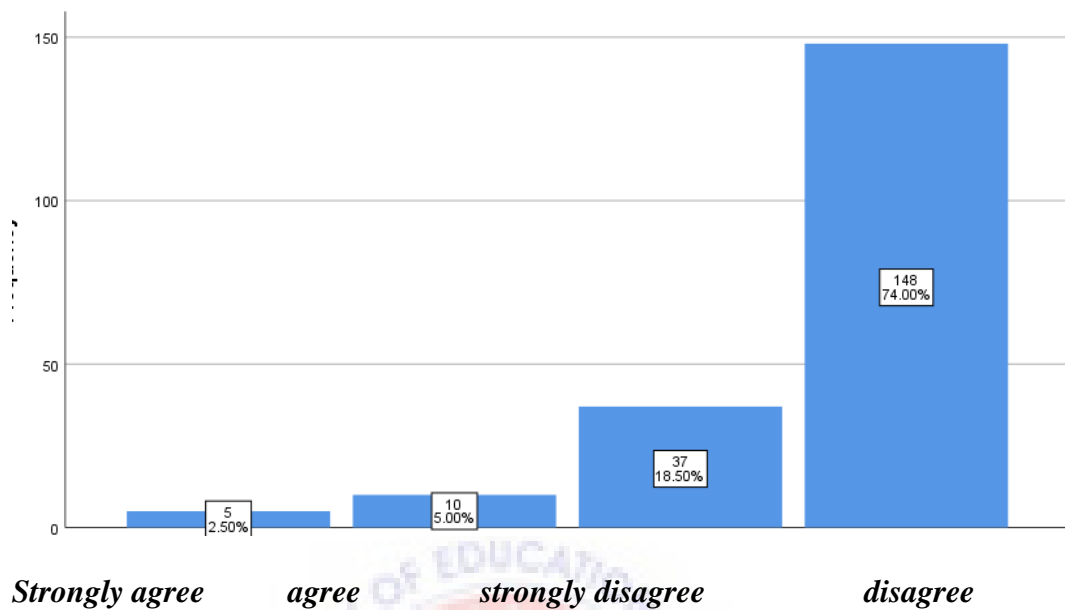
Figure 3: Acquisition of knowledge about exercise

According to the results from figure 3 above 5 students representing 2.50% of the respondent and 10 students representing 5.00% of the respondents said Girls' participation in sports ensure acquisition of knowledge about exercise, whereas 37 of the students representing 18.50% and 148 of the students representing 74.00% strongly disagree and disagreed respectively with the assertion that girls' participation in sports ensure acquisition of knowledge about exercise. Therefore it can be concluded that once majority do not agree with the statement, their knowledge about exercise is poor.

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4.1.6 Development of Leadership Qualities among Girls

Table 3: Engaging in sporting activities develops leadership quality among the girls

Development of leadership qualities among girls	Frequency	Percentage
strongly agree	14	7.0
agree	3	1.5
strongly disagree	91	45.5
disagree	92	46.0
Total	**200**	**100.0**

From the analyses above, it is obvious that on average minority 31 (15.5%) of the respondents strongly agreed or agreed, while the majority 169 (84.5%) of respondents strongly disagreed or disagreed to the first research objective on "female students' knowledge about the importance of sports to their health and well-being in Zamstech", it is concluded that female students in Zamstech do not have knowledge about the importance of sports to their health and well-being.

The results of this aspect of the study does not corroborate with Huffman (2008) who opined that regular participation in such activities is associated with a longer and better quality of life. Sports play a pivotal role in the life of every individual as well as every country's development spanning from socio-economic to the political sphere. The quality of citizenry of a country directly reflects the quality of that country's development as well as the livelihood of the people of that country (Payne & Hahn, 2004).

The study also revealed that 183 people representing 85.5% of the respondents strongly disagreed or disagreed that 'engaging in sporting activities development leadership qualities among girls'. This findings agree with Atkinson, (2005) who

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opined most people think the concepts of physical education and sports as only of its physical components, such as fitness and appearance. But the actual concept of physical education and sports 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.

4.2 Major challenges that affect female students' access and participation in Sports in Zamse Secondary/Technical School

4.2.1 Lack of parental support

Table 4: Lack of parental support

Lack of parental support	Frequency	Percentages
strongly agree	22	11.0
Agree	10	5.0
disagree	91	45.5
Strongly disagree	77	38.5
Total	**200**	**100.0**

According to the above table, 22(11.0%) of the respondents' strongly agreed and 10 (5.0%) of respondents agreed to the question posed to them that lack of parental support affects female students' access and participation in Sports, while 91(45.5%) of the respondents disagreed and 77(38.5) of respondents strongly disagreed that lack of parental support affects female students' access and participation in Sports. From the statistics in table 4 it is clear that majority 168(84.0%) of the respondents strongly disagreed or disagreed that lack of parental support affects female students' access and participation in Sports. Parent support is widely accepted as a factor that contributes to the creation of conductive teaching environment in schools. This

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finding is again not in agreement with Bradley & Corwyn (2002) collection of studies about parent support of schools 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, expression of high expectations for their children achievement and future careers, and finally becoming involved in their children's education at school and in the community. By this revelation it is concluded that lack of parental support is not is not a challenges that affect female students' access and participation to sports in Zamse Secondary/Technical School.

4.2.2 Negative attitude of physical education teachers

Table 5: Negative attitude of physical education teacher

Negative attitude of physical education teachers	Frequency	Percentage
strongly agree	3	1.5
Agree	32	16.0
disagree	91	45.5
Strongly disagreed	74	37.0
Total	200	100.0

From Table 5 above 3 students representing 1.50% of the respondents and 32 students representing 16.00% of the respondents strongly agreed and agreed respectively that Negative attitude of physical education teachers is a challenge in students' access and participation in sports, whereas 91 of the students representing 45.50% and 74 of the students representing 37.00% disagree and strongly disagreed respectively. This means that 35(17.50%) of the respondents strongly agreed or agreed while 165(82.50%) of the respondents strongly disagreed or disagreed that negative attitude of physical education teachers is a challenge in female students' access and participation in sports. This findings is inconsistent with (Howard 2005) who

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concluded that 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.

4.2.3 Large class sizes

Strongly agree   agree   disagree   strongly disagree
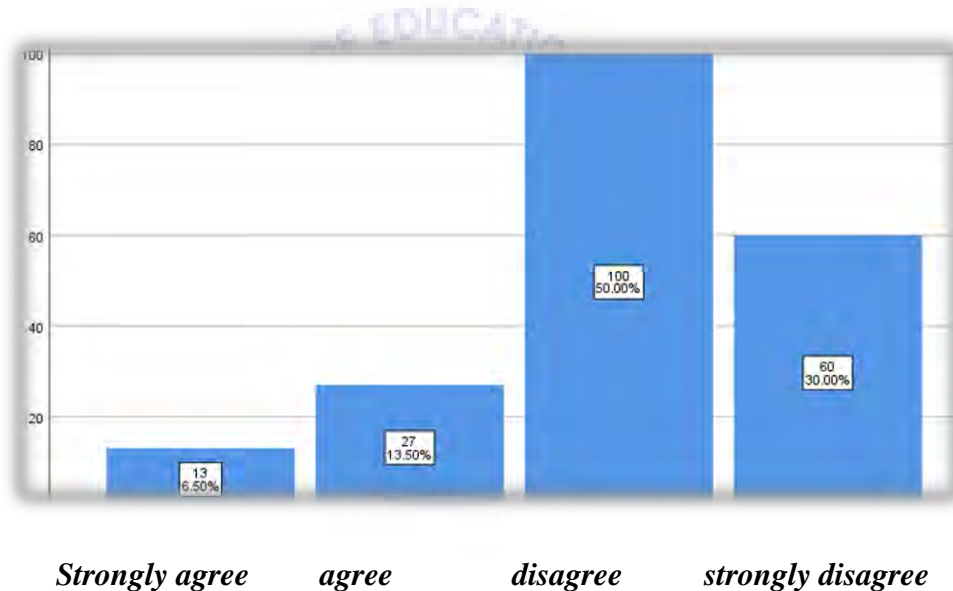
Figure 4: Large class size

Based on the data in figure 5 above, 13 students representing 6.50% of the respondent and 27 students representing 13.50% of the respondents strongly agreed or agreed respectively that Large class size affect female students' access and participation in Sports in Zamse Secondary/Technical School. whereas 100 of the students representing 50.00% and 60 of the students representing 30.00% disagree or strongly disagreed respectively with assertion that Large class size affect female students'

access and participation in Sports in Zamse Secondary/Technical School. Since 160 (80%) being majority of the respondents disagreed and strongly disagreed. It can therefore be concluded that large class size is not major challenge that affect female students access and participation in sports in Zamse Secondary/Technical School.

4.2.4 Inadequate school facilities and equipment
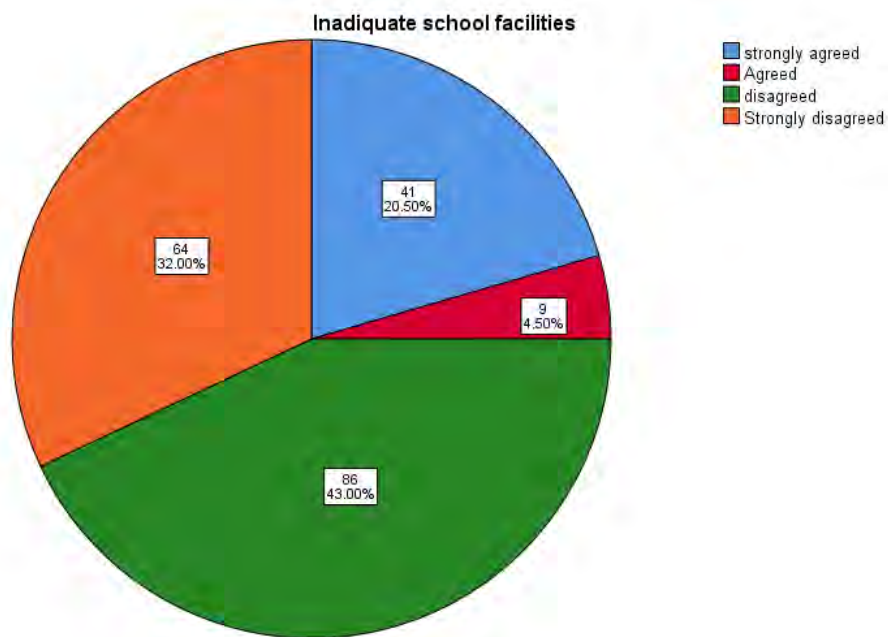
Figure 5: Inadequate school facilities and equipment

This research sort to solicit the opinion of the respondents as whether inadequate school facilities and equipment. According to figure 6 above, 41(20.50%) of the respondents' strongly agreed and 9(4.50%) of respondents disagreed that inadequate school facilities and equipment affect female students' access and participation in Sports, while 86(43.00%) of the respondents disagreed and 64(32.00) of respondents strongly disagreed. From the analyses 50(25.0%) of the respondents strongly agreed and agreed while 150(75.0%) of the respondents strongly disagreed and disagreed that inadequate school facilities and equipment is a challenge that affect female students' access and participation in Sports in Zamse Secondary/Technical School. Since

150(75.0%) being majority of the respondents disagreed and strongly disagreed it can therefore be concluded that inadequate school facilities and equipment is not a major challenge that affect female students' access and participation in Sports in Zamse Secondary/Technical School

The findings is in disagreement with Hallak, (1990)who opined that 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. This is also inconsistent with Davis and Loveless (2006) who opined that large class size pose a potential costs of inactivity to students.

4.2.5 Socio-cultural Practices

Table 6: Socio-cultural practices

socio-cultural practices	Frequency	Percent
Strongly agree	32	16.0
Agree	5	2.5
Disagree	70	35.0
Strongly disagree	93	46.5
Total	**200**	**100.0**

Based on table 6 above 32 out of 200 students representing 16.0% of the respondents strongly agree, while 5 out of 200 students representing 2.5% of the respondent said they agree that Socio-cultural practices is a challenge to female students' access and participation in Sports However 70 out of 200 students representing 35.0% of the respondents disagreed and 93 out of 200 students representing 46.5% of the respondent strongly disagreed with the statement "socio- cultural practices is a challenge to female students' access and participation in Sports." From the analyses 163(81.5%) of the respondents being the majority disagreed and strongly disagreed that socio- cultural practices is a challenge to female students' access and participation in Sports. It can be concluded that socio- cultural practices is not a challenge to female students' access and participation in Sports. This finding is in disagreement with Harris (1994) who stated that the family is said to be generally responsible for early sports socialization and interest in sport is often preceded by the parents" interest. Socialization is "the process where by individuals learn skills, traits, values, attitudes, norms and knowledge associated with performance of present or anticipated social roles. The sport socialization process contains three components the socialization into sports refers to the social and psychological influences that shape an individual's initial attraction to sports. These influences include the prevalent attitudes and values within the family or the peer group.

4.5.6 Religious practice

Table 7: Religious practice

Religious practice	Frequency	Percentage
Strongly agree	16	8.0
Agree	15	7.5
disagree	136	68.0
Strongly disagree	33	16.5
Total	**200**	**100.0**

According to the above table, 16(8.0%) of the respondents strongly agreed and 15(7.5%) of respondents disagreed that religious practice affects female students' access and participation in sports, while 136(68.0%) of the respondents disagreed and 33(16.5%) of respondents strongly disagreed that religious practice affects female students' access and participation in Sports. It is concluded that since majority of the respondents 169(84.5%) representing the majority disagreed and strongly disagreed that religious practices is a challenge to female students' access and participation in Sports in Zamse Senior High Technical School. This is in agreement with Mohler (2010) who opined that Christianity warmly encouraged and recognized the relevance of sports to the well-being of their followers. No wonder that emphasized that, sports has taken an increasingly influential role in the lives of evangelical Christians. He went further to state that, sports has the potential to give Christians a good platform for Christian witness, and also the potential to lead Christians into idolatry. On the other hand, Islam too, recognizes the impact of sports on the health of believers and encourages her followers to partake in sports as long as such participation does not run counter to Islamic acceptable laid down principles and practice

4.3 Overcoming Challenges Facing Female Students' Participation in Sports

Table 8: Overcoming challenges facing female students' participation in sports

Overcoming challenges facing female students participation in sports	Strongly agree		agree		disagree		Strongly disagree	
	freq	%	freq	%	freq	%	freq	%
Provision of parental support	58	29	107	53.5	30	15.0	5	2.5
Positive teachers contribution	85	42.5	90	45.0	15	7.5	10	5
Adequate school facilities and equipment	110	55.0	61	30.5	20	10.0	9	4.5
cultural factors	71	35.5	89	44.5	8	4.0	32	16.0
Education	118	59.0	59	29.5	16	8.0	7	3.5
Average freq. and percentiles	44.4	44.1	81.2	40.6	17.8	8.9	12.6	6.3

Table 8 indicates the ways of overcoming challenges facing female students' participation in sports in Zamse Senior High/Technical School. As evident in Table 8, 85 respondents representing 29% strongly agreed and 107 respondents representing 53.5% agreed that provision of parental support will greatly improve on female students' participation in sports, while 5 respondents representing 2.5% strongly disagreed and 30 respondents representing 15% disagreed with it. From the analyses it can be concluded that 165 (82.5%) representing the majority of the respondents agreed that providing parental support will greatly improve on female students' participation in sports. This finding is supported by Bradley & Corwyn (2002) who opined 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, expression of high expectations for their children achievement and future careers, and finally becoming involved in their children's education at school and in the community. Also Varpatoli (1986) opined that the family prevails as the primary socializing agent and to a high extent it also defines appropriate gender behaviour, which sometimes couldinclude sport. Numerous studies have indicated that other people who are

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usually seen as role models have influenced many individuals who become involved in sport. The family is said to be generally responsible for early sports socialization, including modelling, reinforcement and the shaping of the observed behaviour (Haris, 1994).

From table 8, 85 respondents representing 42.5% strongly agreed and 90 respondents representing 45% agreed to the fact positive teachers' contribution will significantly improve female students' participation in sports while 10 respondents representing 5% strongly disagreed and 15 respondents representing 7.5% disagreed with the statement. Once 175 respondents representing 87.5% forming the majority, the conclusion is that positive teacher attitude contributes significantly to improving female students' participation in sports. This is supported by Frydenberg & Lewis, (1993) who agreed that the school is a place to fulfil certain social roles with peers and the opposite sex. Most of the decisions that teenagers make are important for their development and self-actualization and this might have a big impact on their lives at a later stage. If the pressure to participate in sport is not generated at home, then it should come from the coaches, peers and particularly the teachers who are the main driving forces within the education sector. Schools are thus important as it molds the lives of our developing teenagers.

Again, 110 respondents representing 55% strongly agreed while 61 respondents representing 30.5% agreed that providing adequate school facilities and equipment will help overcome challenges facing female students' participation in sports whereas 9 respondent representing 4.5% strongly disagreed and 20 respondents representing 10% disagreed. In conclusion it is agreed that adequate facilities and equipment plays a key role in overcoming challenges facing female students' participation in sports as

Onifade (1995) agrees that for the success of any physical education and sports programmes, there must be availability of qualitative and quantitative facilities and equipment. Torkildson (2000) expressed the same opinion that the presence and absence of facilities and equipment, their accessibility, quality, pricing, structure, and policy could not have substantial influence on recreational participation. Butler (1996) similarly asserted that, equipment and facilities have an important place in recreational centres, because they contribute to physical development, stimulate creative activity, and provide opportunities for other activities to take place.

71 respondents representing 35.5% strongly agreed while 89 respondents representing 44.5% agreed that positive cultural practices will eliminate challenges facing female students' participation in sports, whereas 32 respondents representing 16.0% strongly disagreed and 8 respondents representing 4.0% disagreed. It can be concluded that 160(80.0%) representing the majority of the respondents agreed that positive cultural practices will eliminates challenges facing female students' participation in sports. This finding is consistent with Edward (2003) who opine that physical education and sport have variety of positive cultural effect they build character encourage team work and team spirit and also with that of Kane (1998) observed that sport could be regarded as one of the most important sites for the production of cultural beliefs and practices that equate gender differences. These cultural beliefs make women think that they will never attain the levels of their male counterparts where sport performance is concerned. "A women's place is in the kitchen" is still a common saying and many cultures still firmly believe it. Participation in sport masculinizes females and is therefore viewed negatively (Fasting, 1987). The above sentence confirms the fact that masculine and feminine behaviours are culture bound. Most males are accepting of females not participating in sport.

From the above table 118 respondents representing 59.0% strongly agreed while 59 respondents representing 29.5% agreed that educating parents and other stakeholders will help in a long way to eliminates challenges facing female students' participation in sports, whereas 7 respondents representing 3.5% strongly disagreed and 16 respondents representing 8.0% disagreed. It can be concluded that 177(88.5%) representing the majority of the respondents agreed that educating parents and other stakeholders will help in a long way to eliminates challenges facing female students' participation in sports, This finding is consistent with Hallack (1990) who said that organization of workshops, seminars and conferences to educate stakeholders and the general public on the importance of female sports will contribute a great deal to females' participation in sports.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter is divided into three major sections; namely, summary of the study, conclusions and recommendations. While the summary section condenses the study from the research problem, through design of the study, sampling to key findings, the conclusions are the deductions derived from the results of the study. The recommendations section puts forth suggestions for policy and practice.

5.1 Summary of Findings

This descriptive survey research conducted in the Upper East Regional capital specifically Zamse senior high/technical school investigated the challenges girls face in sports participation. The researcher sought to identify the knowledge students have about the importance of sports, the major challenges that affect female students' access and participation in sports and the measures that can be put in place to militate against the challenges.

The first objectives of the study was to find out female students knowledge about the importance of sports to their health and well-being. The result indicated that majority, 135 out of 200 students representing 67.5% of the respondents disagreed with the assertion that regular physical activities are associated with longer and butter quality of life. Therefore it can be considered that since the majority of the respondents do not agree with the statement, that their knowledge level is low. In the study 168 out of 200 students representing 84.0% disagreed that participating in sports leads to reduction in chronic diseases. The findings indicated that once majority of the

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students do not have good knowledge how physical activities can reduce chronic diseases.

From the data analysed it was revealed that majority of the students 171 representing 85.5% of the respondents disagreed with the statement, 'gills involvement in sports leads to development of game skills'. Here again it is evident that the respondent did not have adequate knowledge about physical education thereby leading to poor participation of student girls in physical activities. The study also revealed that 171 out of 200 students representing 85.5% of the respondent disagreed with the statement "participation in regular activities will develop movement skills. Also 185 of the students representing 92.5% being the majority disagreed with the assertion that Girls' participation in sports ensure acquisition of knowledge about exercise. From the analyses the study also prove that majority of the students 169 (84.5%) disagreed to the statement "female students' knowledge about the importance of sports to their health and well-being in Zamstech". This is an indication that majority of the female students in Zamse Senior High Technical School have poor knowledge about the benefit of participating in sports activities.

Based on the second objectives the study sort to explore major challenges that affect female students' access and participation in Sports in Zamse Secondary/Technical School. From the analyses the majority 168 students representing 84.0% of the respondents revealed that students' girls' in Zamse Senior High Technical do not agree with the fact that lack of parental support is a major challenge that affects female students access and participation in sports. Also 165 students representing 82.5% of the respondents disagreed that negative attitude of physical education teachers is a challenge that affects female students' access and participation in sports.

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Large class size and inadequate school facilities and equipment are also not challenges that affects affect female student's access and participation in sports in Zamse Senior High Technical School as 160(80.0%) and 150(75.0%) respondents for large class size and inadequate school facilities and equipment respectively have disagreed with both statements. the result from table 7 revealed that 169 students representing 84.5% of the respondents disagreed that religious practice affect female students' access and participation in sports.

The third objective was to suggest appropriate measures that address the challenges that militate against female's participation in secondary school sports in Zamstech. The result indicated that there are various ways of measure that can be employed to solve the challenges that militates against female's participation in secondary school sports in Zamstech. It was evident that from the results that 165(82.5%) of the student have agree that providing parental support will help improve girls access and participation in sports. As well, majority 175(87.5%) of respondent believe positive attitude of teachers will greatly enhance girls participation in sports. The findings also indicated that majority of the students agreed that measures such as providing adequate facilities and equipment, cultural factors and public education is also another way of enhancing female students' participation in sports. These are represented by percentage levels of 85.5%, 80.0% and 80.5% respectively.

5.3 Conclusions

Based on the objectives and research questions that guided the study, several conclusions were made. Data analyses on the three main research questions revealed that majority of the student-girls did not have adequate knowledge about the importance the importance of sports to their health and well-being. It was also revealed that lack of parental support, negative attitude of physical education teachers, large class size, inadequate school facilities and equipment, social- cultural practice and religious practice are not major challenges that affect female students' access and participation in Sports in Zamse Secondary/Technical School. It emerged from the study that providing parental support, positive teacher behaviour towards girls participation in sports positive, cultural practices and public education are measures that will address the challenges that militates against female's participation in secondary school sports in Zamstech.

5.4 Recommendations

In the light of the findings discussed above, and the conclusions drawn, the following recommendations were made to improve female participation in sports in high school;

1. School authorities should provide equipment and facilities in schools.

2. Physical education teachers should make presentations on the importance of females' participation in in sports during PTA meeting and staff meeting.

3. Physical education teachers should create awareness on female students, apply student centred teaching approach in order to motivate (encourage) female students in both practical and theoretical class and strongly exercise tutorial programmes.

4. Further studies should be conducted in this area with all coverage of school in the central zone, accommodating more female students and teachers

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APPENDIX

QUESTIONNAIRE FOR SUPERVISORS AND STUDENT INTERNS

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF SCIENCE

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION RECREATION

AND SPORTS EDUCATION

I am a graduate student conducting a survey as part of my thesis on the topic: **INVESTIGATING INTO THE CHALLENGES FACING FEMALE STUDENTS PARTICIPATION IN SPORTS AT ZAMSE SENIOR HIGH/TECHNICAL SCHOOL.** You are kindly requested to read through the items and respond to them as frankly and objectively as possible. Your responses will be treated confidentially and will be used solely for academic purpose. The knowledge created from this study may help policy makers develop new ways of encouraging female students in senior high schools to engage in sporting activities. You are kindly reminded to check through your responses to ensure that all the items in the questionnaire are answered. My contact number is

I THANK YOU MOST SINCERELY FOR ANSWERING THESE QUESTIONS.

SECTION A

KNOWLEDGE LEVEL OF GIRLS ON THE IMPORTANCE OF SPORTS

Please, respond to all the items on this page by putting a tick (√) in the appropriate space provided using the following scale: 1= strongly agree, 2 = agree, 3 - strongly disagree and 4 = disagree. Thank you for your co-operation.

No	Statement	Strongly agree	Agree	Strongly disagree	Disagree
1	Regular physical activities are associated with longer and better quality of life				
2	Sports participation leads to reduction in chronic diseases.				
3	Girl's involvement in regular participation in sports leads to development of game skills.				
4	Participation in regular activities will develop movement skills				
5	Girls' sports participation ensures acquisition of knowledge about exercise.				
6	Regular sports participation enables girls learn about the benefits of sports to health				
7	Engaging in sporting activities develops leadership qualities among the girls.				
8	Sporting activities can also develop fair play among girls.				
9	Any other list them a)……………………………………………….. b)……………………………………………….. c)…………………………………………………				

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SECTION B

CHALLENGES THAT AFFECT FEMALE STUDENT'S ACCESS AND PARTICIPATION IN SPORTS

Please, indicate how far you agree or disagree with the following statements.

No	Statement	Strongly agree	Agree	Strongly disagree	Agree
1	Lack of parental support				
2	Negative physical education teacher's attitude				
3	Large class size				
4	Inadequate school facilities and equipment				
5	Cultural practices				
6	Religious factors				
7	Any other please list them …………………………………………………………………………. …………………………………………………………………………… …………………………………………………………………………..				

SECTION C

OVERCOMING CHALLENGES FACING FEMALE STUDENT'S PARTICIPATION IN SPORTS

Please, indicate how far you agree or disagree with the following statements.

No	Statement	Strongly agree	Agree	Strongly disagree	Agree
1	Provision of parental support				
2	Nagative physical education teacher's attitude				
3	Adequate school facilities and equipment				
4	Cultural factors				
5	Education				
6	Any other please list them ……………………………………………………………….. ………………………………………………………………………. ………………………………………………………………………...				

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