

**MAJOR FACTORS AFFECTING PARTICIPATION OF FEMALE  
STUDENTS IN LEARNING VOLLEYBALL IN CASE OF  
ARBEGNOCH SCHOOL, ARADA SUB- CITY,  
ADDIS ABABA.**

**MEd. THESIS**

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**Major Factors Affecting Participation of Female Students in Learning  
Volleyball in Case of Arbegnoch School, Arada Sub- City,  
Addis Ababa.**

**A Thesis Submitted to the Department of Sport Science Academy,  
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# HARAMAYA UNIVERSITY

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## **DEDICATION**

This thesis is dedicated to my wife W/r Rahel Assefa whom I pay tribute at every step in my life.

## STATEMENT OF THE AUTHOR

First, I declared this thesis is my genuine work and that all sources of materials used for the thesis have been dully acknowledged. This thesis has been submitted in fulfillment of the requirement for the Master of education in ‘teaching physical education’ at Haramaya University.

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## **BIOGRAPHICAL SKETCH**

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## ABBREVIATIONS AND ACRONYMS

<b>FIVB</b>	Federation International de Volleyball Association
<b>IOC</b>	International Olympic Committee
<b>PE</b>	Physical Education
<b>VB</b>	Volleyball
<b>YMCA</b>	Young Men's Christian Association

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# **Major Factors Affecting Participation of Female Students in Learning Volleyball in case of Arbegnoch School, Arada Sub- City, Addis Ababa.**

## **ABSTRACT**

*The purpose of the study was to investigate the major factors affecting the participation of female students in learning volleyball in case of Arbegnoch School, Arada sub- city, Addis Ababa city. Samples were taken from Arbegnoch school female students, from the total of 362 female students, 190 female students were selected by using Slovin's formula. To get supplementary information for the study area three/3/ subject teachers, and 2 school principals selected purposefully. The study was carried out with descriptive sampling method and both quantitative and qualitative approaches were used. Questionnaire, interview and observation check list was analyzed by using percentages, frequency and word. The major finding indicated that lack of adequate materials and facilities also affected the female students of participation. Physical education teachers' interactions with their students were not in the admiring level. Lack of interest and motivation had also seen as problems during the lessons. It was concluded that the participation of female students with volleyball lesson as subject matter were highly affected by the school with shortages of equipments and facilities, attitudes of female students and teachers. Therefore, based on the finding of the study, it is recommended to allow females students to participate in volleyball activities with the help of physical education teachers. It is recommended also that school facilities and materials should be fulfilled to enhance females' participation with volleyball in addition to help the community.*

**Key Words:** affecting, factors, female students, participation, volleyball

# 1. INTRODUCTION

## 1.1. Background of the Study

Arbegnoch school is located in the Arada Sub-city of Addis Ababa City administrated. Addis Ababa is the capital city of Ethiopia. There Arbegnoch school in this City which are established in this year (1934 E.C) by the help of mention for which is a nongovernmental organization in order to satisfy the community needs. Now days the number of students are increasing from time to time and many of the students are come from other schools. In every year in this school there has been taking place a very interesting some sort of sport competition with both sex in different sport like athletics, handball, football, basketball and volleyball. Among these females cannot participate with all types of ball games and they are totally out of the competitions with those types of games. But according to(<http://www.google.com/m/of-white+headandcorbin>), participating in many sports and physical activities can lead to feelings to autonomy, competence, and may produce joy, excitement, and other satisfying emotions. 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. It is best to have plenty of experience and knowledge about how to perform and teach different physical activities such as, running, basketball, hand ball etc. this may support by the idea, physical education is an educational 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 females in Arada sub-city, Woreda 04 especially in Arbegnoch school had less participation history in volleyball.

Among a various sports in the world, volleyball is one of the most popular sports in the world. Volleyball is a team game played by two teams which is a fast and very dynamic game. The game is one part of physical education program that can be performed by boys, girls, youngest, oldest to participate at different age levels.

In fact, the vast majority of studies on serving in volleyball have focused on the overhand serve (Ram & McCullagh, 2003; Temprado et al., 1997; Velentzas et al., 2010; Zetou et al., 2002; Zubiar, Oña, & Delgado, 1999).

On the other hand, the importance of the underhand serve for grassroots volleyball in schools and adapted volleyball receives much attention among national level coaches and international governing body materials (Dunphy & Wilde, 2000; FIVB, 2011; Neville, 1990; Selinger & Ackermann-Blount, 1986).

According to the FIVB, the underhand serve is a skill that represents the first action in the game and the first steps to learn how to play at any level. In fact, underhand serving (commonly known among coaches as chipping) is the most used skill by coaches' themselves in training, in warm-ups, in Minivolley, and in recreational situations (FIVB, 2011; Kessel, 2009; Rose & Schall, 1999; USA Volleyball, 2009). Yet due to specificity and time constraints, the underhand serve appears to have been discarded from the repertoire of volleyball teaching in many clubs, schools, and recreational centers (Kitsantas, A., 2002).

During the 2012 Olympic Games, players demonstrated great proficiency at serving. Overall, some of the top servers have reported that throughout their career they have experienced the underhand, overhead, and one kind of jump serving (Confederação Brasileira de Volleyball, 2012; FIVB, 2011). It has been reported that both expert and collegiate athletes have expressed higher anxiety in regard to serving because they have struggled earlier in their career either during practices or in critical moments of an important competition (Da Matta, 2004, FIVB, 2011; Neville, 1990). Nonetheless, being able to perform multiple types of serves was perceived as a competitive asset (Da Matta, 2004; FIVB, 2011). Additionally, Olympic gold medalists and world-champion coaches indicated that learning a variety of serving styles across one's career is beneficial because it allows players to be more versatile both technically and tactically (FIVB, 2011; Da Matta, 2004). They also suggested that using different muscle groups and moving joints differently would protect players from injury in the long run (Ferretti, 1989; Sparrow & Newell, 1998).

The women sports history reflects that the women participated in the modern Olympic from 1900 onward. They participated considerably in fewer events. Participate in sports especially in volleyball were a very big problems, even if during the pre-historic period.

Even if different authers, sport professionals and researchers stated about the participation of females students in learning volleyball benefits, but the participation of female students in teaching learning volleyball in our country is very weak, when it is compare to boys in this school.

So the presence of a participation of female students in teaching volleyball is attracted the researcher would carry out the study. And due to lack of enough investigation on the major factors affect participation of female students in Learning Volleyball in Arbegnoch School of Addis Ababa city.

## **1.2 Statement of the problem**

Students in Ethiopia have received several years of volleyball teaching. As it is described in the background section, volleyball is a team game played by two teams which is a fast and very dynamic game. The game is one part of Health and physical education program that can be performed by boys and girls at different age levels. Different researchers and concerned bodies show that major factor affecting participation of female students in teaching volleyball. Therefore, based on the above factors I agree that, and also the purpose of the study would be investigate, female student's participation in teaching volleyball and to major factor affecting the participation of female students in learning volleyball in case of Arbegnoch School, Arada Sub-City, Addis Ababa.

The study was designed to see major factors affecting participation of female students in teaching volleyball in case of Arbegnoch School. The researcher is interested to investigate the major factors affecting the participation of female students in volleyball.

Generally the study would be discussed with the following basic questions:

1. What are the major factors affecting the participation of female students toward Volleyball?
2. What are the attitudes of female students towards volleyball?
3. What should be done to improve the female students' participation in Volleyball?

### **1.3 Scope of the study**

This research would be comprehensive enough if it investigates major factors affects participation female students learning volleyball in case of Arbegnoch School, Arada Sub City, Addis Ababa. However, the constraint of time and finance will not allow this comprehensive investigator to be done. Therefore, research investigated on Arbegnoch School female's student, which represents the school different competitions and school court/field place. Because of this reasons the research focused and delimited on the major factors affects the participation of female students in learning volleyball in Arbegnoch School, Arada sub city, Addis Ababa city only.

### **1.4 Significance of the study**

The study planned to assess the major factors affecting the participation of female students in learning volleyball in case of Arbegnoch School, Arada sub-city, Addis Ababa. Therefore, the study helps to bring some empirical data about major factors affecting the participation of female students in learning volleyball in case of Arbegnoch school, Arada sub-city, Addis Ababa. With this connections, all the physical education teachers can be understand the status of female students in learning volleyball classes in the study area and the benefits of volleyball. And to enhance the participation of female's students and it may create awareness for teachers about volleyball game.

## **1.5 Objectives of the study**

### **1.5.1 General objective**

This study aimed to assess the major factors affecting the participation of female students in learning volleyball in case of Arbegnoch School, Arada sub-city, Addis Ababa.

### **1.5.2 Specific objective**

- The specific objectives for study were:
  - ❖ To assess the factors affecting female students towards participation in learning volleyball.
  - ❖ To know the possible mechanisms of enhancing the development of females students participation in learning volleyball.
  - ❖ To identify the challenges of develop interest of females students in learning volleyball.

## **2. REVIEW OF RELATED LITERATURE**

In this chapter would be discussed about review of related literature concerning on major factors affecting participation of female Students in teaching volleyball. The review literature starts in history of women sport, history of volleyball in the world, how volleyball is begin, history of women volleyball, nature and purpose of teaching volleyball, and major factors/problems/ of teaching volleyball.

### **2.1 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 20<sup>th</sup> century, a separate women's athletic event, the herea 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. (Da Matta G. *et al*, 2004).

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. But, women's' professional team sports achieved popularity for the first time in the 1990s, particularly in basketball and football. Participate in sports especially in volleyball were a very big problems, even if during the pre-historic period. (Velentzas K, *et al*, 2010).

## **2.2 History of Volleyball in the World**

Volleyball was a game designed as a recreation activity for businessmen. It was first invented in 1895 in Holyoke, Massachusetts. William G. Morgan, a YMCA 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. (Linenberger, Shawn October 5, 2005).

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. In 1910, volleyball officially landed in China, thanks to Max Exner and Howard Crokner. This same year, the Phillipines also got to know the new game, as it was imported by the YMCA director in Manila. At this point, there were almost 5,000 public and private courts established worldwide. 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. (Temprado, et al 1997).

## 2.3 How Volleyball Began

The sport of volleyball originated in the United States, and is now just beginning to achieve the type of popularity in the U.S. that it has received on a global basis, where it ranks behind only soccer among participation sports. ( Bartlett, & Peel, J. 1991).

In 1895, William G. Morgan, an instructor at the Young Men’s Christian Association (YMCA) in Holyoke, Mass., decided to blend elements of basketball, baseball, tennis, and handball to create a game for his classes of businessmen which would demand less physical contact than basketball. He created the game of Volleyball (at this time called mintonette). (Baacke, H., & Sawula, L. 1972).

Per Morgan, the game was fit for the gymnasium or exercise hall but, could also be played out door. The play consisted of any number of players keeping a ball in motion from one side to the other over a net raised 6 feet 6 inches above the floor. Play is started by a player on one side serving the ball over the net into the opponents’ field or court. The opponents then, without letting the ball strike the floor, return it, and it is in this way kept going back and forth until one side fails to return the ball or the ball hits the floor. The side serving the ball earns points when the opposite side either fails to return the ball or allows the ball to hit the floor. (Bean, Josh August 30, 2002).

During a demonstration game, someone remarked to Morgan that the players seemed to be volleying the ball back and forth over the net, and perhaps “volleyball” would be a more descriptive name for the sport. Rules of the game, established by Morgan:

**The game.** The game shall consist of nine innings

**Inning.** An inning shall consist of: when one person is playing on each side, one service each side; when two are playing on each side, two services each side; when three are playing each side, three services each side. The man serving continues to do so until out by failure of his side to return the ball. Each man shall serve in turn.

**Court.** The court or floor space shall be 25 feet wide and 50 feet long, divided into two square courts, 25 feet by 25 feet, by the net. Four feet from the net on either side or parallel with it shall be a line across the court, the dribbling line. The boundary lines must be plainly marked so as to be visible from all parts of the court. Note: The exact size of the court may be changed to suit the convenience of the place.

**Net.** The net shall be at least two feet wide and 27 feet long and shall be suspended from uprights placed at least one foot outside the side lines. The top of the net must be six feet six inches from the floor.

**Ball.** The ball shall be a rubber bladder covered with leather or canvas. It shall measure not less than 25 inches, nor more than 27 inches in circumference, and shall weigh not less than nine ounces nor more than twelve ounces.

**Server and Service.** The server shall stand with one foot on the back line. The ball must be batted with the hand. Two services or trials are allowed him to place the ball in the opponent's court. The server may serve into the opponent's court at any place. In a service, the ball must be batted at least 10 feet, no dribbling allowed. A service which would strike the net, but which is struck by another of the same side before striking the net, if it goes over into the opponent's court, is good, but if it should go outside, the server has no second trial.

**Scoring.** Each good service unreturned or ball in play unreturned by the side receiving counts one score for the side serving. A side only scores when serving, as a failure to return, counting for the opposite side. The ball hitting the net on the first service shall be called dead, and counts as a trial.

**Net Ball.** A play, which hits the net, aside from the first service, is called a net ball, and is equivalent to a failure to return, counting for the opposite side. The ball hitting the net on first service shall be called dead, and counts as a trial.

**Line Ball.** A line ball is a ball that strikes the boundary line. It is equivalent to one out of court, and counts as such. (Cardinal, et al, 1989)

**Play and Players.** Any number of players may participate that is convenient to the place. Player should be able to cover about 10 by 10 feet. Should any player during play touch the net, it puts the ball out of play and counts against his side. Should any player catch or hold for an instant the ball, it is out of play and counts for the opposite side. Should the ball strike any object other than the floor and bound back into play, it is still in play. (Shondell, D.,Reynauld,C. 2002)

After reaching Japan and Asia through the YMCA network by 1896, a specially designed ball came to be by 1900, and over the next 20 years, rules were set into place. The Philippines created the “set” and “spike” in 1916 and six-a-side play was the standard two years later. By 1920, the rules mandating three hits per side and back-row attacks were instituted. Rules changes for the 2002 season”. NCAA women’s volleyball Rules committee 2008, at the Wayback Machine. 261-275. Age. Retrieved on Dec 21, 2012, Japan, Russia and the United States each started national volleyball associations during the 1920s. And when U.S. soldiers brought the game overseas during World War II, the sport spread through the rest of Europe like wildfire. Shortly after, France recognized the sport nationally as well. The International Olympic Committee (IOC) made the game a non-Olympic sport in 1949 and the first World Championships for men were held in that same year. The women’s first world-level competition came three years later. (Gabbert, et al, 2007)

The Russians would dominate the sport until the mid-1980s with some challenge from Japan during the stint. The United States finally made their mark as the men’s team won back-to-back gold medals in Los Angeles (1984) and Seoul (1988). (Herbert, M. 2009).

With beach volleyball stealing some of the spotlight away from indoor, certain traditions was dropped for the Sydney Games. Replacing the previous system where only the serving team could earn one, a point will be at stake for every rally. In addition, another agile defender called a “libero,” who is free to substitute in back-row defense at almost every turn was added. (Pettit, et al. 2002-2008).

## 2.4 History of Women Volleyball

US women's team has cited several advantages to bikini uniforms, such as comfort while playing on sand during hot weather. Photo shows US national team players (Brooke Sweat (left) and Jennifer Fopma) in their uniforms. In 1999, the FIVB standardized beach volleyball uniforms, with the swimsuit becoming the required uniform both for men and women. This drew the ire of some athletes. According to FIVB rules, female beach volleyball players have the option of playing in shorts or a one-piece swimsuit. Most players, however, prefer the two-piece bikini. Volleyball tournament. Colorado Springs, CO:(2012).

Competitors such as Natalie Cook and Holly McPeak have confirmed the FIVB's claims that the uniforms are practical for a sport played on sand during the heat of summer, but British Olympian Denise Johns claimed that the regulation uniform is intended to be "sexy" and to draw attention. (Bean, Josh August 30, 2002).

During the 2004 Summer Olympic Games, a study was conducted on the camera angles during the beach volleyball games. Twenty percent of the camera angles were focused on the chest area and seventeen percent of the angles were focused on the buttock area. The study concludes that this implies the look of the players is having a greater impact on fans than their actual athleticism. According to (Wise, M. 1999). Some conservative cultures have expressed moral objections to the swimsuit as a uniform. At the 2007 South Pacific Games, rules were adjusted to require less revealing shorts and cropped sports tops. At the 2006 Asian Games, only one Muslim country fielded a team in the woman's competition, amid concerns the uniform was inappropriate.

In early 2012, the International Volleyball Federation announced it would allow shorts (maximum length 3 cm (1.2 in) above the knee) and sleeved tops at the London 2012 Olympics. The federation spokesman said that "many of these countries have religious and cultural requirements so the uniform needed to be more flexible" And in fact, the weather was so cold for the evening games at London 2012 that the players sometimes had to wear shirts and leggings. ( Sawula, L. 1992).

## 2.5 Woman's and Participation in Olympic Game

Since 1996, both men's and women's events count twelve participant nations. Each of the five continental volleyball confederations has at least one affiliated national federation involved in the Olympic Games. (Federation International de Volleyball.2012). The U.S.S.R. won men's gold in both 1964 and 1968. After taking bronze in 1964 and silver in 1968, Japan finally won the gold for men's volleyball in 1972. Women's gold went to Japan in 1964 and again in 1976. That year, the introduction of a new offensive skill, the backrow attack, allowed Poland to win the men's competition over the Soviets in a very tight five-set match. Since the strongest teams in men's volleyball at the time belonged to the Eastern Bloc, the American-led boycott of the 1980 Summer Olympics did not have as great an effect on these events as it had on the women's. The U.S.S.R. collected their third Olympic Gold Medal in men's volleyball with a 3–1 victory over Bulgaria (the Soviet women won that year as well, their third gold as well). With the U.S.S.R. boycotting the 1984 Olympic Games in Los Angeles, the U.S. was able to sweep Brazil in the finals to win the men's gold medal. Italy won its first medal (bronze in the men's competition) in 1984, foreshadowing a rise in prominence for their volleyball teams. The 1984 women's tournament was also won by a rising force, China. (French, et al. 1991).

At the 1988 Games, Karch Kiraly and Steve Timmons led the U.S. men's team to a second straight gold medal, and the Soviets won the fourth gold in the women's tournament. In 1992, underrated Brazil upset favourites C.I.S., Netherlands, and Italy in the men's competition for the country's first volleyball Olympic gold medal. Runner-up Netherlands, men's silver medalist in 1992, came back under team leaders Ron Zwerver and Loaf van der Meulen in the 1996 Games for a five-set win over Italy. A men's bronze medalist in 1996, Serbia and Montenegro (playing in 1996 and 2000 as the Federal Republic of Yugoslavia) beat Russia in the gold medal match in 2000, winning their first gold medal ever. In all three games the strong Cuban female team led by Regla Torres and Mireya Luis won the Gold medal. (Selinger, A., & Ackermann-Blount, J. in1986).

In 2004, Brazil won its second men's volleyball gold medal beating Italy in the finals, while China beat Russia for its second women's title. In the 2008 Games, the United States beat Brazil in the men's volleyball final. Brazil was runner-up again at the 2012 Summer Olympics, this time losing to Russia after losing two match points in the third set. In both games Brazil's women team beat the United States for the gold medal. (Zubiar M., et al, 1999).

## **2.6 Nature and Purpose of Volleyball**

The object, or purpose, of volleyball is to hit the ball over the net in such a way that it either lands inside the opponent's boundary or bounces off a blocker and hits the floor anywhere but inside your side's boundary. Points are scored according to this type of play. We'll talk more about this in a bit. (Rhoads M. 2012).

Speaking more broadly, there are many purposes to volleyball. These include promoting physical fitness, encouraging teamwork and group coordination, and even injecting joy into people's lives. Because, as Debbie's friends often tell her, volleyball is a fun social pastime.

Nature of Volleyball is several different competitive versions of volleyball, each having slightly different rules. However, there are some characteristics that all versions of volleyball have in common. (Zetou, et al, 2002).

All versions have the dual objective of causing the ball to land in your opponent's court while preventing it from landing in your own.

Every version is considered a team sport, which requires coordinating and communicating with teammates to reach common objectives.

Each team is allowed a limited number of touches on the ball before it have to go over the net.

No matter which version you play, these rules are the same. Think of the word volley, which means to hit or touch the ball before it strikes the ground. (Dunphy, M., & Wilde, R. 2000). Volleyball is just that; stopping the ball from hitting the ground on your side of the net and trying to get it to hit the ground on your opponent's side.

Though there are several different types of volleyball to be played, including sand, court, two-on-two or six-on-six, the game follows the same basic flow. The court consists of a large rectangle, usually 60x30 feet, with a net in the middle, resulting in two sides that are 30x30 feet. The net generally sits between seven and eight feet above the ground. Team members stand on their side of the court in either offensive positions, which means they try to hit the ball to the other side, or defensive positions, attempting to keep the ball from hitting the ground on their own side.( Kraus, Hillary August 25, 2001) and Wise, M. 2009).

Play begins when the referee signals for the ball to be served, which a player from one team does from the baseline, the line furthest from the net. Once the ball is served over the net, the receiving team then has a total of three hits, or touches, to get the ball back to the other side. A player is not allowed to hit the ball twice in a row. There are also differing rules about acceptable kinds of touches depending on the league or type of volleyball being played. (Dunphy, M., & Wilde, R. 2000).

## **2.7 History of Volleyball in Ethiopia**

The African volleyball club championship is due to take place here in Addis Ababa, the Ethiopian volleyball federation announced this week. Ethiopia was selected to host this competition by the African volleyball confederation. Volleyball sporting was launched in 1975 and its current total number of clubs is 7(seven) i.e. 4(four) men's and 3(three) women's clubs.

### **Women's clubs:**

1. Ethiopian Aquatic sport club
2. Prison sport club
3. Federal sport club

**Men's clubs:**

1. Addis Ababa police
2. Federal police
3. Mugger cement
4. Defense

The Minister of Youth and sport in Ethiopia and Dr. Tesfay Asgedom, president of Ethiopian volleyball Federation. It was also reported on local television and in local press.

The objectives in conducting these courses are:

- To train national and international referees.
- To improve and update referees' knowledge and competence of volleyball and beach volleyball rules, according to the most recent trends of volleyball and beach volleyball in Addis Ababa. (According To [www.ethiosport.com](http://www.ethiosport.com), [www.aasc.gov.et](http://www.aasc.gov.et))

## **2.8 Major Factors Females Teaching Volleyball**

According to (Dissertation. University of South Carolina. In 2008 SC Doctoral dissertation. University of Northern Colorado, Greeley, CO.) Teaching 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 are mentioned in volleyball positively for the effective teaching learning process task to be accomplished. 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 women'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. So 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. handball and volleyball) 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.

### **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. So 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. PE teacher's attitude is the basic ground to act in a positive or negative way towards the participation of female students in volleyball. They are very responsible in giving a good lesson for their students in the school. This is supported by (Cooper 1986), that he suggested teacher's attitude towards students in every important aspects in helping to improve the development of their participation level.

### **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 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.

### **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, house hold 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.

### **Factors related to socio culture**

The socio cultural 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 (Pennycuick, 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 hand 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.

### **3. MATERIALS AND METHODS**

In this section the researcher discussed about the description of the study area source of data, research design, subjective of the study, methods of collection data, sampling methods/techniques/, data collect procedure, methods of data analysis and ethical issues.

#### **3.1 Description of the Study Area**

The study conducted for at government school called Arbegnoch, which is located in Addis Ababa City administration, Arada Sub City worda 4. Addis Ababa is the capital city of Ethiopia and one of the largest cities in the continent, Based on figures published by the Central Statistical Agency in 2007E.C, with the population of about 4 million people. In located  $9^{\circ}0'19.4436''$  N latitude and  $38^{\circ}45'48.9996''$  E longitude and it is situated at elevation 2356 meters above sea level, or that is equal to 7,730 feet. The School is found around Arada/Piassa/ Georges Church. Arbegnoch School is bounded by Gutter building from north, Ras Desta Hospital from West, Piassa Georges from South and North international Hotel from East. In this Arbegnoch School was established in 1934 Ethiopian Calendar (E.C). It is one of the oldest Schools in Addis Ababa City Administration, not only Addis Ababa in Ethiopia. The study area map is determined in page 62.

#### **3.2 Research Design**

This study was conducted to assess descriptive survey design method interims of both quantitative and qualitative to analyze data need from the study data collection method and analysis procedures which are critical to the method was used for this study, data was collected from questionnaires, interview and observation.

### **3.3 Sources of data**

The investigator used both primary and secondary source of data collecting techniques. In order to collect information to primary source data was collected through female students, physical education teachers and school principals is primary data by used questionnaires, interview, and observation. Were as Secondary source of data was conducted by collecting information from published written materials like books, documents, journals and web service or electronic stored information.

#### **3.3.1 Pilot Study**

Pilot test of the questionnaire was made to check the reliability of the questionnaire on randomly selected secondary school students from Arbegnoch School which were excluded from the current study. Accordingly, the pilot test was conducted on 20 female students and the Cronbach alpha reliability coefficient of the pilot study was 0.89. This show the items were valid on reliable. Based on their valuable comments and suggestions necessary adjustments were made as far as the clarity of language, ideas and contents of questionnaires concerned.

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

The Subject of this study used were female students, physical education teachers and principal of school for Arbegnoch School. The total population is 362 female students, subject of study 190 students, 3 physical education teachers and 2 school principals.

### **3.5 Sampling Size and Sampling Techniques**

Arbegnoch School consists of 774 students in 2010 academic year. Among these students 362 were Females. The researcher was selected 190 female students as a sample by using systematic random sample techniques. The investigators were used interview for three physical education teachers and two school principals.

The total population is 362 female students. Based on this the sample size is calculated as follows:

### Slovin's Formula

$$n = \frac{N}{1 + Ne^2}$$

Where: n is the sample size

N is the population size

e is the margin of error (where the margin of error is 5%)

$$n = 362 / 1 + 362(0.05)^2$$

$$n = 362 / 1 + 362(0.0025)$$

$$n = 362 / 1.905 = \underline{190}$$

**Source:** According to <https://www.google.com/search?> So the representative sample size that was selected from the population is 190 female students

### 3.6 Methods of data collection

Different types of questionnaires were prepared. Open ended questionnaire and closed ended questionnaires was prepared for participants. In depth interviews would be carried out. Physical education teachers and school principals were interviewed about their personal experiences in at their home and the ways they perceive the volleyball. Field observation was undertaken to collected the data. The interviews were prepared for the school principals.

### **3.6.1 Questionnaire**

Questionnaires were used as a major instrument to collect information from the data sources of the study. It was selected because questionnaire is an appropriate instrument to collect information about conditions from relatively large sample studies. Both open and close ended items were prepared and distributed to gather relevant data. The questionnaire items were prepared in English language. To make necessary corrections and maintain the validity and reliability of the questionnaire, the drafted questionnaire was pilot tested before the final data collection was conducted. The draft questionnaire was distributed to 20 female students. The reliability test was done using Cronbach Alpha. As the result reliability coefficient obtained was  $r=0.89$ .

Based on the pilot study, some comments were included. Moreover, some improvement had been made to enhance the clarity of the statements.

### **3.6.2 Interview**

Interview was another instrument used together information from Arbegnoch School principals, physical education teacher. In addition to questionnaire, interview was administered, to three physical education teacher and two school principals in Arbegnoch School. The main reasons that the researcher wants to consider respondents for female student's participation rather than male student's participation with volleyball game.

### **3.6.3 Observation**

The validity of school facilities and materials such as court/field/, ball , volleyball equipments were observed by using check list in order to make sure the validity and reliability of the data in the research.

### **3.7 Data Collection Procedure**

The data collections were through questionnaire distribute for the female students and the physical education teachers. The sequences of data collection are look like the following.

The researcher used three data-collecting instruments (questionnaire, interview, and observation check list). In the first section of the questionnaire, personal information regarding participant was taken by the researcher such as age, sex, category, and the awareness about the instruction. In the second section of the questionnaire, the researcher assessed the awareness and attitude of the school female students towards major factors affecting the participation of female students in teaching volleyball practical class as well as theoretical class in the study area.

The main data-gathering instrument was questionnaire. This was because it helped to secure relevant information on options and attitudes from respondents. Questionnaire was used to assess major factors affecting the Participation of Female students in volleyball Practical class and as well as theoretical class in Arbegnoch School. Three Physical Education teacher, three female students and two school principal's semi-structural interview was used which contains five items. Similarly, the data of observation check list was collected using the observation check list direction and selected the respondents

### **3.8 Methods of Data Analysis**

This data was analyzed to represent the pattern (model) of the participation of females in volleyball. Data obtained from both open and close ended questionnaires, data from interviews as observation check list was recorded. The data shall be analyzed using descriptive types of data analysis would be applied by SPSS version 16 interms of percentage and frequency.

### **3.9 Ethical Issues**

The main purpose of this study was to identify the major factor affects participation of female students in volleyball in case of Arbegnoch School. The questionnaire filled by individuals who were concerned this study. The study deals with ethical issues related to the investigation. It can make confidentiality of information that was given by the participants. Therefore, the study was conducted at all actions based on the university rules, code of conduct and policies concerning to the research ethics.

## **4. RESULTS AND DISCUSSIONS**

This section deals with the presentation, interpretation and analysis the major finding of the study. The purpose of the study was to assess the major factors affecting the participation of female students in learning volleyball in case of Arbegnoch School, Arada sub-city, Addis Ababa. To achieve the purpose of 190 female student's participants and 3 physical education teachers and 2 school principals were selected as a study samples. The data instrument was questionnaire, interview and observation check list. The data were analyzed through descriptive types of data analysis would be applied by using frequency and percentage. The results for each instrument are discussed below. Quantitative data was collected and analyzed on demographic and social characteristics of survey respondents. Respondents were asked about their sex, age, experiences, marital status and educational background.

### **4.1 Demographic Characteristics of the Respondents**

The following table 1, general backgrounds of the respondents is important to know about the demographic characteristics of the respondents is specifically sex, age, experience in teaching and educational levels were asked to indicate the background information through questionnaire and during the interview. Sex referred to being male or female according to the masculinity or femininity of respondents. The collected result showed that 3(1.54%) of respondents were male and 192(98.5%) respondents were female. Age is defined as the number of years that the respondents have lived starting from birth until now. Based on the result identified 152 (83.2%) of the respondents were in below 18 years age groups, 38(16.8%) were in 18-28 years age groups, 4 (2.1%) were in 29-40 age group and none of the respondents were above 40 years of age. The educational background of the participants was as follows: the data also showed as none of the respondents their Diploma, 3(60%) received their Degree in PE teachers and 1(20%) PE teacher got his Master's Degree and 1(20%) in School principals is Masters degree. Depending on the result of education background, it can be concluded that the highest number of participants in the study area were educated and mature enough to talk and discuss about factors affect the participation of female students in teaching

volleyball. Concerning marital status, 12(6.2%) of the respondents were married, and 183 (93.8%) were single/unmarried.

**Table 1: Background information of respondents**

No	Items	Students N=190		Teachers N=3		Principals N=2	
		F	%	F	%	F	%
<b>1.</b>	<b>Gender</b>						
	1. Males	-	0%	1	33.3%	2	100%
	2. Females	190	100%	2	66.7%	-	0%
<b>2.</b>	<b>Age</b>						
	1. Below 18	152	83.2%	-	-	-	-
	2. 18-28	38	16.8%	-	-	-	-
	3. 29-40	-	-	3	100%	1	50%
	4. Above 40	-	-	-	-	1	50%
<b>3.</b>	<b>Experience in teaching</b>						
	1. 1-5 years	-	-	-	-	-	-
	2. 6-10 years	-	-	2	66.7%	-	-
	3. 11-15 years	-	-	1	33.3%	1	50%
	4. Above 15 years	-	-	-	-	1	50%
<b>4.</b>	<b>Level of educations</b>						
	1. Diploma	-	-	-	-	-	-
	2. Degree	-	-	2	66.7%	1	50%
	3. Master and above	-	-	1	33.3%	1	50%
<b>5.</b>	<b>Marital status</b>						
	1. Married	7	3.7%	3	100%	2	100%
	2. Single	183	96.3%	-	-	-	-
	3. Divorced	-	-	-	-	-	-
	4. Widowed	-	-	-	-	-	-

*F= Frequency, %=Percentile*

**Table 2: Participation of females' students**

No.	Items	Responses	F	%	X <sup>2</sup>	P
		Yes	12	6.3%		
1.	Do you participate in volleyball at your home?	No	178	93.7%	145.032	.000
		Total	190	100%		

*F = frequency, % = Percentile, X<sup>2</sup> = Chi – Square, P = significance difference*

The above table shows that 12 (6.3%) of the total sample population responded they are participating in volleyball game at their home, but most of female students 178 (93.7%) of the total sample population responded that they are not participating in volleyball at their home. The chi- square test with  $p = 0.000$  illustrates that females have less participation in volleyball game in Arbegnoch School of Arada Sub City Addis Ababa.

**Table 3. Interest of the females' students**

No.	Items	Responses	F	%	X <sup>2</sup>	P
2.	Do you have the interest to participate in volleyball game	Yes	25	13.2%		
		No	165	86.8%	103.158	.000
		Total	190	100%		

*F = frequency, % = Percentile, X<sup>2</sup> = Chi – Square, P = significance difference*

This table shows that 25(13.2%) of the female students responded that they are interested to play volleyball but the remaining 165 (86.8%) female students are not interested to play volleyball game. The Chi – Square ( $x^2$ ) result 103.158 with  $P = 0.000$  showed that female students of Arbegnoch. Therefore, according to the respondents lack of interest is a significant major factor for low participation of female students.

**Table: 4 Interest of the females' students for volleyball game.**

No.	Items	Responses	F	%	X <sup>2</sup>	P
3.	If you say no why?	A. I have no time	158	83.1%	218.442	.000
		B. I don't like	30	15.8%		
		C. I fear the person	2	1.1%		
		Total	190	100%		

*F = frequency, % = Percentile, X<sup>2</sup> = Chi – Square, P = significance difference*

The above table indicated that 158(83.1%) of students replied that there are not always playing volleyball because of she had no time for females, 30(15.8%) of the respondents respond that I don't like playing volleyball game is to participate females and 2 (1.1%) of female students respond that I fear the person to playing volleyball game for female students participate. The Chi – Square ( $x^2$ ) result 218.442 with P = 0.000 show there is significant differences between respondents. According to this table most of the female students are not enough time for playing volleyball game.

**Table: 5 Teachers Performance**

No.	Items	Responses	F	%	X <sup>2</sup>	P
4	To what extent is the performance of your teacher during teaching volleyball?	A. high	-	-	123.453	.000
		B. good	6	3.2%		
		C. medium	54	28.4%		
		D. Poor	130	68.4%		
		Total	190	100%		

*F = frequency, % = Percentile, X<sup>2</sup> = Chi – Square, P = significance difference*

As the above table shows 0 (0% )of female student's show that the teacher's performance is high for participation in volleyball lesson, 54(28.4%) of them respond for female students the teachers were, medium 6(3.2%) of female students reflect on good performance teaching volleyball game and the rest 130(68.4%) of the respondent shows that poor performance towards physical education teachers' participation in volleyball lesson. The Chi – Square ( $\chi^2$ ) result 123.453 with  $P = 0.000$  show there is significant differences between respondents

**Table: 6 physical education teachers and female students' relation.**

No.	Items	Responses	F	%	$\chi^2$	P
5.	Do your physical education teachers and female students have a good relationship?	A. Yes	21	11.1%	115.284	.000
		B. No	169	88.9%		
		Total	190	100%		

*F = frequency, % = Percentile,  $\chi^2 = Chi - Square, P = significance difference$*

This table indicated that 169(88.9%) of the students responded as there are not good relationship between physical education teachers and female's students, but 21(11.1%) of them replied there is good relationship. The Chi – Square ( $\chi^2$ ) result 115.284 with  $P = 0.000$  show there is significant differences between respondents. Therefore, according to the respondents there had been most problems regarding to the interaction of females students with their teachers. And also some of those teachers and female students are positive interaction.

**Table: 7 physical education teachers teaching skills**

No.	Items	Responses	F	%	$X^2$	P
		A. always	0	0%		
6.	Does your teacher attain as good during teaching volleyball?	B. Sometimes	9	4.7%	155.705	.000
		C. Never	181	95.3%		
		Total	190	100%		

*F = frequency, % = Percentile,  $X^2 = Chi - Square, P = significance difference$*

According to the above table no one students responded that teachers attained have a good teaching volleyball always, 9(4.7%) of them responded that the teachers attained as sometimes good teaching learning of volleyball, and the rest 181(95.3%) of female students response that their teacher attain as never good teaching learning for volleyball. The Chi – Square ( $x^2$ ) result 155.705 with P = 0.000 show that most of the students concluded that their teacher teaching was never good teaching learning for volleyball that may cause participation in the lesson volleyball for female students.

**Table: 8 teaching techniques**

No.	Items	Responses	F	%	X <sup>2</sup>	P
	Does your teacher use	A. Adequate	47	24.7%		
7.	different techniques of teaching volleyball to female students as male students?	B. No sufficient	118	62.1%	74.600	.000
		C. None	25	13.2%		
		<b>Total</b>	<b>190</b>	<b>100%</b>		

*F = frequency, % = Percentile, X<sup>2</sup> = Chi – Square, P = significance difference*

As the above table shows that 47(24.7%) of the respondents are said to be there are adequate materials in the school and 118(62.1%) of the students responded that there are no sufficient materials at all which can be useful to teach volleyball and the rest 25(13.2%) of them judge the school has enough material for volleyball lesson. The Chi – Square (x<sup>2</sup>) result 74.600 with P = 0.000 show there conclude that most of the respondents put the school compound have a shortage of material for volleyball game and try to applied different teaching techniques.

**Table: 9 Major factors affecting participation of female students in volleyball**

No.	Items	Responses	F	%	X <sup>2</sup>	P
8.	What do you think will be the major factor affecting the participation of female students in teaching towards volleyball?	A. School	95	50%	122.263	.000
		B. Economy	32	16.8%		
		C. Family	35	18.4%		
		D. Teacher	4	2.2%		
		E. Socio- Culture	24	12.6%		
		Total	190	100%		

*F = frequency, % = Percentile, X<sup>2</sup> = Chi – Square, P = significance difference*

As shown in the above table 95(50%) of the female students respond that School were major factors affecting participation and also the number of the sample population which is 33(16.8%) of female students respond that economy, 35(18.4%) of students respond that family and 2(2.2%) of the respondents respond that students and also 24(12.6%) of the female students respondents responds socio-culture. The Chi – Square (x<sup>2</sup>) result 122.263 with P = 0.000 show there we concluded that School are the major factors and problems for the female student participation in teaching learning volleyball in Arbegnoch School.

**Table: 10 Volleyball balls.**

No.	Items	Responses	F	%	X <sup>2</sup>	P
9.	Do you have enough balls in practical classes with volleyball?	A. Yes	21	11.1%	115.284	.000
		B. No	169	88.9%		
		Total	190	100%		

*F = frequency, % = Percentile, X<sup>2</sup> = Chi – Square, P = significance difference*

The above table indicated that most of the respondents are 21(11.1%) of the sample population replied that, there is enough balls to teach volleyball but the rest 169(88.9%) of them responded that there is no enough balls to teach volleyball. The Chi – Square ( $x^2$ ) result 115.284 with P = 0.000. This indicated that because of the school had no enough balls to teach volleyball, so female students were far from participating with volleyball in any time they want.

**Table: 11 school place/playing area/.**

No.	Items	Responses	F	%	X <sup>2</sup>	P
10.	Does the school have enough places to practice volleyball?	A. Yes	12	6.3%	145.032	.000
		B. No	178	93.7%		
		Total	190	100%		

*F = frequency, % = Percentile, X<sup>2</sup> = Chi – Square, P = significance difference*

This table shows that most of the respondents are 12( 6.3% )of the sample population replied that, there is enough place to teach volleyball but the rest 178(93.7%) of them responded that there is no enough place to teach volleyball. The Chi – Square ( $x^2$ ) result 145.032 with  $P = 0.000$  show there 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.

**Table: 12 how often you participate in volleyball lesson**

No.	Items	Responses	F	%	$X^2$	P
11.	How often you participate	A. Always	3	1.6%	117.547	.000
	in volleyball lesson	B.Sometime	62	32.6%		
	Without being absent?	C. Never	125	65.8%		
		Total	190	100%		

*F = frequency, % = Percentile,  $X^2$  = Chi – Square, P = significance difference*

According to the above table most of the students which 3(1.6%) responded that, students have always participated in teaching volleyball, 62(32.6%) of them respond as sometimes participated in teaching learning of volleyball without absents, and the rest 125(65.8%) of female students response that their female students never participated in teaching learning for volleyball. The Chi – Square ( $x^2$ ) result 115.284 with  $P = 0.000$ . We can say that most of the students concluded that their female students teaching volleyball was never participated, that may cause participation in the lesson volleyball for female students.

**Table: 13 participate in volleyball lesson**

No	Items	Responses	F	%	X <sup>2</sup>	P
12.	Does the lesson give n by the teacher is sui table to participate in the game for you?	A. Yes	3	1.6%		
		B. No	125	65.8%	117.547	.000
		C. sometimes	62	32.6%		
		Total	190	100%		

*F = frequency, % = Percentile, X<sup>2</sup> = Chi – Square, P = significance difference*

As shown in the above table 3(1.6%) of the respondent responds that the teacher is suitable to participate with volleyball game for females students, 125(65.8%) of the respondents responded that the teachers is No suitable to participated game and 62(32.6%) of the respondents responses that the teachers is sometimes suitable to participate in volleyball game for female students. The Chi – Square ( $x^2$ ) result 115.284 with P = 0.000. Most of the female students concluded that the teachers are No suitable to participate volleyball game.

**Table: 14 improve female's participations.**

No	Items	Responses	F	%	X <sup>2</sup>	P
13.	To improve the experience of female student's participation they should play with?	A. Boys	29	15.3%	169.568	.000
		B. Alone	14	7.3%		
		C.In group	147	77.4%		
		Total	190	100%		

*F = frequency, % = Percentile, X<sup>2</sup> = Chi – Square, P = significance difference*

As indicated in the above table 29(15.3%) of the sample respondents that to improve the experience of female students participation in boys, 14(7.3% ) of the respondents responds that the female students experience with alone participation, 147(77.4%) of the respondents responds that the experience of female students were into group participation. The Chi – Square ( $x^2$ ) result 169.568 with P = 0.000. So this showed that doing into group make to improve the experience of female student's participation of volleyball for female students in Arbegnoch School, Arada sub-city.

**Table: 15 lack of interest**

No.	Items	Responses	F		$X^2$	P
			F	%		
14.	To change the lack of interest in female student's participation with volleyball the teachers should:	A. Educate the students about volleyball course.	15	7.9%	134.737	.000
		B. Create awareness to students to participate in volleyball.	175	92.1%		
		Total	190	100%		

*F = frequency, % = Percentile,  $X^2 = Chi - Square, P = significance difference$*

As shown in the above table 15(7.9%) of the respondent replied that, to change the lack of interest in females participation with volleyball, teachers should educate the students about volleyball subject but most of the respondent responded, which are 175(92.1%) of the sample population, teachers should create awareness for female students to participate in volleyball in order to change the lack of female students for the lesson. The Chi – Square ( $x^2$ ) result 115.284 with  $P = 0.000$  show as follow.

## 4.2 Interpretation and Analysis of Teachers Response to the Closed Ended Questionnaire

**Table: 16 attitude teachers towards female's participation.**

No.	Items	Responses	Respondents	
			Frequency	Percentage
1.	What is your attitude towards female student's participation in volleyball learning?	A. Excellent	-	-
		B. Very good	-	-
		C. Good	1	20%
		D. Poor	4	80%
		Total	5	100%

As the above table shows that no one teachers responded that show teachers reflect excellent attitude and very good attitude for female students' participation in volleyball lesson, 1(20%) of them respondents responded that good and the rest 4(80%) of the respondent shows that poor attitude towards female students' participation in volleyball lesson. As we concluded that the attitude of female students towards volleyball participation are poor.

**Table: 17 encourage for female students**

No.	Items	Responses	Respondents	
			Frequency	Percentage
2.	How often you encourage female students towards volleyball?	A. Always	1	20%
		B. Sometimes	4	80%
		C. Never	-	-
		Total	5	100%

The above table indicated that 1(20%) of the teachers respondents responds that always encourage female students and 4(80%) of them also encourage sometimes but none of them responds to never. So it implied that teachers sometime they are encouraging female students for volleyball lesson.

**Table: 18 student's motivation**

No	Items	Responses	Respondents	
			Frequency	Percentage
3.	Did you agree that female's interest and motivation can be affected by their families, teachers, and friends?	A. Yes	4	80%
		B. No	1	20%
		Total	5	100%

As shown in the above table 80% of the teachers responded that yes and 20% of the respondents respond that said no. So it indicated that majority of the teachers agreed with that of interest and motivation of female student participation to volleyball can be affected by their families, teachers and friends.

**Table: 19 to change student's attitude towards volleyball**

No.	Items	Responses	Respondents	
			Frequency	Percentage
4.	Did you take any measurement to change attitude of female students towards volleyball?	A. Yes	4	80%
		B. No	1	20%
		Total	5	100%

The above table indicated that 80% of the teachers responded that yes they could take any measurement to change the attitude but 20% of them try to take no measurement to change the attitude of female students towards volleyball. This implies that even if few teachers took measure to change students it remains, to do by many teachers to implement that may affect the female participation towards volleyball.

**Table: 20 to change student's attitude towards volleyball**

No.	Items	Responses	Respondents	
			Frequency	Percentage
5.	Did you take any measurement to change attitude of female students towards volleyball? If yes why?	A. Because to increase the participation of females volleyball.	1	20%
		B. Because to makes females more competitive like boys	4	80%
		Total	5	100%

The above table shows that 80% of the teachers responded to make girls more competent like boys and 20% of them responded to increase the overall all volleyball participation. It implies that some teachers are taking measurements to change the attitude of female students towards volleyball to increase the overall volleyball participation and to make girls more competitive

**Table: 21 to change student's attitude towards volleyball**

No.	Items	Responses	Respondents	
			Frequency	Percentage
6	For what factors students attain as good during learning volleyball?	A. It takes more time	-	-
		B. There is no enough places	4	80%
		C. Because of material	1	20%
		Total	5	100%

As indicated in the above table 20% of the teachers responded it is because of material, 80% of the teachers responded that there is no enough place and none of them respond it takes more time and to take any measurement in order to change female students attitude towards volleyball participation

#### **4.2 Interpretation and Analysis of Data Obtained From Teacher and Female Student with Observation Checklist**

1. Does the teacher use different material and teaching aid?

- ❖ During the observation time most of the teachers were not used additional materials as long as the subject teacher meet her students always she used nothing except whistle and some balls.

2. Do female students are interested to participate in volleyball lesson?

- ❖ It is not easily observable to understand female interest but sometimes females when they are coming to the field of play they delayed and also ask permission to not participate in the exercise.

3. Does the teacher motivate female students?

- ❖ Some teachers try to motivate during volleyball practices session for female students but the rest were not interested to motivate the students to participate.

4. Does the teacher wear appropriate close?

- ❖ Not all teachers wear appropriate close that is why some students also get into field with trouser careless.

5. Does the playing field for volleyball are well constructed?

- ❖ The school compound had a football field and basketball field of play but not volleyball field.

6. Does the teacher give feedback for female student s while they work?

- ❖ At the researcher observed sometimes teachers give feedback at the end of the practical class but majority of students who get such feedback were females.

7. Does the teacher show the practical work well?

- ❖ Volleyball teachers need to be as a role model but sometimes with the practical part it seems to be less. So this was the main problem for females that if they didn't get good demonstration they will be expelled through the class. So the researcher observed there were no good demonstration was taken by volleyball teachers.

8. Does the teacher use tutorial class only for female students?

- ❖ 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.

### **4.3 Results and Analysis of Interview**

The purpose of the study was to find out the major factors affecting the participation of female students in learning teaching volleyball in case of Arbegnoch secondary school. The researcher used interviews with physical education teachers and the school principals to get additional information of the study problem. Therefore, 3 physical education teachers and the 2 school principals were participated in interviews.

To this effect the researcher had been presented their ideas as follows; during the interviews of the school principals and physical education teachers with in the study area lots of issues were a raised, the main points had been that shortage of money to full filed equipment and material in the school, there had been a poor relationship for female students and teachers. They also reviewed that lack of cooperating with in concerned bodies, the interest of students and teachers for volleyball.

## 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### 5.1. Summary

The focus of this study was to major factors affecting the participation of female students in learning volleyball in case of Arbegnoch School. In addition, the study has tried to see the level of partnership with female students and volleyball teachers. It was a survey study. The target population of this study consisted of Arbegnoch school female students, physical education teachers and school principals. Accordingly, the researcher selected 195 samples or study participants for this study. From 190 female students from Arbegnoch school was selected as a study sample and from 3 physical education teachers and 2 school principal's participants were included for the study. To conducts this study, quantitative and qualitative data were used. For quantitative data, the questionnaire was distributed to the 195 participants and of qualitative data Interviews was conducted with two school principals and three PE teachers. In addition, the researcher held the interview with two school principals, two volleyball teachers and voluntarily selected three female students out of 190 female participants. For this study descriptive analysis of frequency, percentage was used. This study finding of the study evidences gaps for female students in practical class participation. Regular volleyball activity is vital for female students'; however, there are differences in the barriers to participating in physical activity. The social, cultural, economic, school, teacher and other factors can be considered as major factors on the participation of female student's in volleyball practical class. The study findings also indicate absence of support as gap in addressing female student's issues in practical activities for volleyball. The result of the study showed that possible financial sources and budget administration has been given mostly by family members and school administration. The benefit that the female students are getting was recorded low. Regarding teaching methods of practical activity for female students in volleyball, mostly students respond poor approach of the teacher for the female students. Required resources like material and equipment also found very low in the school. The result clearly showed that there are many factors, which hinder the female student's participation in volleyball teaching practical and theoretical classes.

## 5.2 Conclusions

This chapter deals with conclusion of the study. Based on the result of the study, the majorities of female students were not participated in volleyball lesson due to many facts that is:

- The ability of volleyball teachers for volleyball to give the lesson, to demonstrate and to communicate with females students was clearly poor.
- The school compound had no adequate material and facilities to give volleyball lesson properly that was a major factor for female students to participate in volleyball wisely. And also Female students were affected by school, family, teacher and socio economic factors which hindered to participate freely in volleyball game.
- Volleyball teachers did not used different teaching methods and mechanisms to motivate and improve females experience in teaching volleyball lesson.
- The attitude of female students, teachers and parents for participation of volleyball activity were less.

### 5.3 Recommendations

Based on the findings the following recommendations were forwarded to solve the problem of the study:

- ❖ To increase female student's participation in volleyball lesson, the school should to prepare and have adequate material and facilities for volleyball lesson.
- ❖ Volleyball teachers should be a role model for their students and motivate female's students to participate in volleyball by giving more time.
- ❖ Female students should be aware of the importance of physical activities and their safety procedures.
- ❖ Different factors have a direct impact on female students' practical activities. These barriers must be addressed as part of any comprehensive volleyball strategy. The strategies must address these school, socio-economy, family and also barriers to greater physical activity.
- ❖ The community should have to encourage female students.

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## **7. APPENDICES**

## Appendix - A

### Questionnaire provided for female students

The objective of questionnaire is together information on major factor affecting participation of female students in teaching volleyball. So you will be kindly requesting politely to answer the following questions. Your response will be kept confidentially.

**N.B** please does not write your name.

“Thank you”

#### General Information

Sub City & Wereda \_\_\_\_\_ Name of the school \_\_\_\_\_

Age a) 14-16 b) 17-18 c) 19-20 d) above 20

**Direction:** please circle what you choose from the given alternative.

1. Do you participate in volleyball at your home?

A. yes B. no

2. Do you have the interest to participate in volleyball game

A .yes B. Some times

3. If you write no why?

A. I have no time B. Lack of interest C. Family pressure

4. The performance of your teacher during teaching volleyball lesson?

A. high B. good C. medium D. Poor



13. To improve the experience of female student's participation they should play with:

A. Boys

B. Alone

C. In group

14. Have you get economical support from your family to participate in volleyball game?

A. Yes

B. No

**Source: self made**

## Appendix- B

### Questionnaire provided for Teachers

The objective of this questionnaire is to collect data on female student's participation in volleyball during teaching theoretical as well as practical classes. So you are kindly requesting politely to answer the following questions. Your response will be kept confidentially.

**N.B** please does not write your name.

Thank you in advance for your cooperation.

### General Information

Wereda \_\_\_\_\_ Name of the school \_\_\_\_\_

Sex M\_\_\_\_ F \_\_\_\_\_ Age a) 20-25 b) 26-30 c) 31-40 d) above 40

5. Qualification \_\_\_\_\_ 6. Year of experiences \_\_\_\_\_

6. Average number of students in the class; a) 35-40 b) 41-50 c) 51-60 d) 61-70

7. Grade and section you teach \_\_\_\_\_

**Direction:** Please circle what you choose from the given alternative.

1. What is your attitude towards female student's participation in volleyball learning?

A. Excellent      B. Very good      C. Good      D. Poor

2. How often you encourage female students towards volleyball?

A. Always      B. Sometimes      C. Never

3. Did you agree that female's interest and motivation can be affected by their families, teachers, and friends?

A. Yes

B. No

4. Did you take any measurement to change attitude of female students towards volleyball?

A. Yes

B. No

5. Did you take any measurement to change attitude of female students towards volleyball? If yes why?

A. To increase the participation of females volleyball.

B. To makes females more competitive like boys

6. Does your students attained good during learning volleyball?

A. It takes more time

B. There is no enough places

C. Because of material

**Source: self made**

## Appendix - C

### Observation Checklist for Study

Name of school \_\_\_\_\_ Date of Observation \_\_\_\_\_ Grade \_\_\_\_\_ section \_\_\_\_\_

Topic \_\_\_\_\_

Sex \_\_\_\_\_ Age \_\_\_\_\_

Educational background \_\_\_\_\_

Qualification a, Diploma \_\_\_\_\_ b, Degree \_\_\_\_\_ c, Master \_\_\_\_\_

d, any other, specify \_\_\_\_\_

Put check mark (✓) in the column which tells

The objective of this observation checklist is to get additional information on the students, area,

No	Items	Yes	Some time	No
1.	Does the teacher use different materials and teaching aid?			✓
2.	Do female students are interested to participate in volleyball?		✓	
3.	Do the teachers motivate female students?		✓	
4.	Does the teacher wear appropriate close?		✓	
5.	Does the playing field for volleyball is well constructed?			✓
6.	Does the teacher give feedback for female students while they work?		✓	
7.	Does the teacher show the practical work well?		✓	
8.	Does the teacher use tutorial class only for female students?			✓

**Source: self made**

## Appendix- D

### Interview for teachers and school principals.

Dear Teachers and School Principals, as is known that volleyball is given high school as one of grade 9 physical education course.

The purpose of this study is to study major factor affecting the participation of female students in teaching volleyball in case of Arbegnoch School. The role of teacher is an important to determine the participation of students as well as attitudinal change of them. Taking this I kindly request you to honestly respond to these questionnaires.

Thanks for your honest cooperation.

Instruction indicates your response on blank space by giving comments.

Age \_\_\_\_\_ sex \_\_\_\_\_ Qualification \_\_\_\_\_

Service year

1. Do you think that participation of female students towards volleyball in and out of school can change the interest of female students in volleyball? If yes, explain it. If no why?

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2. How the school as well as school principal promote and facilitate the equipment of sport for teachers?

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3. What support/facilities would you recommend to be given for school students to attract students to be field?

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4. Do you enforce female students in volleyball and engage them as good?

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5. What should be the role of family to motivate their children to encourage in volleyball?

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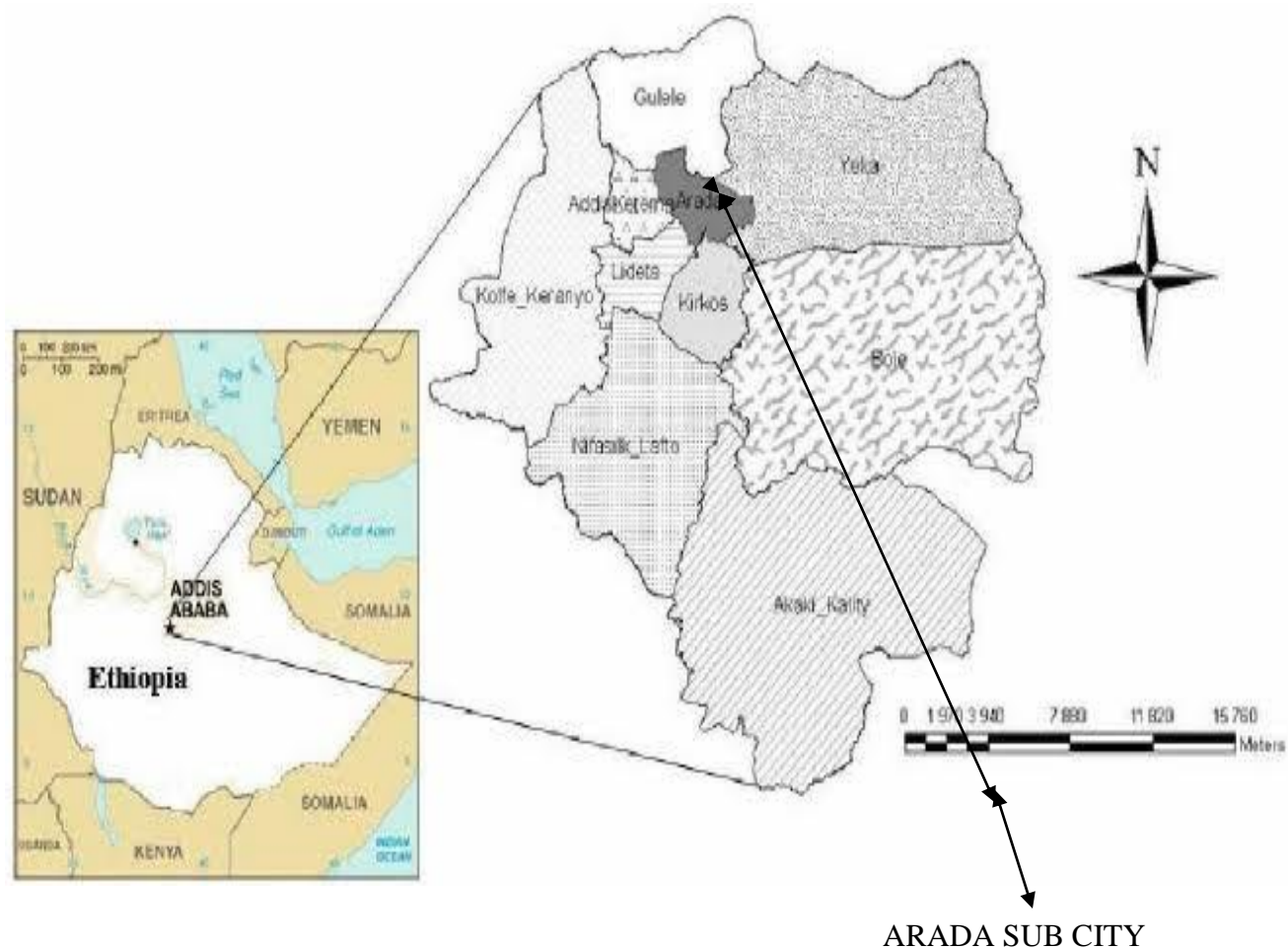
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**Source: self made**

## Appendix -E

**Figure 1: Map of the study area cite: Addis Ababa City Administration, Arada Sub City Map.**



Source: www.ethio mapping agency,2001 E.C

### KEY:

Arbegnoch School is found in Arada Sub City