

**MAJOR FACTORS AFFECTING FEMALE STUDENTS
PARTICIPATIONS IN LEARNING VOLLEYBALL:THE CASE OF
SOME SELECTED SECONDARY SCHOOLS OF DIGA WOREDA,
OROMIA REGIONAL STATE, ETHIOPIA.**

MEd THESIS

BY

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**Major Factors Affecting Female Students Participations In Learning
Volleyball: The Case Of Some Selected Secondary Schools Of Diga Woreda,
Oromia Regional State, Ethiopia.**

**A Thesis Submitted to College Of Sport Science Academy, Department of
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**In Partial Fulfillment of the Requirements for the Degree of MASTER OF
EDUCATION IN TEACHING PHYSICAL EDUCATION**

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DEDICATION

I dedicate this Thesis to my Aunt Wethoro Abaynesh Zawude who educated me to reach this level.

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this Thesis is my own work. I have followed all ethical and technical principles of Scholarship in the preparation, data collection, data analysis and completion of this Thesis. Any scholarly matter that is included in this Thesis has been recognized through citation.

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BIOGRAPHICAL SKETCH

The Author, Mebrate Abdeta, was born from his Mother Wethoro Tayitu Dibera and his Father Ato Abdeta Ayana in 1980 E.C. at Guyi town, which is located West Wollega zone of Oromia Regional state, Ethiopia. When his age was reached to the education he was joined Guyi Elementary School in 1987 E.C. After finishing his first and second cycle he was passed to Guyi Secondary School in 1997 E.C. He was joined Gimbie Preparatory School in 1999 E.C. by passing Mitric exam. After two years later in 2001 E.C, he was joined Jimma University, College of Natural and Computational Science, Department of Sport Science by scoring good result at Ethiopian University Entrance Exam. After staying three years at University he was graduated with B.Sc in Sport Science in June 2003 E.C. In 2004 E.C he was assigned by Ministry of Education as Teacher of physical Education at Diga Woreda Arjo Gudetu Secondary School. After four years experienced in teaching he was joined Haramaya University College of Sport Science Academy, Department of Sport Science in 2008 E.C for the seek of fulfilling his 2nd Degree at Teaching Physical Education .

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LIST OF ACRONYMS AND ABBREVIATIONS

AGSS	Arjo Gudetu Secondary School
DPS	Diga Preparatory School
ETB	Ethiopian birr
FIVB	Federation International De volleyball
FSS	Fododo Secondary School
IOC	International Olympic Committee
ISS	Ifa Secondary School
MEd	Master Of Education
MOE	Ministry of Education
NCAA	National Collegiate Athletic Association
PE	Physical Education
USA	United States of America
USSR	Union of Soviet Socialist Republic
YMCA	Young Men Christain Association

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Major Factors Affecting Female Students Participations in Learning Volleyball: The Case of Some Selected Secondary Schools of Diga Woreda, Oromia Regional State, Ethiopia.

ABSTRACT

The purpose of the study was to investigate major factors affecting female students participating in teaching Volleyball. The study was conducted in some selected secondary schools of Diga woreda, Oromia Regional state, Ethiopia. Sample were taken from grade 9th and 10th total of 686 female students. To get the sample size the researcher were used the stage sampling techniques. In the first stage the researcher were selected 343 female students by using proportionate stratified sampling method. In the second stage, the researcher has also selected 9 sections from grade 9th out of 18 sections, 8 sections from out of 16 sections by using simple random sampling method. In the third stage, in order to determine the sample size the researcher were selected 185 female students by slovins formula. In addition the researcher was taken two physical education teachers, two school principals by availability sampling techniques and ten knowledgeable staff teachers were selected by purposive sampling method. The study was carried out with descriptive survey method and both qualitative and quantitative approaches were used. The researcher used questainnaire, observation and interview as data gathering tools. Which was analysed by percentages and frequency in the form of table and words respectively. The major finding indicated that the performance of the teachers' ability to demonstrate during the lesson was poor, lack of adequate materials and facilities also affected the females' need of participation. PE teachers' interactions with their students were not in admiring level. Lack of interest and motivation had also seen as problems during the lesson. It was concluded that the participation of female students with volley ball lesson as subject matter were highly affected by the school related factors, family related factors, biological factors, attitude of female students and teachers. Therefore, based on the findings of the study, its recommended that to allow female students to participate in volley ball lesson with the help of PE teachers. It is also recommended that the school facilities and materials should be fulfilled to enhance females' participation in volley ball session with the help of community.

Keywords: Females, Factors, Affecting, parcipate, Volley ball

1. INTRODUCTION

1.1. Background of the Study

Education is a process and practice geared towards shaping an all rounded personality through a harmonious and integrated development of mental, physical, social, moral and spiritual power of human being. It is the total process of human experiences imparted by which knowledge is acquired, skill is developed, attitudes and values formed. (Sidentop, 1998).

Therefore, education is an instrument in shapping individuals' talent, potential and personality development so that individual can improve their lives and the community at large. Education helps a country to create strong and competitive economy, which can effectively cope up with the challenges of development and can adapt to the changing market and technological condition in the global economy (Sidentop, 1998).

Physical education is on part of education which is mainly given through a physical activities as a means of develop and maintain the allover aspects of personality as physical, mental and social well-beings. Physical education is an interesting subject which contains many discipline within and which physical education, resources for developing quality physical education programs designed to provide students with knowledge and ability needed to maintain in active, healthy lifestyles (Yaksha Aggarwal, 2006). It is the best to have plenty of experience and knowledge about how to perform and teach different physical activities such as, running, basketball, handball, football, volleyball etc. This may support by the idea, physical education is an educational two course related to the physique of the human body, taken during primary and secondary education that encourages psychomotor learning in a play or movement exploration setting to promote health (<http://wn.m.wikipedia.org>). But according to the researcher experience female students in Diga Woreda especially in Ifa and Arjo Gudetu Secondary school has less participation history in volleyball.

Volleyball is a sport and by nature, this game is enjoyable, challenging and absorbing, and requires a certain amount of skills and mental-physical condition. Human values to conquest

in field of sports hold a unique experience and in fact it is the combination of success, victory, triumph and domination of mover other team mates and friends.

The sublimity of competition is in the loser's acclaim for the winners, which along with the friends and shake acknowledge both defeat and triumph. Players of any game including volleyball having superior performance are selected on the basis of fitness, skill, physical structure, body size etc., which has proved to be appropriate for high performance in the given sports. Volleyball discipline with the use of different teaching strategies and methodical ways play a big role for the success of effective participation of student in the field of physical education. However, the participation of female students in teaching volleyball in Arjo Gudetu and Ifa secondary school is very weak, when its compared to boys in this school. So the presence of a weak performance of female students in the lesson of volleyball in Arjo Gudetu and Ifa secondary school of Diga woreda is attracts the researcher to carried out the study. Physical education teachers help not to implement the above strategies into practice. Therefore, the purpose of this study is thus to investigate the major factors that contribute to low participation of female students in teaching volleyball and minimize the impact in Arjo gudetu and Ifa secondary school of Diga woreda.

1.2. Statement of the problem

Students in Ethiopia have received several years of physical education teaching. Physical education had been given as a vital and unique subject among all, it is because of that provides movement as a primary means to give the lesson. As it is described in the background section, volleyball is a team game played by two teams with a six player in each side and separated by a net. The game is one part of physical education program that can be performed by boys and girls at different age levels. However, the participation of female students in learning volleyball in Arjo Gudetu and Ifa secondary school is very weak, when its compared to boys in this school. This is might be resulted from lack of interest or motivation on the side of student, physical education teachers, class size, students personal and family background ,biological, physiological or with other certain reasons. On the other side, physical education teachers and instructors are expected to have great experience in their work with children and female students in order to accomplish the teaching learning process. Therefore, the purpose of the

study was to investigate, female student's participation in teaching volleyball and to identify the major factors contributing to low participation of female students in ArjoGudetu and Ifa secondary school of Diga woreda.

There fore this study would attempted to answer the following questions.

- 1.What were the major factors that affect female students' participation in learning volleyball?
- 2.What was the major role of the teacher for effectiveness of female student's participation in volleyball?
3. What were the attitude of female students towards volleyball?
4. What was done to improve female students' participation inVolleyball?

1.3. Scope of the study

This study was confined in its scope to Arjo gudetu and Ifa Secondary School of Diga Woreda. In additionally the study was also delimited only to investigate the major factors on less participation of female students. So to this affect the study delimited grade 9th and 10th female students, 2 physical education teachers,ten knowledgeable teachers and the 2 school principals as the population of the study.

1.4. Limitation of the Study

I n the course of the study, the researcher encountered several problems.Some of them were;

- Lack of internet access for up to date information,different reading materials like books,journals with related to the study.
- Un able toget more information from internal and other services due to the shortage of time.
- Some students were refrain to fill the question properly and completely.

1.5. Significance of the Study

It would contribute to identify the major factors that affect female students' participation in teaching volleyball. Therefore, the outcome of the study had be seen as useful to contribute for making effective participation and development towards volleyball for female students of Arjo Gudetu and Ifa Secondary school of Diga Woreda.

So to this effect the significance of the study were to:

- Provide meaningful experiences to females participating in volleyball and in order to consider such information in curricular organization.
- Provide information on what would be expected from female students, teachers, school and communities for young generation.
- Contribute some basis for further study to be conducted in this area.
- It would help to identify the major factors that cause female students in participation in teaching volleyball.

1.6. Objective of the study

1.6. 1. General Objective

The general objective of the study was to:

- Understand the major factors that contribute to the low participation of female students in learning Volleyball in case of Arjo Gudetu and Ifa Secondary school of Diga Woreda.

1.6. 2 . Specific Objective

The specific objectives of the study was to:

- Identify the major factors that hinder female students' participation in teaching learning process of volleyball.
- Examine the extent to which female students are affect by school, society personal background that contribute to the low participation of volleyball.
- To identify the altitudes female students to wards participation in learning processes of volleyball.
- Suggest possible measurement and for warding the necessary recommendation for concernedbodies.

2. REVIEW OF RELATED LITERATURE

2.1. History of Physical Education

According to <http://on.m.wikipedia.org> stated that the history of Physical education reflects people's attitudes about physical activity. From prehistoric times, because survival was related to physical stamina and to people's ability to find food, no separate physical fitness programs were needed. Gradually, ancient societies in china, Egypt, Greece, and Rome adopted physical education as part for military training. As the more developed societies came to value the scholarly life, physical education lost favor. Many developed countries have had to strike, a balance between physical and intellectual interests.

The history of physical education frequently shows a pattern of military, social, and political influence. Athenian Greeks came to the forefront in the era 700 to 600 BC With their quest for physical and intellectual perfection. Athenians honored the Gods of Olympus, especially Zeus, with the first Olympic Games. Many historians regard Athenian culture as the height of early physical education, but like their Chinese predecessors, the Athenians felt the competing influence of intellectualism. The middle ages saws the fall of the Roman Empire brought about a denial of physical activity for anything other than manual labor. (Ibid) In 19th century Europe, Sweden and Germany developed systems of gymnastics that were adapted internationally with Germany building the first in door gymnasium. Physical education fulfilled a political role in early 20th century Russia after the rise of communism. Physical fitness helped insure military strength, productivity, and nationalism. Sports were viewed as a way of achieving international fame. The (YMCA) opened its first American chapter in 1851. Many sports gained in popularity around this time. According to (Siedentop ,2007) , "Historically, physical education programs focused on teaching children and youths in the school setting. The expansion of physical education beyond its traditional realm to non school settings and people of all ages requires a more inclusive definition to encompass the diversity of programs and the wide range of goals achieved by participants." Siedentop asserts, "there is probably less agreement today on the basic meaning of physical education than there has been at any time in our education than there has been at any time in our professional history".

However, he states that the mostly widely accepted meaning for physical education is based on the developmental model. This model is based on the belief that all school subject, including physical education, should contribute to the development of the whole child. Carefully structured physical activity is recognized as a means through which educational goals can be achieved. Physical education uses physical activity to enhance the development of the whole person since the early 1970s, there has been an enormous interest in the scholarly study of sport. Its significant role in our society, its massive impact on our culture, and its far-reaching involvement of millions as participants and spectators has drawn the attention of scholars. Scholars have studied the philosophical, sociological, and psychological dimensions of the sport experience. The realm of physical education dimensions of the sport experience. The realm of physical education and sport today embraces many different programs, diverse settings, and people of all ages. This recent growth of physical education and sprat has been accompanied by an increased interest in its scholarly study (Ibid).

2.2. History of volley ball

The volleyball was a game designed as a recreation activity for businessmen. It was first invented in 1895 in Holyoke, Massachusetts. William G. Morgan, aYMCA physical education director, blended elements of tennis, handball and basketball to create the game, which he first named "Mintonette." The first rules, written by Morgan himself, called for a net 6 feet 6 inches high and a 25 by 50 foot court. Any number of players could participate in the game, and a match was composed of nine innings, with three serves for each team each inning. A year later, after seeing a demonstration given at the YMCA in nearby Springfield, Massachusetts, a businessman named Dr. Halstead suggested the name be changed to "Volleyball" because the basic idea of the game was to volley the ball back and forth over the net. A few years later, in 1900, a modification of rules was suggested by W.E. Day. He proposed that the height of the net go up to 7 feet 6 inches and match length be set at 21 points. These changes were accepted and published by the YMCA. Although originated in the United States, volleyball quickly gained popularity around the world. Canada was the first "foreign" country to adopt volleyball in 1900. Six years later, Cuba discovered volleyball, thanks to Augusto York, a North American army officer who took part in the second military intervention in this Caribbean

island. Japan was the next to catch on in 1908, as Hyozo Omori, a graduate of Springfield College in the United States, demonstrated the rules of the new game on the YMCA courts in Tokyo (<https://www.atl.com>).

In 1910, volleyball officially landed in China, thanks to Max Exner and Howard Crowner.. In 1912, the rules of volleyball were changed yet again. The court size became 35 feet by 60 feet, and a uniform size and weight of the ball was established, calling for a circumference of 26 inches and a weight of between 7 and 9 ounces. Additionally, two other important rules were established: the number of players on each team was set at six and the players must rotate before service. With the beginning of World War I, volleyball really began to spread worldwide, secretary of the YMCA War Office, included volleyball in the recreation and educate. The American soldiers fighting in the First World War in Europe brought volleyball over to the beaches of Normandy and Brittany. Its popularity grew rapidly, but the game took root especially in the Eastern countries, where the cold climate made gym sports particularly attractive (<https://www.atl.com>).

The opening days of World War I also brought volleyball to Africa, where Egypt became the first country to learn the official rules in 1915. Volleyball continued to spread like wildfire, as in 1917, at the Allied Forces air base in Porto Corsini, just where Ravenna's sports palace is now located, American airmen introduced the volleyball into Italy. In 1919, Dr. George J. Fisher, as Secretary of the YMCA War Work Office, made volleyball a part of the program in military training camps, both in the USA and abroad, in the Athletic Handbooks written for those responsible for sport and recreation in the Army and Marines. Thousands of balls and nets were sent overseas to the US troops and were presented to the Allied Army's sports directors. More than 16,000 volleyballs were distributed. Also during this time, more new rules were established. In 1916, the score for a game was changed from 21 to 15, and it was decided that in order to win a match, a team had to win two out three games. The net height was raised once again, this time to 8 feet, while the standard ball weight escalated from 8 to 10 ounces. It was also decided that if a player holds onto the ball or the contacts the ball twice in a row, it would be considered a foul. In addition to the new rule changes, this year marked volleyball's official affiliation with the NCAA, the body that oversees college and university sports in the USA. The 1920's marked many important advances in volleyball's history. The

rules changed again at the beginning of the decade, as court size went down to 30 x 60 feet, and the ball could be played by any other part of the body above the waist. Another major innovation involved the rule allowing a team to play a ball no more than three times before sending it over the net. Scoring rules were also changed, providing that, with the score at 14-14, 2 consecutive point were needed to win (<https://www.athleticsscholarships.net>).

Also in the beginning of the decade, the Philippines developed the first kind of spike, known as the "Filipino Bomb." Various attempt at blocking were also made, although they were not yet codified by the rules. At this time, volleyball also made its first official appearance in Russia in the cities of Volga-Gorky and Kazan-and at the same time in Khabarovsk and Vladivostok (Russian Far East). While Russia was just being introduced to the sport, a national federation was being established in Czechoslovakia in 1922-the first one ever. Bulgaria quickly followed and established one of their own. The first national championship was played in the USA, in which only YMCA teams competed. In 1924, volleyball got its first taste of the Olympic Games in Paris, as the program included a demonstration of "American" sports, and it was among them. More rule changes also came about in the mid 1920's, as two time-outs per game for each team became the standard. There was also a change in the scoring rules for the most hotly contested sets: at 14-14, to win it was no longer necessary to score two consecutive points, but rather to have a two-point advantage. Net length was set at 32 feet. Also during this time period, volleyball was played for the first time in the Netherlands, as Father S. Buis introduced the sport to the Sint Willibrod mission house in Uden after having stayed at the Seminary of Techny in Illinois, USA. The late 1920's brought about the Japanese Federation and nine men's competitions were organized as a result. China, taking their cue from Japan, adopted the nine-player-per-team system. At this same time, The U.S. Volleyball Association was founded under YMCA principles as the organizing body for the leisure sport. Additionally, Cuba organized the first men's tournament according to the "American" rules at the Caribbean and Central American Games. Between the two World Wars, great efforts were made to give unity to the volleyball movement by establishing a single set of rules and creating an international federation. These were just the first efforts as nothing concrete was yet established. In 1933, the first national championship was held in the USSR, where there were already over 400,000 players. For Soviet Volleyball, it was the year of enshrinement. In

January, a challenge between Moscow and Dnepropetrovsk was one of the biggest events of the year. Books published this same year helped to diffuse ideas and information about volleyball across the world (<https://www.athleticsscholarships.net>).

A book entitled *Volleyball: Man's Game* by Robert E. Laveaga, made an important impact on teaching methods and scientific training techniques. *Volleyball for Women* by Katherine M. Montgomery was also very useful for teaching the game. A year later, the first concrete steps to establish international relations in volleyball were taken during the International Handball Federation Congress in Stockholm. The fruits of this conference were seen a few months later in Tashkent and Moscow, when the USSR played the first official international volleyball matches against Afghanistan. By the end of the 1930's, the Czechs had perfected blocking, which was officially introduced into the rules under the concept of "a counteraction at the net by one or two adjacent players." For almost twenty years, blocking had been a part of the game but was not spelled out in the rules. The Czechs were the first (and soon followed by the Russians) to attribute decisive importance to the new skill, which facilitates the ungrateful task of volleying defenses. The relentless and successful advancement of volleyball in the world experienced another major boost after the Second World War. An attempt to establish an international volleyball federation took place in Paris, France in 1946, with success. The initiative, mainly by France, Soviet Union, Poland, Yugoslavia and the Czech Republic, founded the International Volleyball Federation in which fourteen other national federations were represented. Frenchman Paul Libaud was the first President. In 1948, the first European Championship was held in Rome and won by Czechoslovakia. A year later, the first Men's World Championship was held in Prague and won by the USSR.

The USSR also took first place in the Women's World Championship, which was held a few years later in Moscow. After the war, the rules were rewritten and clarified to make interpretation easier. In particular, a better definition was given to the idea of blocking, and service was limited to the right third of the backcourt boundary.. The 1950's saw the birth of many new volleyball-related happenings, as the Chinese Federation was established in 1953, the Asian conference was founded in Manila in 1954, and volleyball was put on the program for the Pan American Games in 1955. In 1956, the first truly globe-spanning World Championship was held in Paris, France and included over 24 teams from four continents.

Czechoslovakia won in the men's division and the USSR won in the women's division. The early 1960's marked the first time ever that a World Championship was played outside of Europe. Held in Brazil, the victories went to the USSR, both the men's and the women's teams. Volleyball is now one of the most popular sports throughout the world and at present, there are 230 countries registered this game with more than 200 plus million players(<https://athletics.scholarships.net>).

2.3. History of volleyball in Olympics

The history of Olympic volleyball traced backed to the 1924 summer Olympics in Paris. Where volleyball was played as part of an American sport demonstration even after the foundation of FIVB and some continental confederations, it began to be considered for official inclusion. In 1957, special tournament was held at 53rd IOC session in Sofia, Bulgaria to support such request. The competition was a success, and the sport was officially included in the programmes for the 1964 summer Olympics, which was held at Tokyo.

2.3.1. History of Women Sports In the ancient Olympics

women were not even allowed to watch the competitions. However, the precise history of women sports can traced back to the late nineteenth and early twentieth century. In early 20th century, a separate women's athletic event, the here a games was eventually developed. But there was only few women participated in the sports. However, social changes in Europe and North America favored increased women participation in society as equals with men, as exemplified by the women's rights movement. Although women were allowed to compete in many sports, relatively few showed interest, for a variety of social and psychological reasons that are still poorly understood (<http://www.northnet.org>).

The women sports history reflects that the women participated in the modern Olympic from 1900 onward. They participated considerably in fewer events. Due to the lack of physical strength and stamina of women led to the disheartenment of women involvement in more physically intensive sports. From 1970s, tennis becomes the most popular professional female sport. However, women's professional team sports achieved popularity for the first time in the

1990s, particularly in basketball and football. Regardless of this one can easily understand females to participate in sports especially in Volleyball were a very big problems, even if during the pre-historic period. Women's volleyball was added to the roster of Olympic sports at the 1964 Tokyo games (<http://www.northnet.org>).

2.4 . The Characteristics of Teaching in Volleyball

(Deborah Wuest,1994),investigated that "Teachers that are many exciting directions in secondary school physical education today. Outstanding programs and exemplary teachers provide direction for young professionals seeking to provide their student's with quality physical education" the teachers efforts are coordinated and focused on fulfilling their programs mission.These teachers reflect a strong commitment their students and a sense of pride.They are effective spokespersons for volleyball teaching because of their quality programs. There is congruence between what teachers say physical education can accomplish and contribute to the total development of the individual and what actually happens in volleyball class. Students achieve in volleyball and are excited about their accomplishments furthermore, these students communicate in positive image of volleyball to their parents, school, and community.Volleyball teachers involved in the programs, serve as positive role models for students to be efficient. They are excited about teaching, 2 are genuinely concerned about their students as well as their achievements, and put fourth that extra effort that so often makes a difference they are committed to excellence.

2.5. Effective teaching Volleyball

When physical education teachers teach the subject, for example in volleyball lesson to enhance the females participation level physical education teachers need to implement effective teaching methods, because applying effective teaching method in the content volleyball may provides for improvement of female students participation in teaching volleyball. According to <http://www.global-partnership.org> stated that educating girls has benefits not just for themselves but also for their families, communities and countries.With a quality education, girls can make informed choices, improving their country's social and economic well being by promoting the health and welfare of the next generation.

Communicating in a good manner with female students is especially important at the beginning of units during the lesson because presenting the content would increase students' participation, since each student has different needs and interests, the more relevant and meaningful benefits present, the more students will be creative (Wuest Bucher ,1994) suggested, "Teaching can be defined as those interactions of the teacher and the learners that make learning more successful. Although it is possible for learning to occur without a teacher's involvement, it is generally accepted that teachers facilitate the acquisition of knowledge skills, and attitude." A relatively rigid learning of this game based on natural human motion, has allowed it to be popularized quickly. During volleyball, lesson physical education teachers who are effective use a variety of pedagogical skills and strategies to ensure that their students are appropriately engaged in relevant activities a high percentage of the 15 time, hold positives expectations for their students, and create and maintain a classroom climate that is warm andnurturing.

According to <http://www.Supro treal teachers.org>.indicated that Communicating the instruction with his students in clear manner. In order to point out the basic types for checking for understanding are: Recognition check, verbal check and performance check. In order to give volleyball lesson for female students clearly fully get attention from them during the practical time, the physical education teachers should demonstrate according to the condition of the learners with may help to enhance female participation level and increase their interest and motives.The identification of possible factors, which contribute to female students overall participating towards volleyball, has varied. The volleyball game may not only influenced by physical fitness. As the activity is very fast and intense, it requires a good physical preparation, so the competitors playing volleyball have a good physical ability because all the body's muscles are involved in a game and permanent motion where all the joints of upper and lower limbs work. So it indicates that it requires a hard ship and strong work in handle all movement and activity which the boys can be involved and participated well better than girls. This may supported with (West and Lombardo ,1994) suggested that, demonstration play a significance role in achieving the objective of health and physical education. If demonstration employed wisely physical education teachers can increase the effectiveness of the lesson by maximizing the students conceptualization of the nature of the skill, their by enhancing student

learning. Demonstrations' in physical education are both motivational and instructional. Seeing a specific skill or combination of skills in action can motivate the students to want to learn the skill or combination of skills. Breaking the skill down instructs the students on how to perform the skill. Effective demonstration incorporates memorable cues that remind students of the skill's key components. Congruent feedback is another effective teaching strategy. Feedback should match the cues that were given and be specific to each student. Feedback can also be given using the sandwich approach tell them one thing they did well, one thing to improve, and end with another positive comment (Ibid). Therefore, in volleyball lesson theoretical issues are presented in classrooms for students, it is practical proved that students get the most out of them when they are supported by teaching materials.

2.6. Major Problems related with teaching Volleyball

The subject makes a teacher being physically active and smart but there are problems with physical education teachers having too many classes to teach in a week/day and very large classes that makes so difficult to determine the teaching strategies and methods especially at the secondary level. Sometimes there is a lack of respect from others about the profession of physical education. Therefore, the strategies and other important thing is mentioned in volleyball positively for the effective teaching learning process task to be accomplished. There might have been so many problems that hinder volleyball teachers to not implement the teaching and learning process effectively. This is supported by (Deborah Wuest, 1994), "secondary school physical education programs have been criticized by the public and professionals. Criticism has focused on the worth of the subject matter, the outcomes realized, the manner in which the program is conducted, and its contribution to the education of students. Unfortunately, this criticism obscures the fact that there are many outstanding programs of secondary school physical education being conducted throughout the nation. Dedicated teachers work hard toward achieving the desired outcomes for their programs. Using a variety of approaches that adhere to the basic tenets of curriculum and instruction and are sensitive to the context in which they teach." Lack of proper facilities could be one problem for physical education teacher to teach volleyball lesson. Physical education learning experience becomes more memorable through the proper use of supplementary teaching aid;

each teacher should have a variety of good instructional materials and teaching equipment's. All such materials should assist female students to learn and should not be used as means of entertainment where properly used such aids can increase the depth and speed of teaching learning activity with volleyball lesson.

With regard to the above statements (Horne,1985) noted, that "physical education program needs dictate the quality and quantity of needs dictate the quality and quantity of facilities needed." In addition, he describes that any discussion of classroom organization must begin with some attention to re-courses and facilities that specific set up demands for its implementation. when there is no lack of equipment and materials that appear geographically to the understanding of the people, teaching cannot be challenged indeed. According to (Mitzel in Azeb, 1998) in some high schools the shortage of facilities are very real. They also explain that there remain many communities and institutions with the most limited facilities. On the influence that shortage of facilities can play claim they further suggests, when facilities are lacking or merge as in innumerable schools, then class in physical education are held in classrooms corridors and basements. Such places limit the program and when facilities are lacking children do not learn the skill and coordination that is essential for their development. Time allotment for physical education is also a problem for PE teachers in volleyball lesson.((Bucher and Koeing ,1974) suggested that the time advantage can be achieved by longer period. Therefore, time allotment is one of the most important factors that influence the female students during volleyball lesson to participate efficiently. (Knapp and Leonhard, 1968) stated,“on a daily period requirement it the developmental and skill need of students is to be meeting with reasonable adequacy that is to say it will help to form a basis for further participation in worthwhile activities." Therefore, according to the above sentence, the period allotted for physical education can affect the female students' participation in volleyball lesson for them to be effective. So that the long the time allotment the higher the students to participate in activities of volleyball lesson. With regard to this (Knapp,1968) noted that physical educators are almost unanimous in the believes that a daily period is required in both elementary and secondary schools of the development, recreational, and skill needs of young people are to be meet with reasonable adequacy. Not all-physical activity needed for health growth and development can be provided during one school period daily. This is because of

the shortage of time and for participating all female students with in the give time is not enough. Volleyball as a team sport, it is an interesting game to be played in competitions where as in schools with both sex. However, in school areas there are certain teaching and student interest problems, which require special method. According to (Bucher and Koeing, 1974) stated that: "The problems are method of dividing between the teaching of game skill and the actual playing of the game itself and problems in the method of specifying certain position on team sports like volleyball and method on the problem of providing opportunities for creative thinking." Therefore, in order to make the teaching and learning process effective, class organization and the method that the teacher going to use is the key to success for females to participate in volleyball lesson effectively.

2.7. Factor Affecting females Participation

According to <http://www.teachpe.com/> indicated that at the ancient Olympic Games, women were not allowed to watch the activities let alone participate in them. By the end of the nineteenth century, English woman's, from the middle classes, were taking part in sport a Victorian attitudes meant that women often played in Cumber some dresses making movement difficult. In the early twentieth century, the national governing bodies of some sports were formed and there were organized competitions for women, usually separate from men. Therefore, as explained in the above some sports are still, considered male sports and so it is sometimes harder for women to get involved in these sport (eg. Rugby and handball) that is why females were far away from being participated in volleyball when it is compared to males. As indicated in several studies, in most developing countries at all educational levels, girls' enrollment and participation was usually below that of boys. While the benefits of educating girls for sustainable social and economic development are numerous, African still lags behind other continents in terms of provision of participation to all children and particularly for girls (Kasente,2000). The reasons for females' low enrollment and participating can be attributed to different factors. Current studies in sub Saharan African countries also indicated that obstacles to girls' participation are low public expenditure on education lack of commitment to implement gender related interventions, school related constraints and demand side constraints (Ibid). Therefore one of the reasons for low participation of females in

volleyball could be come from their gender related or school related problems. In the same way (Sutton, 1998) stated that, implication of girls' participation in education systems, both concern economic, house hold, and socio-cultural and school system factors. According to (Kasente, 2000), stated that other factors that influence the gender disparities in participation included socio-cultural benefits and practices, opportunity costs, relevance of education, school environments, safety and security and teaching and learning activity. According to (stromquist, 1989) stated that Studies from a number of countries identified many factors that hindered females from being participated in different activities. They include family factors, and school factors that limited girls access and performance with in nations the main sets of factors explored in the literature's as determinants of female participation's include economic conditions of the household, cultural and religious values, parental aspirations for female education, distance to school, biological factor, physiological factor and various other factors . Therefore, the findings of (Okoje, 2000) showed that factors inhibiting girl's access for participation are family factors, individual that is personal factors, community factors, school factors and cultural factors. Thus, it implies that there may be many factors that affect the participation of female students in teaching volleyball. That could be come from family, school, community, culture and student's personal conditions.

2.7.1 . Factors Related to teachers

Physical education teachers are basic elements for the development of sport activities and for enhancing student's participation in different sport games and activities. Therefore, as far as teachers are concerned, the (international Bureau of education, 1993) remarked that, "no one is in any doubt that the chief agent in the process of educational reform is the teacher." Therefore, in order to implement the teaching learning process, teachers play a decisive role, which also the same for physical education teachers that, they are a role model for their own students to enhance the participation level. (Posner, 1992) also stated that teachers play crucial role in determining the success or failure of curriculum implementation. Thus, the teacher with his or her skill, and experience attitude is the most important of all in determining the success or failure for the process of teaching and learning with enhancing female students' participation in it.

2.7.2. Factors Related to Schools

Schools are the main parts of educational systems, which are considered as a source of educated people. However, a number of studies indicated that, the participation and enrollment of female students in school; particularly in the rural areas could be affected by different school related factors. As(Kasente ,2000) examined that, with related to school the total working environment, distance to school, teacher attitudes, and teaching practice, gender basis in curricula and classroom culture all affect female attainment and persistence in schools. Therefore, school could be the other factor for the low participation of female students in teaching volleyball. Since the school working environment, distance, attitudes of the teacher and other related factors are engaged in school problems.

2.7.3. Factors related to family

Family plays a very important role in determining the degree of access that female students have good education and their level of achievement in the area they are participated.(Kasente ,2000) noted that, father can be a player in enhancing girls access to education and in urban as well as in some rural areas, mother also either jointly or with the father or singly can influence the decision for a girl to enroll in school. Thus, there are many family related factors including parental schooling, household responsibilities, family size, parent's educational level and background, and area of residence, family income and so on. This can be supported with (Rose and Tembon ,1999) also reviewed that female students poor enrollment and participation in school could be related to their life styles too, that is, most of them do house chores such as: cooking, taking care of younger brothers and sisters, generally helping their over burdened mothers.

2.7.4. Factor related to socio cultural

The socio culture beliefs and practices are the other main factors that affect the participation of females several studies indicated that a number of socio cultural related factors tend to limit the value of female students in physical education. According to (Penny cuick, 1998) reviewed that, in the Middle East and North Africa, religious or socio cultural traditions such as early marriages and child bearing explain low participation in education. Therefore socio cultural

factors that, may affect the participation of female students in teaching volley ball where it came from, early marriage, abduction (Safety and security),lack of female role models religious beliefs, priority for boy's education, awareness of parents towards females participation in physical activities and attitudes of females themselves towards physical activity and education.

2.7.5. Biological factors

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.(Hargreaves,1997).

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

2.7.6. Physiological factors

Physical and 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 (Leones & 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).

(Fryeburg & 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. 9 Pregnancy Anecdotal evidence shows that pregnancy does not hamper performance of women who choose to participate in sport throughout their lives.

(Leones 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. (Geberet 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.

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. Females 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.

3. MATERIALS AND METHODS

3.1. Description of the Study Area

The study area were known by Diga woreda, which is found in eastern Wollega zone of oromia regional state. It is part of East Wollega zone ,bordered on the south by exclave of Benishangul Gumuz region. on the west by the Didesa River which separates it from Illu Abbabor zone on the south west and the west wollega on the west, one the north by Sasiga, on the north East by Guto wayu ,on south East by Jimma Arjo. According to 2005 national census reported that total populations for this woreda of 140,282 of whom 72,392 were men and 67,870 were women .Among these 10,652 or 7.59% of its population were urban dwellers ,which is greater than the zone averages of 13.9% with estimated area 1,263.28km²,which has estimated population of density111 per km²which is greater than the average zone of 81. The largest ethnic groups reported in Diga woreda were Oromo(95.64%),Amhara(3.28%),other ethnic groups made up of 1.18% populations (www.ethio mapping. agency, 2001 e.c).The majority of these habitats were followers of Ethiopian Orthodox Christianity, with 70.69% of the population, while 21.63% of the population was protestan,3.83%practiced traditional beliefs,2.16%were Muslim and 1. 42%catholic. Diga woreda is located west direction from the Nekemte City and 340 km away from Addis Ababa.

3.2. Source of Data

For this study, the researcher was used primary source of data.The primary data were gathered from the students, physical education teachers and the School Principals through questionnaires,observation and interview respectively.

3.3. Research Design

To conduct this research, the researcher was used a descriptive survey method.To achieve this, descriptive survey design was used because it enables the researcher to generate ideas, opinions and beliefs of relatively large number of respondents and diverse groups (Creswell, 2003).In addition, it save time and cost because of limited number of units from the population of the study was investigated.In addition, it can lead to a greater accuracy because of close monitoring and supervision of the data collection, analysis and interpretation were much more feasible.The aim of survey design was to study the sampled population and be able to generalize the findings to the population from which the sample is drawn.The researcher also used quantitative and qualitative design method to analyze data was collected from questionnaires, interview and observation checklist.

3.4. Population of the study

Population is any group of individual's that has one or more characteristics in common that are of interest to the researcher (Best and Kahn ,1999) hence the source of the population study were all AGSS and ISS female students,2 physical education teachers,2 school principals and 10 knowledgeable teachers of diga woreda.The schools have a total of 2,060 students in 2010 E.C. From them 1,374 students were males and 686 students were females.Of this AGSS has 1160 students.From this 386 females and 774 students were males.ISS has total of 900 students from this 300 females and 600 students were males.

3.5. Sampling Techniques

Diga woreda has three High School (AGSS,ISS,FSS) and One Preparatory School(DPS). From this the researcher was selected two Schools (AGSS and IFSS) by purposive sampling techniques.Due to the large number of students,teachers ,location of the schools and subject of the study. In both School there were 34 classes with the total females population of 686 grade 9th and 10th in AGSS and ISS of Diga woreda in 2010 E.C. To determine the sample size, the researcher was used multi stage sampling.

In the first stage, the researcher has selected 17 classes from the total 34 classes by using proportionate stratified sampling (techniques) after dividing into their grades.Accordingly, there were 343 female students were selected.

In the second stage, the researcher has also selected 9 sections from grade 9th out of 18 sections, 8 sections from out of 16 sections by using simple random sampling method. In the third stage, to determine the sample size the researcher was employed slovins formula as follows:

$$n = \frac{N}{1 + N(e)^2}$$

n is sample size

N is total population size

e is the marginal error

$$n = \frac{343}{1 + 343(0.05)^2}$$

$n = 343/1.8575$ (where marginal error is 5%)

$n=185$ In addition the researcher was taken two physical education teachers, two school principals by availability sampling techniques and ten knowledgeable staff teachers were selected by purposive sampling method.

Summary of sample size which was selected from two Schools

Name of the School	Total no,of female Students	Probability	Sample taken
AGSS	386	$386*0.2696$	104
IFSS	300	$300*0.2696$	81
Total	686	$686*0.2696$	185

3.6. Data Collection Instruments

In order to collect adequate and reliable data, the researcher was used the (Triangulation) that means includes questionnaire, observation and interview as data gathering tools.

3.6.1. Questionnaires

Questionnaires are a very important instrument in the process conducting research for the collection of data. The questionnaire was designed as both open ended and close ended items in English and translated into Afan Oromo to minimize mis understandings and mis interpretations by respondents. Both the students and teachers would be oriented how to fill the questionnaire so that valid and reliable response was properly gathered and recorded. In order to get full informations 17 questions was prepared for the students and 15 questions for teachers.

3.6.2. Observation

Observation is one way of data collecting instruments. In the application of an educational program, it is in the “class room” that all hidden and manifest intentions and efforts of education occur. Based on this, we can say that classroom is very important source of data

collection in describing the implementation of an educational innovation. Therefore, classroom observation would be taken as one of very important source of data in this study. The observation would be taken place while the teachers were teaching both practical and theoretical part of the lessons. The classroom observation guide format/check list was developed by the researcher. In order to get more information the researcher was observed PE teachers two times per week for two months.

Based on observation check-list a critical observations of the classrooms (both theory and practice) realities such as teaching methods of teachers employ, the major activities the teachers and the students perform, participation, interaction between teachers and students, the classroom conditions and other necessary facilities would be observed.

3.6.3. Interview

The interview was used to collect data so as to get pertinent information from physical education teachers and school administrations to ensure the comparability of the data obtained from the questionnaire. In relation to this (frey and Oishi 1995:1) described that interview was purposeful conversation in which one person asks prepared questions (interview) and another answers them (respondent) "this is done to gain information on particular topic or particular area to be researched. The structured types of interview was used in this research.

3. 7. Procedure of Data Collection

As long as the procedure of data collection is concerned, the researcher would get through the following steps, so as to collect the relevant data. The first thing have to do is getting permission from the director of school. After the researcher gets permission, he distributes the questionnaires to the respondents, after precise introduction so as to let them to know the purpose of the study. Next, the researcher would observe classroom activities (both theory and practical classes). Then the researcher would interview the school administrations and physical education teachers by preceding smooth introduction to create clear/good relation and as to get very relevant data. Finally, after data was collected from respondents, the researcher would like to address his acknowledge for all people those cooperate him.

3.8. Methods of Data Analysis

In this study, the researcher used both quantitative and qualitative analysis. By using quantitative analysis, the closed-ended questionnaires were analyzed with frequency and percentage in the form of tabulation. With the help of qualitative analysis all the data collected from open ended questionnaires, interview and observation would be analyzed using words.

3.9. Ethical Considerations

Research ethics refers to the type of agreement that the researcher enters into with his or her research participation's. Ethical considerations play a role in all research studies and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore, the researcher has communicated all selected digaworeda secondary school students, teachers and school principals, legally and smoothly.

4. RESULTS AND DISCUSSIONS

4.1 . Interpretation and Analysis of Data from Female Students

Table 1: Demographic characteristics of female Students

No	Variables	Respondents	
1	School	frequency	Percentages
	AGSS	104	56.22%
	ISS	81	43.78%
	Total	185	100%
2	Grade		
	9 th	99	53.1%
	10 th	86	436.9%
	Total	185	100%
3	Age		
	15-17yrs	100	54.1%
	18-22yrs	80	43.24%
	23-25	5	2.7%
	Total	185	100%

As shown above table 1, regarding the participants of the school, the majorities 56.22% of the respondents were from Arjo gudetu secondary school and 43.78% of them were from Ifa secondary school. When we have seen from above table the grade level of the respondents 53.1% were grade 9th and 46.9% of them were grade 10th. In addition from the above table most of the respondents 54.1% of them aged 15-17 yrs and 43.24% of them were aged 18-22 and 2.7% were aged 23-25 yrs.

Table 2. The responses of the female student on a problem that faces to have a low participation in volley ball.

No	Items	Respondents	
		Frequency	Percentage
1	What do you is the main problems that female students have low participation record in volleyball?		
A	Culture	50	27.03%
B	Economy	25	13.51%
C	Attitude	60	32.43%
D	Family	50	27.03%
	Total	185	100%
2	Does your teacher use different kinds of teaching approach in teaching volleyball?		
A	Yes	45	24.3%
B	No	140	75.7%
	Total	185	100%
3	Does your teacher demonstrate well?		
A	Yes	50	27.03%
B	No	135	72.97%
	Total	185	100%
4	How far your teacher is allowed you to participate in volleyball lesson?		
A	more	50	27.03%
B	Less	117	63.24%
C	Not at all	18	9.73%
	Total	185	100%

As show in the above two, items one, 27.03% of the female students responded that culture and also the same number of the sample of population which is 27.03% family, 13.51% of the

female students responded that economy and 32.43% of the respondents that attitude is problem which can be a reason for a female students to have a low participation for a volley ball lesson. So according to this family, culture, and attitude and economy related problems could be a factor for the hindrance of female participations in teaching volley ball in AGSS and ISS of Diga woreda.

According to above table 2, items two, most of the female students replied that, 75.7% of them, the teacher not used different mechanisms of teaching approach but 24.3% of the students replied that some teachers could use different kinds of teaching approach in a training volleyball.

As a shown in the same tables, items 3, the majority of the female students 72.97% replied that the PE teachers could not demonstrated well during a practical classes of volleyball and 27.03% of the respondents replied that, PE teachers demonstrated well. Therefore, this indicates that the demonstration ability of the teachers during practical classes was somewhat poor and the students not easily understood.

As shown above table 2, items four, 27.03% of the respondents replied that more, 63.24% of replied that less and 9.73% of them replied not at all. In generally according to the majorities of the respondents the interests of the teachers in relates to allowing in volleyball participations for the females were almost poor.

Table 3. The responses of the female students on Facilities and Equipments

No	Items	Respondents	
		Frequency	Percentage
1	Does the school have enough places to teach volleyball lesson?		
A	Yes	35	18.92%
B	No	150	81.08%
	Total	185	100%
2	Do you have enough balls in your practical session with volleyball lesson?		
	Yes	15	8.11%
	No	170	91.89%
	Total	185	100%
3	Does the school have enough material to teach volleyball?		
A	Adequate	15	8.1%
B	Not sufficient	120	64.86%
C	Not at all	50	27.03%
	Total	185	100%

As above table 3, item one shows that the majority of the students 81.02% replied that there is no enough places to teach volleyball but the rest 18.92% of them responded that there is enough place to teach volleyball. This indicated that because of the school had no enough place to teach volleyball, female students were far from participating with volleyball in any time they want. The same table items two, shows that 91.89% of the respondents agreed that there is no enough ball distributions, but 8.11% of them only responded that the distributions of the ball for a practical classes are enough. Therefore, it indicated that the ball distribution for volleyball practical classes almost none.

As we have seen in the above the same table items 3, majority of the sampled students, 64.86% replied that there is not enough materials and 27.03% of the respondents replied that there is no any materials, the rests of them 8.1% them judge that the school has enough

materials for volleyball. According to above we concluded that the school compound have a shortages of materials to teach volleyball in a participatory ways.

TABLE 4: Shows responses of the students in different ways

No	Items	Respondents	
1	Does your physical education teachers and female students have a good relationship?	Frequency	Percentage
A	Yes	60	32.24%
B	No	125	67.56%
	Total	185	100%
2	Does your teacher miss his class?	Frequency	Percentage
A	Always	20	10.81%
B	Sometimes	53	28.65%
C	Never	112	60.54%
	Total	185	100%
3	Have you interest to participate with boys during a volleyball period?	Frequency	Percentage
	Yes	15	8.11%
	No	170	91.89%
	Total	185	100%

This table 4; items one shows that 67.56% of the sampled population responded that as there is no good relationship between physical education teachers and 32.24% of them replied that there is a good relationship. Therefore, according to the majority respondents there had been some problems regarding to the interaction of females with their teachers.

According to above table 4, items two; 10.81% replied that teachers are missed their classes always, 28.65% missed in their classes sometimes but 60.54% of the respondents replied that the teachers used classes effectively. In generally according to the majority of the respondent's physical education class was not totally missed by their teachers.

In the same table items 3, majority of the sampled population 91.89% replied that no and 8.11% them replied that yes. This indicated that the majority of the students are not interest to participate with the male individuals.

Table 5: Responses of female students on based on possible solutions

No	Items	Respondents	
		Frequency	Percentage
1	To change the lack of interest in females participation with volleyball, the teachers should		
A	Educate the students about volley ball subject	80	43.24%
B	Create awareness to the students to participate in a volleyball	105	56.76%
	Total	185	100%
2	To improve the female student participation, physical education Teachers should give the training	frequency	Percentage
	Regularly	170	91.89%
	Sometimes	15	8.1%
	Total	185	100%
3	To improve the experience of female students participation they should play with	frequency	Percentage
	Boys	40	21.63%
	Alone	16	8.65%
	In group	129	69.72%
	Total	185	100%
4	How often you participate in volleyball lesson without being absent?	Frequency	Percentage
	Always	35	18.91%

	Sometimes	48	25.94%
	Never	102	55.15%
	Total	185	100%

As shown above table five, items one, 43.24% of sampled population replied that, to change the lack of interest in a female participation with volleyball, teachers should educate the students about volleyball subject but most of the respondents responded that 56.76% of the sampled population, teachers should create awareness's for the female students to participate in a volley ball in order to increases the participation of the students toward the lesson.

As indicated in the above table 5, items two, 91.89% of the sampled population replied that to improves the female students participation PE teachers should give the training regularly but the rest 8.1% of them responded that its enough to do training some times. So this indicated that in order to enhances the participation of female students towards the volleyball regular training is very essential for the AGSS and I SS of Diga woreda.

As indicated above table 5, items three, 21.63% of the students responded that to improves the experienced they should play with boys, 8.65% responded that to play alone and the majority of the respondents 69.72% replied that in order to improves the experiences of the female students of AGSS and ISS of Diga woreda participation towards the volleyball training in a groups are the best ways.

As shown in the above table 5, items four, out of the total sampled population 55.15% of them replied that never, 25.94% of them said sometimes and the rests 18.91% of them replied that always. So this implies that the less numbers of the female students are agreed always but most of them expelled from the practical session.

5. If your answer for questions No 14 is never why?

- Our family did not allowed us to participate in a sport activities.
- Fearing to participate in fronts of boys.
- Teachers cannot facilitate suitable environments.
- Factor related to religious.
- Economic related reasons

4.2 . Interpretation and Analysis Data from teachers

Table 6: Shows Demographic characteristic the teachers

No	Variables	Respondents	
		frequency	Percentages
1	School		
	AGSS	5	41.7%
	ISS	7	58.3%
	Total	12	100%
2	Work experiences		
	1-5 yrs	3	25%
	6-10 yrs	7	58.3%
	11-15 yrs	2	16.7%
	Total	12	100%
3	Sex		
	Male	9	75%
	Female	3	25%
	Total	12%	100%
5	Qualification		
	Diploma	-	-
	Degree	8	66.7%
	Masters	4	33.3%
	Total	12	100%

As shown above table 6, items 1, regarding the participants of the school, the majorities, 58.3% of the respondents were from Ifa secondary school and 41.78% of them were from Ifa secondary school. When we have seen from above table the concerning their experiences 25% of them 1-5 yrs and 58.3% were 6-10 yrs and 16.7% of the teacher participants 11-15 yrs experienced in teaching. Regarding their sexes, about 75% were males and 25% of the teachers respondents were females. This indicates that the participation of students in physical education field of the was low. Concerning their quality of educations 66.7% of the teachers degree holders and 33.3% of them masters which is good.

Table 7. Teachers response based on a main problems

No	Items	Respondents	
		Frequency	Percentage
1	Does the teacher face problems during the practical session in volleyball lesson?		
A	Yes	10	83.3%
B	No	2	16.7%
	Total	12	100%
2	What do you think will be the main problems that female students have a low participation record in volleyball?	frequency	Percentage
	Culture	2	16.6%
	Economy	2	16.6%
	Attitude	2	16.6%
	Family	3	25%
	Biological factor	3	25%
	Total	12	100%
3	Did you agree that, the period allotment for physical education is enough?	frequency	Percentage
A	Yes	-	
B	No	12	100%
	Total	12	100%

The above table 7, items 1, shows that 83.3% of the sampled population replied that yes and 16.7% of the respondents replied that no. This indicated that according to the majority of the respondents most of the time PE teachers were faced problems during volleyball practical classes.

As indicated above tables 7, items two, 16.6% of them replied culture, 16.6% of them replied economy, 16.6% of them replied attitude and 25% replied family and 25% biological factors. This indicated that female students were affected by the above problems from participating in volleyball practical classes.

As indicated in the above table 7, items three, 100% of the total numbers of the sampled population replied that No. This shows that the period allotted for the PE were not enough to teach volleyball were agreed by all of the participants.

Table 7. Teachers response on the ability of PE teachers and attitudes.

No	Items	Respondents	
		Frequency	Percentage
1	What do you think will be the teacher's ability?		
A	Excellent	2	16.6%
B	Very good	4	33.3%
C	Good	2	16.6%
D	Poor	2	16.6%
	Total	12	100%
2	What is your attitude towards female student's participation in volleyball lesson?	Frequency	Percentage
	Excellent	3	25%
	Very good	4	33.3%
	Good	3	25%
	Poor	2	16.7%
	Total	12	100%

As indicated above table 7, items one, the same percents from the sampled population 16.6% replied that excellent, good, poor respectively and 33.3% responded that very good. According to this, they are varieties of the teachers who scores different level of competence with their abilities.

As shown above table seven, items two, 25% of the respondents replied excellent, 33.3% of them shows, very good attitude for female students' participation in volleyball lesson, 25% of shows good attitudes and 16.7% shows poor attitudes. This indicated that the attitudes of the teachers' towards female students participation in volleyball lesson of AGSS and ISS of Diga worda somewhat had a gap.

3. If your answer for question No.2 items 2 is ,No', write the factors that affect the participation of female students during physical education period?

- ❖ Family related factors
- ❖ Economic related reasons
- ❖ The attitudes of PE teachers in related with the female students
- ❖ Biological related factors
- ❖ Lack of motivations of the female students towards the participation of the volleyball practical sessions.

Table 8. Teacher's response based different measurements.

No	Items	Respondents	
1	Did you take any measurement to change attitude of female students towards volleyball?	Frequency	Percentage
A	Yes	2	16.7%
B	No	10	83.3%
	Total	12	100%
2	Do you think that additional practical classes could change and enhance female's participation in volleyball?	Frequency	Percentage
	Yes	8	66.7%
	No	1	8.3%
	May be	3	25%
	Total	12	100%
3	How far you motivate females to participate with their spare time?	Frequency	
	Always	2	16.7%
	Sometimes	6	50%
	Never	4	33.3%
	Total	12	100%

As indicated above table 8, items one, 16.7% of respondents replied that yes and the majorities of respondents 83.3% of them replied no. Which shows the PE teachers did not taken any

measurements in order to change the attitudes of the female students towards the volleyball practical classes of the some selected secondary schools of the Diga woreda.

As shown in above table 8, items two, 66.7% of the sampled population replied yes and 8.3% of them replied no and 25% of them replied that maybe. So according to the majorities the respondents additional practical classes of the volleyball is very essential for the female students of AGSS and ISS of Diga woreda in order to improve their participations.

As shown in the above table 8, items three, 50% of the respondents replied that sometimes, 16.7% of them said always and 33.3% of the respondents responded never. On the regard of this table more or less the Teachers' are somewhat tried to motivate female students to participate with their spare time it might a positive impact on the participation of volleyball with female students.

4. If your questions number 1 above table 8 , items one is no why?

- Due to the lack of the sport facilities and equipments in AGSS and ISS of Diga woreda.
- Family related factors.
- Environment related reasons.
- Lack of the attitudes female students towards the participation volleyball.
- It takes more time.

Table 9. Teacher's response on ways of creating chances and materials.

No	Items	Respondents	
		Frequency	Percentage
1	Does you providing equal chance for female and male students during physical education class?		
A	Yes	4	33.3%
B	No	8	66.7%
2	Does a school principal fulfill sport materials for PE department?		
	Yes	1	8.3%
	No	11	91.7%
	Total	12	100%

As shown above table 9, items one, 33.3% of the respondents replied that yes and 66.7% of the respondents replied that no. This implies that the PE teachers did not take equal chances from the female students, which was a negative impact for the participations of the female students in volleyball lesson.

As indicated above table 9, items two, 8.3% of the respondents replied that yes and 91.7% of respondents replied that no. This shows according to the majorities of the respondents the principals of AGSS and ISS of the Diga woreda did not fulfill the sport materials for the PE departments.

❖ **3. If your answer for question No. 1 in above table 9, items one is No, write the reason, why school principals do not fulfill sport material for PE department**

- ❖ Lack of the awareness of the school principals about the values of the sport.
- ❖ They think that PE subject as bones subjects.
- ❖ The attitudes of Principals towards the sport activities were poor.

4. What do you advise for female students those who do not participate in volleyball class?

- ❖ They should participate in the volleyball practices actively without fearing anybody.
- ❖ They should train regularly.
- ❖ Increasing their interests towards volleyball practical classes.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The study was to investigate the Major factors Affecting female students participating in teaching Volleyball, In case of some selected secondary schools of Diga woreda, Oromia Regional state. In this study, the following basic research questions were carried:

- 1.What were the major factors that affect female students' participation in teaching volleyball?
- 2.What was the major role of the teacher for effectiveness of female student's participation in volleyball lesson.
- 3.What was the attitude of female students towards volleyball?
- 4.What was done to improve female students' participation of Volley?

The study employed for both quantitative and qualitative research approach and it conducted in some selected secondary schools of Diga woreda of grade 9th and 10th female students. The 185 female Students by slovin's formula, In addition the researcher was taken two physical education teachers, two school principals by availability sampling techniques and ten knowledgeable staff teachers were selected by purposive sampling method. In this study, the researcher used both quantitative and qualitative analysis. By using quantitative analysis, the open-ended questionnaires would be analyzed with frequency and percentage in the form of tables. With the help of qualitative analysis all the data collected from questionnaires, interview and observation would be analyzed using words.

Based on the data analysis the following major findings were obtained.

- ❖ Most of the female students showed that the performance of the PE teachers' ability were low; the demonstration capacity was also implied them very weak.
- ❖ The school material, equipments for volleyball lesson has been also reflected by the PE teachers' as the problems for the low participation record in volleyball lesson.

- ❖ The PE teachers' and female students' relation with the view of students were also on somewhat a gap.
- ❖ To change the lack of interest and improve female student's participations they show their interest creating awareness and doing regularly, volleyball training.
- ❖ The feeling of the students concerning volleyball training can be shown as with almost as it causes injuries.
- ❖ The PE teachers' put themselves as poor measurement takers to change the students' attitude and motivate for enhancing female students' participate in the volleyball lesson.
- ❖ The period allotted for PE was seen as a problem for both students and PE teachers to give the teaching and learning process effectively in a volleyball lesson.
- ❖ The attitudes of female students towards participating in volley practical classes are low.
- ❖ When the subject teacher gives the lesson he was mostly appreciate and admire boys rather than girls.
- ❖ Majority of the teachers use tutorial class for all of the students. Even if it needs to be given also for females this could also not early shown in the school compound, except with other subject teachers.
- ❖ The main problems of female students' participation in teaching volley practical lessons were; economic related factors, the attitudes the female students, biological factor, family related factors, school related factors, teaching methodology, and so on.

5. 2. Conclusions

This topic deals about the conclusions of the study. Based on the result of the study, the majorities of female students were not participated in volleyball lesson due the following facts;-

- The ability of PE teachers to give the lesson, to demonstrate and communicate with girls was clearly poor.
- The school compound had no adequate material and facilities to give volleyball lesson properly that was a major problem for female students to participate in volleyball wisely.
- PE teachers did not used different teaching methods and mechanisms to motivate and improve female experience in teaching volleyball lesson.

- Female students taught that volleyball was requires dynamic activities like physical strength, agility, power, flexibility and etc, the students were so frightened the game that was because of injuries
- The attitude of female students, PE teachers' and families for participation of physical activity were less.
- The main factors that reduce or decrease the interests of female students during physical education period are cultural factor, past experience, biological factor, and lack of motivation, teaching methodology, physical and physiological factors. In addition to this discontinuous period, which means physical education class, is conduct one time a week, so it is difficult to improve their performance or skill either practical or theoretical. Not only these reasons physical education departments do not get any support from external bodies except the financial support receive from their respective schools budget, schools have no sufficient physical education teachers to teach physical education, organize and administer, female students.
- In order to overcome the problem the following the following possible solution were given by the school Principals and PE teachers'.
 - Increasing the practicing hours
 - The PE teachers must construct the volleyball court for the females.
 - Increasing the Physical Education credit hours per week.
 - The School Principals must buy the basic materials and equipments of volleyball for the students.

5.3. Recommendations

The researcher tried to gives some recommendation based on the ways of improving female students participating in teaching volleyball in the case of some selected secondary schools of Diga woreda.

- The School for the effectives of the lesson should provide the facilities of equipment that are used for volleyball practical classes.

- The students should be encouraged to participate and to perform a activities regularly in proper manner and given a chance of show what they are learning it helps to know their problems.
- The PE teacher should be a role model for their students and motivate female students to participate in volleyball by giving more time.
- The female Students should to be aware of the importance of physical activities and their procedures.
- The teacher should be able to create and enthusiastic enough to make this students to have confidence, courage and motivate to perform the activity.
- Students should be encouraged and oriented to avoid fear and lack of interest to perform the practices.
- The teacher also chooses an interested style of teaching methods based on their interests like competition between two groups.
- PE teachers will be prepares the volleyball court for the female students.
- Even concerning to the issue of low participation of female students discussion with the family of the students are highly recommended.
- As much as possible recommended the Oromia education bureau to add period per week for health and physical education.

Finally, I would like to suggest for other who are facing similar problem can also employ all the possible solution used in this project to cope with the problem they may face.

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APPENDICS

Appendix A

Questionnaire to be filled by female students.

The objective of the questionnaire is to gather information on female participation in teaching volleyball.

General Direction please put full information in the following parts.

Thank you in advance for your response

Part one. Write your own back ground information on the space provided

1. Name of the school _____

2. Grade _____

3. Age _____

4. Sex _____

5. Woreda _____ town _____ zone _____

Part two; Please circle what you choose from the given alternatives and fill the appropriate answers, if the questions require written responses.

1. Does your physical education teachers and female students have a good relationship?

A. Yes B. No

2. What do you think will be the main problems that female students have a low participation record in volleyball?

A. Culture B. Economy C. Attitude D. Family

3. Does your teacher used different kinds of teaching approach in training volleyball?

A. Yes B. No

4. Do you feel that volleyball training can cause injuries?
A. Yes B. No
5. Does the school have enough places to teach volleyball lesson?
A. Yes B. No
6. Does your teacher demonstrate well?
A. Yes B. No
7. Does the school have enough material to teach volleyball?
A. Adequate B. No sufficient C. Not at all
8. How far your teacher is allowed you to participate in volleyball lesson?
A. More B. Less C. Not at all
9. Does your teacher miss his class?
A. Always B. Sometimes C. Never
10. To change the lack of interest in females participation with volleyball, the teachers should
A. Educate the students about volleyball subject
B. Create awareness to students to participate in volleyball
11. To improve the female student participation, physical education Teachers should give the training
A. regularly B. Sometimes C. never
12. To improve the experience of female student participation they should play with
A. Boys B. alone C. In a group
13. Do you have enough balls in your practical session with volleyball lesson?
A. Yes B. No
14. How often you participate in volleyball lesson without being absent?
A. Always B. Sometimes C. Never
15. If your answer for question 14 is never why?
A. _____
B. _____
C. _____
D. _____

16. Have you interest to participate with boys during avolleyball period?

A) Yes B) No

17. If your answer for question No. 16 is “No”, write the factors that you hinder your interest to participate actively during volley ball practical class with boys?

A. _____

B. _____

C. _____

D. _____

Appendix B

Questionnaire filled by Teachers

The objective of this questionnaire is to collect data on female students participation in teaching volleyball.

General Direction please put full information in the following parts.

Thanks you in advance for your cooperation

For more information:

Email: mebrate2009@gmail.com

Phone: 0917248110

Part one. Please write your own back ground information in space provided

1. Name of the school _____
2. Sex _____
3. Age _____
4. Qualification A. diploma B. degree C. Masters
5. Work experience A.1-5 yrs B. 6-10yrs C.11-15 yrs

Part two: Please circle what you choose from the given alternative and fill the appropriate answers, if the questions require written responses.

1. Does the teacher face problems during the practical session in volleyball lesson?
A. Yes B. No
2. What do you think will be the main problems that female students have a low participation record in volleyball?
A. Culture B. Economy C.Attitude D.Family E. Biological factor
3. What do you think will be the teacher's ability?
A. Excellent B. Very good C. Good D. Poor

D. _____

11. How far you motivate females to participate with their spare time?

A. Always B. Sometimes C. Never

12. Does you providing equal chance for female and male students during physical education class?

A. Yes B.No

13. Does a school principal fulfill sport materials for PE classes?

A.Yes B. No

14. If your answer for question No. 13 is No, write the reason, why school principals do not fulfill sport material for PE classes?

15. What do you advise for female students those who do not participate in volleyball class?

Appendix C

Observation Check List filled by researchers

The objective of this observation check list is to get additional information on the studying area

No	Items	Yes	No
1	Does the teacher give equal opportunity for boys and girls during volleyball lesson?		
2	Does the teacher show the practical work well?		
3	Does the teacher use different material and teaching aid?		
4	Does the teacher give feedback for female students while they work?		
5	Does the teacher give correction at the right time?		
6	Does the teacher motivate female students?		
7	Does the teacher wear appropriate close?		
8	Does the playing field for volleyball are constructed?		
9	Does the teacher give more time for female students?		
10	Does the teacher use tutorial class only for female students? Too		
11	Do female students are interested to participate in volleyball session ?		

Appendix D

Interview for School principals and Physical Education Teachers.

The main purpose of this interview is to collect information regarding Major factors affecting female students participating in teaching Volleyball, in case of Arjo Gudetu and Ifa Secondary School of Digaworeda. Thus, your direct participation is essential and you are selected for the interview. So, you are kindly requested to provide information needed objectively and honestly. It is assured that the collected information will be kept confidential and used for research purpose only. Thank you!

Interview Questions

1. Do you believe that female students have good attitude for Volleyball class?

2. Do you believe that female students have equal participation with male students during Volleyball period?

3. To what extent female Students participate during Volleyball period?

4. What is your opinion on the participation of female Students during Volleyball period?

5. What do you suggest that the major factors affecting of female students participation volleyball lesson.

6. What do you suggest the possible solutions to minimize the factors?

APPENDIX E

Map of the Study Area



DIGA WOREDA

SOURCE: WWW.ETHIO MAPING. AGENCY, 2001 E.C