

**PRACTICE AND CHALLENGE OF TEACHING VOLLEYBALL IN  
DERA PREPARATORY AND SECONDARY SCHOOLS, ARSI ZONE,  
OROMIA REGIONAL STATE**

**MEd THESIS**

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**Practice and Challenge of Teaching Volleyball in Dera Preparatory and  
Secondary Schools, Arsi Zone, Oromia Regional State**

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## **DEDICATION**

I would like to dedicate this thesis to my friend, Gadisa Seboka who sacrificed his time in facilitating situations and share experience to me with patient and cheerfulness in all of my study.

## **STATEMENT OF THE AUTHOR**

First I declared that this thesis is the result of my own work and that all sources of materials used for this thesis have been duly acknowledged. This is submitted in partial fulfillment of the requirement for the Degree of Master Education in teaching Physical Education, Haramaya University and to be made available at the University's library under the rule of the library. I assertively declare that this thesis has not been submitted to any other institution anywhere for the award of any academic Degree, Diploma, or Certificate.

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## **BIOGRAPHICAL SKETCH**

The author was born on March 29, 1967 E.C in Arsi Zone of Oromia Regional State, Hetosa Woreda, Tado Kilisa Kebele from his father Tesema Beyene and his mother Negatwa Behabtu. He attended his primary school at Gonde and secondary school at Assela Comprehensive High Schools. And also in 1987 E.C, he joined Robe Teacher Training Institute /TTI/ and in 1997 E.C, Dehub College in order to get his certificate and diploma respectively.

In addition to this, in 2003 E.C he got his Bachelor Degree in Physical Education from Adama University. In 2006 E.C, he joined the school of graduate studies at Haramaya University for his Master of Education in teaching Physical Education.

He has been teaching for 22 years in Arsi zone, Dodota wereda at different schools. The author is married and he has a daughter and a son.

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## **ACRONYMS AND ABBREVIATIONS**

E.C	Ethiopian Calendar
FIVB	Federation International de Volleyball
MCT	Measure of Central Tendency
MoE	Ministry of Education
PE	Physical Education
S F	Sample Fraction
SPSS	Statistical Package for Social Sciences
SPT	School Principals and Teachers
STD	Students
YMCA	Young Men's Christian Association

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**PRACTICE AND CHALLENGE OF TEACHING VOLLEYBALL IN DERA  
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**ABSTRACT**

*The main purpose of this study was to assess the practice and challenge of teaching volleyball in Dera Preparatory and Secondary Schools Arsi Zone of Oromia Regional State. This study attempted to answer the basic questions such as the problems of teaching volleyball, how the volleyball was practiced and the factors that hinder teacher's effectiveness to teach volleyball in the secondary and preparatory schools. The study conducted in two schools. These sample schools were selected by purposive sampling method. 4 Physical Education teachers and 2 principals were included in the sample by the same techniques. 115 students were selected by systematic random sampling technique. Descriptive survey method was used in this study. Data gathering instruments were questionnaire, interview and observation checklist. The quantitative data were analyzed using percentage, mean, frequency tables and t test. The qualitative data were narrated and triangulated with the information obtained through questionnaire and interview. The finding indicates (30.6%) problem of qualified Physical Education teachers to teach volleyball, Physical Education teachers that teach at the sampled schools were lacking of knowledge of subject matter and pedagogical skills to teach volleyball, lack of appropriate/insufficient instructional time, and lack of facilities. Shortage of budget (27.3%), perception of students towards volleyball (31.4%) and large class size were the factors hinder the effectiveness of teaching volleyball in secondary and preparatory schools. Physical Education teachers and students were not practiced volleyball in their schools and teaching and learning were practiced only in the class room. Ministry of Education and Regional Educational Bureau should capacitate physical education teachers' knowledge by capacity building through in service and short term training, are major issues that were recommended by the researcher.*

**Key words:** -Physical Education      -Volleyball      -Physical Education Teacher

# 1. INTRODUCTION

This chapter provide over views about background of the study, statement of the problem, significance, objectives, Delimitation, Limitation and Operational Definitions of Key Terms

## 1.1. Background of the Study

Education is a process through which an individual transmits experiences, new findings, and value accumulated over the years in his/her struggle for continued existence and development through generations. In the light of this, Federal Democratic Republic Government of Ethiopia document of Education and training policy (ETP,1994) elaborates, education enables individuals and society to make all-rounded contribution in the development process by acquiring knowledge, ability, skills and attitudes .Hence, the aims of education is to strengthen the individuals and society's problem solving capacity, ability and culture starting from basic education at all level and to get better change, development and keep up his/her environment for the purpose of an all rounded development by diffusing science and technology into the society. With regard to the statement mentioned above,(George Cronk,2004) ,defines education as a wide distribution of courses which highlight the acquisition of knowledge, understanding and evaluation of ideas, the ability to think constructively, creatively and the capacity to communicate effectively.

In the same fashion, education provides effective means which direct to enable each individuals to adjust his/her self to social environment and full fill his/her/ responsibilities (Becker, 1978).Likewise, Education and physical education are passing through a period of change and transformation from tradition roles to modern and purposive role in accordance with the increased productive of today's world through competition and production. There is a need for recasting the existing education programs keeping in mind the totality and holistic nature of knowledge. This is very much true of physical education which is the education of the individual and his body in its true sense and in its entirety (Krishnamurthy& N. Parameswara Ram, 1990).

One of the most valuable athletics volleyball sport which can play indoors and outside; it requires relatively little expensive equipment. It can provide vigorous exercise for both male

and female players of all ages and abilities, for these reasons, it is an ideal sport for inclusion in the physical education curriculum. So, this investigation targeted to assess the problem of teaching Volleyball in School.

## **1.2. Statement of the Problem**

Educational system is effective to the extent it makes use of the available resources to achieve its stated aims and objectives. The major objective of every school system irrelevant of the level of education is to provide high quality education for learners.

As to the researcher's experience, observation and impression the absence of relevant contents and method of presentation that can develop student's knowledge, cognitive abilities and behavioral change by level, adequately improve problem-solving ability and attitude, are some of the major problems of teaching Volleyball. Furthermore, in the span of the researcher teaching experiences and observing problems of teaching Volleyball in relevance with the contents to be teach factors such that; inadequate facilities and equipment, roles of school director, director and teacher's relationship, schools and parent relationship, large class size, absence of play-court, shortage of books and other teaching materials, insufficient instructional time and unqualified subject teacher hold back the quality of teaching Volleyball in the area will this study focus.

In general the above problem areas were focus in Dera Preparatory and secondary schools. The research of the study was mainly focus on the practice and challenges of teaching Volleyball. Therefore, this study attempted to answer the following basic research questions.

1. What are the problems of teaching volleyball?
2. How is the practice of volleyball in schools?
3. What are the factors that hinder teacher's effectiveness to teaching volleyball?

## **1.5. Delimitation of the Study**

The scope of study was delimited geographically to Arsi Zone government secondary and preparatory schools which is found in Oromia regional state. There are 18 preparatory and 70 secondary schools in Arsi Zone. Since the zone is very wide and difficult to include all

secondary and preparatory in the sample, the researcher select one secondary and one preparatory schools by using purposive sampling technique. The subjects of study were sport teachers, principals and grade nine and eleven students of secondary and preparatory schools.

### **1.3. Significance of the Study**

This study highly concentrates on challenges of teaching volleyball in Dera preparatory and secondary school. So, conducting this research in this area will indicate the cause of the challenge with the possible recommendation. In addition to this, it also improve school teaching learning process in physical education program and increase the interests of the students learning volleyball sport and improve well organized volleyball practical session. It may for other scholars to conduct further studies on this area.

### **1.4. Objectives of the Study**

#### **1.4.1. General objective of the study**

The general objective of this study was to assess the practice and challenge of Volleyball teaching in Dera Preparatory and Secondary Schools.

#### **1.4.2. Specific Objectives of the Study**

- ❖ To distinguish the major challenges of teaching Volleyball in Dera preparatory and Secondary schools
- ❖ To assess the way teachers conduct volleyball classes in schools.
- ❖ To investigate factors that hinder teacher's effectiveness in teaching volleyball.

### **1.6. Limitation of the Study**

The lack of similar research works on the issue investigated in the study area impedes/delay the researcher from consulting more findings in the literature as well as in the discussion part

### **1.7. Operational Definitions of Key Terms**

**Arsi Zone** is intermediate administrative level between region and woreda and one of the

zones in Oromia.

**Attitude:** it is perception of sport teachers and students towards the practice of volley ball.

**Practices and Challenges** Practice refers to the way of doing volley ball the secondary and preparatory school in an expected way of performing plans in to action regularly for teaching learning, challenges deal with constraints that limit the practice of volley ball in the school

**Preparatory school** it is a second cycle secondary education which prepares students to tertiary level of education.

**Secondary school** - refers to school system established to offer secondary school education by public for grade 9 to 10

**Woredais** a division or area marked or developed for administrative purpose with defined authority and responsibility (proclamation No.7/1992) with estimated population size of about 100,000

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

In this chapter, a brief review of literature related to the major topic will be Overview of Practicing Volleyball in Physical Education, history of volleyball, Concepts and Practicing of Volleyball, Methods of Teaching Volleyball, Challenges of teaching Volleyball, Obstacles that hinder teachers effectiveness, Strategies to minimize challenges of Teaching Volleyball, Teachers' and Students' Attitude towards Volleyball practical class.

### **2.1. Overview of Practicing Volleyball in Physical Education**

Volleyball has broad appeal to programs of physical education. It is a low-maintenance game which is often self-officiated. Co-educational play may be effectively employed. Varied skill levels may be integrated into the same environment, and the numbers of players involved may also vary. Volleyball is one of the most commonly offered activities in physical education.

The practice of volleyball offers the opportunity to effect many of the goals and objectives of physical education. A life time sport, the enthusiast can enjoy active participation throughout much of one's life. Interaction teammates are a necessity for effective play. A degree of physical skill and effort is reinforced by effective play.

The acquisition and demonstration of skill in volleyball is psychologically rewarding, as it is in many other sports. For those desirable ends to be realized, quality play must be affected. If the objective of the game becomes merely the return of the ball over the net, the game becomes very individualistic; minimal movement is required, and the rewards of accomplishment are diminished. The quality of play is dependent on the effective execution of techniques which result in control of the ball in all of the skills of the game. (Florence, 1982)

Control of the ball is key to experiencing positive outcomes in the sport of volleyball. Lack of control of any of the game's contacts results in a breakdown in the quality of the game. The rebound contact of the initial pass, the extended contact of the set, or the ballistic contact of the spike all must be executed, effecting control over the ball for effective play to result.

Many different movement patterns may be employed to accomplish a given task, for example, to pass a served ball to the setting target. But not all movement patterns and techniques

produce the same level of control, nor is proficiency gained at the same rate of time. The most efficient techniques and movement patterns relating to the skills of volleyball are those which yield the greatest proficiency and are learned in the least amount of time for positive outcomes to occur in the sport of volleyball, learners must acquire the most efficient techniques currently known.(Mawer, 1995)

## **2.2. History of volleyball Sport**

The sport of volleyball originated in the United States. It was invented by William G Morgan in 1895.the physical director of the Young Men's Christian Association (YMCA). Originally titled Mintonette (United States Volleyball Association, 1992),

The game was designed to provide those frequenting the YMCA with "an activity that would be appropriate for large classes of businessmen one that was not too strenuous" (Stokes & Haley, 1984,) the sport was officially renamed "volleyball" the following year, and in 1897, the rules were formally published. The game spread nationally and became a common leisure activity for members of the armed forces at home and abroad.

(S.Harald Smith,1969) did a study to establish the relationship between volleyball playing ability and the scores achieved in the Sargent jump. Subjects were 68 beginning volleyball players, 11varsity volleyball players and 3 highly skilled and experienced volleyball players. It was observed in the study that vertical jump correlated 0.35 with the Brady Volleyball Test, 0.55 with the judge evaluation and 0.50 with a combination of Brady Volleyball Test and Judges Evaluation for the beginning players. The 'r' between the vertical jumping ability of the varsity players and potential playing ability ranking by either coach was 0.36. Conclusion was drawn that the vertical jump is not an accurate predictor of volleyball playing ability.

(Bakker,1969) made study to identify the factors contributing to success in volleyball. The subjects were 28 members of the women's extramural volleyball teams in Illinois State University. Two experienced volleyball coaches established the criterion by rating each player on the playing. Variables selected for the study were: height, weight, leg extensors strength, grip strength, skin fold measures, jumping ability, reaction time and movement time. Through test and correlations it was found that jumping ability and reaction time were significantly

related to success in volleyball. A multiple correlation (R) of 0.718 was obtained between nine variables and the criterion, and 'R' of 0.53 was obtained between the combined reaction time and jumping ability and the criterion, and 'R' of 0.52 between the criterion and jumping ability plus weight. The author concluded that the regression equation computed in this study could be used to predict success in volleyball playing.

(J. Marrow *et al*, 1979) conducted a study to establish the importance of strength, speed and body size for team success in women's inter-collegiate volleyball. Various anthropometric, strength and speed variables were collected on 180 intercollegiate women volleyball players who participated in the regional round robin tournament. The results of the study showed that the stronger, faster and cleaner, the teams were the most successful in tournament play. The multiple discriminant analysis helped to identify the two most important individual variables of team success. Upper body strength and fat weight were identified as most important in differentiating between players of the most and least successful teams.

(Florence J. Phipps, 1982) compared selected general ability tests, specific skill test and personality trait as predictors of volleyball playing ability in high school girls. Another purpose of the study was to find out which of these variables had the highest relationship with overall performance. To develop prediction equation from the three variables or combination of the variables and to determine the validity of the selected equations was also another purpose of this study.

The general ability tests, three specific skill tests and a personality test were administered on 120 high school girls trying out for varsity teams in six schools. The coaches of each team assigned a subjective pre and post season score of each of their respective players. The post season score was used as a criterion measure. The data from three of the schools were used to develop prediction equations while the data from the remaining schools were used to validate the equation. It was concluded that

- 1) There is a little relationship between selected tests of general physical ability and volleyball performance;
- 2) There is a substantial relationship between selected specific skill tests and volleyball performance;

- 3) There is a little relationship between selected personality traits and volleyball performance;
- 4) there is a substantial relationship between performance and the following combined models: specific and general, specific and personality and specific, general and combined;
- 5) The specific test model is the best predictor of volleyball performance;
- 6) The best combined model for prediction is the general and specific;
- 7) The specific test model and combinations of general ability and personality with the specific are better predictors of volleyball performance than the coaches.

(Sheela Kumari Sridhar, 1984) made study to determine relationship of power, agility, flexibility, muscular endurance and Circulo-respiratory endurance to volleyball playing ability. Subjects were 30 volleyball players studying in L.N.C.P.E, Gwalior Sargent jump was used to measure power. Side step test to measure agility, trunk flexion for flexibility, pull-ups and bent knee sit-ups for muscular endurance, and one minute lateral jump test to measure Circulo-respiratory endurance, the playing ability of each payer was judged by a panel of three experts. Product moment correlation was computed to statistically analyze the data. The findings of the study led to the following conclusions: 1) power was the most significant motor fitness component that contributes successful performance in volleyball; 2) muscular endurance, circulo-respiratory endurance and flexibility also contributed to the volley ball plying ability and 3) agility showed an insignificant relationship to volleyball playing ability.

Volleyball in Ethiopia is much attractive activity. Because in everywhere like in institution, in school, university, in government organization many peoples are playing this volleyball when their take a rest. Volleyball needs a skill. But most people do not play volleyball because of lack of skills. In order to get benefit in strength his/her ability, health and the like the learners develop their skill in volleyball ([http:// www.Ethiopia.volleyball](http://www.Ethiopia.volleyball)).

## **2.3. Methods of Teaching Volleyball**

### **2.3.1. Discussion**

Discussion in the classroom is an important kind of active learning strategy (ICDR, 1999). This strategy gives room for the students to exchange, explore and air their views (Nardos,

2000). However, they need to be managed and organized well to be effective. The purpose of discussion is to examine information in order to develop a deep and broader understanding of a topic. However, students should have prior knowledge and experience with a current topic for discussion to be successful.

### **2.3.2. Demonstration**

A demonstration is an activity when the teacher demonstrates how to do something in front of their class. The purpose of doing a demonstration is to show the students how to do something in both words and actions. When a teacher demonstrates, he /she should point out the process, gradually.

### **2.3.3. Brainstorming**

This is when the students generate as many ideas as possible about a topic-an ideal storm! It can be a great way to start a class on any given topic. It may be done in a number of different ways: in groups recording their ideas on chart paper, in pairs, or as a whole class, with the teacher (or a student) writing the ideas on the board or chart paper. It is a great way of finding out of the students what they already know on a subject as well as an excellent review activity. (Bonwell and Eison, 2003). It can be used as a way of finding out what students already know on a subject before you start teaching or as a review activity.

### **2.3.4. Group Work**

Group work is part of collaborative strategies of teaching learning. It is one of the best ways of encouraging active learning by arranging the learners' work together in group. It can take many forms involving pairs of students working together, up to ten learners together or it can involve students who work individually and come together in groups to compare and discuss the results of their group. If necessary, random, gender, interest and ability groups can be formed (kyriacou,1998).

### **2.3.5. Role-playing**

Role-playing is when a student or a group of students are given a role to play out in the class. This could be a situation they have to act out, or a person they have to dramatize. Another way to do role-play is to divide your students in to groups. Giving each group a situation, and have

them play out that situation. That is a great way of learning for kinesthetic and visual learners. Role-playing fosters small group interactions. It allows students the opportunity to act out selected text.

### **2.3.6. Problem Solving**

(Aggarwal, 1996) suggested that problem solving is an instructional technique where teachers and learners attempt in a conscious, planned and purposeful effort to arrive at some solution. Learning; through problem solving focuses on activities that are relevant and useful to the life of the learner than just learning by memorizing facts that may have no connection with the learners' life. According to (Leu, 2000) problem based learning is derived from the conviction that the learner is an active and creative individual with the will and ability to seek knowledge and self-development. In working with a problem, students can formulate hypothesis, gather relevant data, and organize the data to arrive at a conclusion. In line with the above statement problem solving activities involve students finding solutions to problems. Problem solving is an essential skill as it creates students who are able to think for themselves independent thinkers who look for solutions rather become trapped in problems.

### **2.3.7. Project method**

A project is a natural, life like learning activity involving the investigation and solving of problem by individuals or a group of students (ICDR, 1999). Ideally, project work should consist of a task to achieve some definite goal of real personal value. The project method involves cooperative investigation of real life situation or problem under the supervision of the teacher. It encourages students to plan and carry out investigations of real life situations in the students' immediate environment individually or in group (Dary and Terry,2000).In general this approach produces a close contact with real life situations, encourages co-operations in between learners; offers opportunities to play a leadership role

## **2.4. Challenges of Teaching Volleyball**

### **2.4.1. School Facilities and Equipment**

The quality of school facilities seems to have an in direct effect on learning. In this case, the quality of the learning environment was strongly correlated with pupils' achievement. In Latin

America, a study that included students in grades three and four found that children whose schools lacked classroom materials and had an inadequate library were significantly more likely to show lower test scores and higher grade repetition than those whose schools were well equipped (Willms, D., 2000).

The quality of school buildings may be related to other school quality issues, such as the presence of adequate instructional materials and textbooks, working conditions for students and teachers, and the ability of teachers to undertake certain instructional approaches. Other factors such as on-site availability of lavatories (bath room and toilet) and a clean water supply, classroom maintenance, space and furniture availability all have an impact on the critical learning factor of time on task when pupils have to leave school and walk significant distances for clean drinking water, for example, they may not always return to class (Miske & Dowd, 1998).

In general, parents often consider the location and condition of learning environments when assessing school quality and this can influence school participation. Adequate equipment and appropriate facilities are provided to implement the curriculum are adequate budget for physical education is provided on a yearly basis apart from the athletic program, adequate number of indoor and outdoor teaching stations are available for the number of students, classroom space is available for school physical education programs, equipment and facilities are clean, safe and are inspected on a regular basis (Mary Thissen-Milder, 2006).

Providing facilities that are clean, safe, and adequate for the number of students needs in physical education is differ; the following are recommendations appropriate to the grade level of the student. Upper elementary school students need more space than lower elementary school students because of their body size and the nature of the program. The outside facility should include both a hard surface as well as a grass field. The grass field area should be large enough for students to run safely in group activities (100 yards x 100 yards) or (91.4 m x 91.4m). (Mary Thissen-Milder, 2006).

Provide equipment that is safe, supports a comprehensive program, and is adequate for the number of students in each class. The equipment needs for physical education vary by grade. Middle School Equipment: sport balls-modified basketballs, soccer balls, volleyballs,

softballs, and should be available (one of each ball for every two students in a class); Rackets, bats, sticks, modified lightweight rackets should be available (one racket, bat, or stick for each student in a class); Gymnastics mats (one for every two students in a class); large equipment-beam, ropes, rings, vaulting box, vaulting horse, parallel bars, uneven bars (one large piece of apparatus for every four students in a class); Fitness-sufficient equipment to administer a fitness test, heart-rate monitors; Dance-variable speed record/tape/CD player with remote and a collection of music for folk dance, creative dance, and rhythms; and, Additional needs-traffic cones, bases, volleyball/badminton nets and standards, pennies, breakaway flags, hoops, clubs, ropes, flat markers (Mary Thissen-Milder, 2006).

Enough equipment for one class should be provided, so students do not have to wait for a turn at a learning opportunity. This usually implies a racket, club, and bow for every student and a ball for every two students, and sufficient pieces of large equipment for various activities (Mary Thissen-Milder, 2006).

### **Facility**

Physical education learning experience becomes effective through the proper use of supplementary teaching environment. Each institution should have sufficient facilities to achieve the desired objectives. All such facilities should assist students to learn properly and effectively. Regarding to these concepts, (Shumet 2010) suggested that “The physical education program needs the quality and quantity of facilities that is which priorities must be assigned to facilities that can meet the challenges since overcoming obstacles” Generally facilities must be considered as an integral part of the instructional program.

### **Equipment**

In order to secure the development of physical or mental strength and those social and moral qualities of the students, which may be gained through well directed physical activities, certain spaces, Equipment and supplies are necessary. According to (Knapp, 1968) “The kind and amount of material resources available affect the type and quality of physical education program and to a large extent the types of method used

### **2.4.2. Large Class size**

Large class size is another factor that affects teaching-learning process. Educators have tried to explain the number of pupils that should be found in a class room for effective learning experience and create conducive relationship among teachers and students. According to this, (Kindared, 1986) states that, class size is determined by different factors such as the objective of teaching, nature of the subject, ability of the pupils, physical facilities and method of teaching in a particular situation. Teaching in a particular situation, and class room should be arranged particularly based on the nature of subject and the intended out comes to be achieved. When the number of students in a classroom exceeds more than the normal number, all conditions of teaching and learning process becomes beyond the managing capacity of the teacher and school principal. It is also difficult to facilitate and create conducive environment to learn in and outside the classroom. So that, teachers are forced to depend on one method of teaching that is lecture method which probably discourages students' participation in the instructional process. To develop the participation of the student in group work, problem solving, co-operative learning, matching exercise and in co-curricular activities limiting the number of student in the classroom is appreciated. Most teachers and students prefer small class-size for effective teaching-learning process. A number of students in a class vary from class to class and from one subject to the other.

According to (Douglas, 1954) classroom should be convenient enough for students to learn happily and there must be sufficient space between students with in class, the typical classroom should not contain more than 35 to 36 students. In supporting the proposition with in broad limits between 25 and 50 pupils change in class size influence pupils achievement modestly or not at all. But since most classrooms are not designed for more than 50 pupils discipline problems can be occur and may discourage the learners in teaching learning process(World bank,1998).

In general, for effective teaching-learning process takes place in a relatively small class-size is better than the large one (Wade, 1980). Although effort is usually made to measure average class-size, for the most part, greater emphasis has been placed on the ratio of teachers to students (Burkhead. Fox and Holland,1967)

(Citron and Gayle, 1991) suggests that, for students to get education student-teacher ratio is required that require hiring more staff. Then he argues that, academic performance rises quickly and dropout rates fall and pupil-teacher ratio is believed that the less the number of pupils per teacher, the higher the degree of contact between pupil and teacher. Lower Number of pupils per teacher is considered as a positive indicator of quality of teaching and the capacity of facilities in the classrooms and outside the class rooms are essential factors of teaching- learning processes. In contrast the shortage of these elements could create trouble condition in the school environment (TagegnNuresu, 1998).

In addition to this, (Risk, 1958) asserts that, students in poorly arranged classroom, poor light over heated are likely to become restless, irritable or depressed. In over-crowded class rooms the opportunity of the teacher to manage the situation and to control the students are very low. Students could indicate undesirable behavior due to the unfavorable condition for them. The problems mentioned above were commonly observed in the schools and grade levels at which this study focuses. Many regional states in Ethiopia were significantly expanded access to primary education during the 1994s, but the building of new schools has often not kept Pace with the increase in the student population. In these cases, schools have often had to expand class sizes, as well as the ratio of students to teachers, to accommodate large numbers of new students.

Do larger class sizes hurt the quality of education? Educators and researchers from diverse Philosophical perspectives have debated the relationship between class size and student learning at length. Although many studies have found a relationship as class size has not consistently been linked to student achievement. This may be due to the fact that many schools and classrooms have not yet adopted the more demanding but higher quality student-centered learning should practices. Moreover, quantitative relationships between class sizes and academic achievement rarely take other key quality factors into account, such as teachers' perceptions of working conditions and their sense of efficacy (Willms, 2000).

### **2.4.3. Textbooks**

Authors have given different definitions of text books .Among these, the more comprehensive definition is given in the third edition of Encyclopedia of educational research as cited by

(J.C.Aggarawal, 1982), text book is a teaching material commonly used as a means or tools to be used in different grade levels to help an instructional process. Similarly text books are purposely outlined material for teaching and learning process by the specialists in the area and supplied with common instructional process. For this purpose, text book should be prepared from the available sources to realize the objectives of the curriculum. According to (J.C.Aggarawal 1982), the process of text book preparation includes the following points. There is selection of content, organization of content, presentation of content, verbal communication, visual communication and learning assignment.

In connection to this, (World Bank, 1995) Black boards, chalk and textbooks are the most common and most important instructional materials in most countries. Almost all studies of textbooks in low and middle-income countries show that the books have a constructive impact on student achievement. However, the shortage of textbook causes constraints, which delay the level of learners' academic achievement. This is especially true for children of low socio-economic statuses whose family cannot afford books to buy. Ensuring that, each student should have the right to be provided with textbooks and workbooks of approved curriculum to be an important factor in reducing learning problems. Textbooks facilitate not only teacher's actual teaching work by reducing the amount of time that has to be spent dictating or waiting while the students copy from the blackboard, but it also enables the children to work at their own pace, at home as well as in class

(Schiefelbein,1990).have stated that, textbooks are one of the most important instructional materials to enhance effective learning and enlightening the Availability of textbooks in schools has a significant effect upon students' academic performance. According to the World (Bank, 1998), along with provision of textbooks, suitable consideration should be given to the quality of the textbooks in terms of relevance and utility to develop higher knowledge and better problem solving capacity of the learner. Furthermore, without some basic inspiring inputs, particularly textbooks and instructional materials, almost no learning could be expected to take the place. So that, the safest investment in educational quality is to make sure that there should be enough books and supplies

#### **2.4.4. Working Condition**

Learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in quality learning environments. Learning environments are made up of physical, psychosocial and service delivery elements. For successful accomplishment of instructional objectives the environment of the work place has a significant role. Regarding to this, (Nelson, 1993) says that, the environment of the work place is a significant part of one's life and enters in the other perception of the worth of any occupation. (Nelson,1993) summarizes, the factors that hinder teaching and learning process as disciplinary problems, which include the negative attitude of students, physical support items of adequate facilities and material and administrative support that would provide school environment. In relation to the material condition of the work place that the school principal facilitate, including good furniture, well equipped and efficiently managed play-ground, sufficient class room, light arrangement, water accommodative in the whole of educational program is more conducive to corporate attitude among the pupils and love of school than an attractive and whole some environment. Physical learning environments or places, in which formal learning occurs, range from relatively modern and well-equipped building to open air-gathering places.

(Similarly, MoE 2003) infrastructure includes classrooms, study rooms, offices, toilet rooms, water, electricity service, play-ground and sport materials are required to be proportional to the number of teachers and students in the school. This indicates how much poor working condition is the most important in performing instructional activity

#### **2.4.5. Insufficient Instructional Time**

For the effective applicability of the instructional processes efficient use of school time table has a significant impact on student learning. Regarding this (Becker, 1978) states that experts should have allotted necessary time to be spent in the relation to the content to be taught, This is to mean that the necessary time to the life of students should be selected in the way it balances the depth and breadth of the lesson. But there is a gap in the allocation of time given in the form of syllabus and the school time table mainly where school function in shifting system. Therefore, insufficient time allotted for the subject should tend to restrict

the freedom of the subject teacher in his/her selection of content. Moreover, the limited time in the course was an obstacle for the teacher to have extensive coverage of the topics and directly lead the teacher to omission of contents and using of traditional method which has significant impact on student learning.

However, in case of time allocation for physical education (Reston, VA: 2004) supports the suggestions of Association for Sport & Physical Education (NASPE, 2001) as quality physical education requires adequate time (per week, at least 150 minutes for elementary schools and 225 minutes for secondary schools), adequately prepared teachers with opportunities for professional development, adequate facilities, and reasonable class sizes.

#### **2.4.6. School management**

Management is the process of working with and through people to achieve common set of activities designed to promote and direct purposeful work. Therefore, there is numerous definition of management. (Terey Franklin,1999) states that, probably the most popular meaning of management is “getting things done through other people”. Similarly, (Narayana, 2000:)elaborates, management is the process of planning, organization, directing and controlling to accomplish organizational objectives through the co-ordinate use of human and material resources and also it is the process of effectively getting activity completed with and other people in which human and non-human resources co-ordinate to accomplish a set of the desired objectives.

According to (Adesine,1990), management in general can be defined as the organization and mobilization of all human and material resources in any system for effective achievement of the identified objectives of that system. In any organization including the school system, effective management is considered to be a prerequisite for successful accomplishment of the organizational objectives. In the school system the manager (the principal or head teacher) is a key person to organize and mobilize the schools human and material resources for the successful realization of the educational objective. This indicates that, leader ship is a crucial person in the school effectiveness and the key to

organizational success and improvement. To carry these responsibilities, the principal should be well qualified and experienced in related area.

According to (Sciefelbein,1990), a good principal has multiplier effects on his /her teaching staff members. The appointment of school authority is one of the most effective ways that influence quality of education. Since the promotion and subsequent career development of the staff is similarly dependent upon them in which the responsibility carried out by great power of school managements. Therefore, selecting good candidates could be highly rewarding. In addition to this, (Nelson, Carlson and Palansky, 1993) states that, excellence is the most appropriate goal for a progressive democratic society and its schools. It is to general benefit of society that schools continually strive for excellence. When schools become places of excellence they bring about development of excellent students. Excellent students must have excellent teachers and administrators and therefore, reforms are needed in teacher administrator education.

(Smith,1990) suggests that, as more emphasis is placed on effective schools, the role of school administrators becomes more important. Moreover, Principals are responsible for all activities that occur within their school compound and expected to perform various roles in schools, including management, instructional leader, and human relations facilitator and evaluator. So, effective principals are well informed and perform many technical roles related to supervision, instruction, learning and evaluation. Directors are speak for teachers, establish the direction of instruction, know and interpret research findings, explain best practices, help teachers to assess and evaluate their performance, encourage the teachers to share experience, work with and support teachers and knows how to teach and be accessible to teach In relation to this.

(Narayana, 2000) states, the effective management in the school is central to well-being of educational system that require positive co-operation of school principal, teachers, and parents to implement teaching learning processed to achieve the objectives of the school. Some of the most important function of school principal include planning, coordination, controlling, motivating, communication, decision making and evaluate the over all of school system. The school principal under take most of these functions in

the manner that they are relevant and necessary for his/her particular settings and roles. Therefore, effective educational plan and instructional process of health and physical education need special attention of school principal, qualified teachers, facilities and equipment's to alleviate students' performance by generating and allocating resources according to priorities. Growing consensus on the attributes of effective school principals shows that successful school leaders influence student achievement through two important pathways the support and development of effective teachers and the Implementation of effective organizational processes, This consensus is increasingly reflected in preparation and licensing requirements, which generally subscribe to a set of common expectations for the knowledge, skills, and dispositions of school leaders, Even with the growing body of evidence, additional research is necessary to determine the impact and relative importance of leadership in such key areas as curriculum, assessment, and adaptation to local contexts Stanford Educational Leadership Institute (SELI, 2005)

### **The role of School principals**

School principals are responsible for the overall operation of the schools. Accordingly, (Shakuntala Devi,2003) identified function of the secondary school principals.

According to him the five function of the secondary school are as follows:

1. To provide schooling for all youth that will enable each person to attain the fullest possible development of his potentialities in socially approved ways.
2. To assist each pupil in identifying his potentialities, talents and capabilities.
3. To conserve and transmit knowledge.
4. To create awareness, knowledge and interest of the social group toward
5. To help the young to live more effectively the good life, the society.

### **Relations between the School Directors and the Teachers**

Another factor, probably paramount one that causes inefficient instructional goal is poor administration in the school. Regarding this, (Maryellen venire,1969) has pointed out that,

providing effective leadership is vastly more important than having good facilities in order to achieve desired objectives, physical education program presents a wide range of physical activities which require different facilities. Its limitation creates difficulties; these difficulties should be avoided by the most careful plan and skillful relation of teachers and school principals. All theories of learning are based up on the Practices of developing good human relationship (Maryellen Venire, 1969).

The aim of school management is to make the most efficient use of available resource in order to achieve educational objectives. Therefore, the function of the principals is responsible to help teachers in teaching their pupil and adjust learning to their needs, interest as well as to their capabilities to fulfill educational objectives. To carrying out the overall task of educational system effectively, demands technical and conceptual skill of school principals in human relations. Hence, if the school leader fails to understand the aspects of human behavior the consequence would be the teachers possibly, hostility, poor quality of work and reduced efficiency (Adir, 1984).

### **Relationship between the School and Parents**

The school is a learning organization involved in a continuing process of reflection, development and improvement. This occurs in the context of co-operation between the different partners in the school community in fulfilling a number of interconnecting and mutually supportive roles to promote the highest quality of teaching and learning for children. To this effect, the principal is central in guiding the school community towards realizing its optimum potential and plays a crucial role in energizing and motivating the staff, in affirming and encouraging their efforts, in fostering a lively process of communication and in establishing a continuing process of consultation (MoE& S,Ierland,1999)

Family and school collaboration is a cooperative process of planning that brings together school staff, parents, children, and community members to maximize resources for child achievement and development. It is obvious that the relationship between the school and parents could influence on the instructional process and students achievement. So the school must invite parents to have a better understanding about their children. Because there can be no other person interested in the school than parent of the students (J.C.Aggrawal,1981). In

connection to this (Aggrawal,1981) states that, education of the child is not only the exclusive responsibility of the school and teachers in shaping and building the career of their children. The teaching-learning process becomes inefficient and neglected if it does not consider the main area of communication among the school and parents. In connection to this, (J.C.Aggrawal,1981) states that, parents and teachers should find an opportunity of meeting each other to obtain a proper appraisal and means of countering them in manner that will be beneficial for the growth of child on their care. Parents are the child's primary educators, and the life of the home is the most potent factor in children development during the primary school years.

There is a continuing process through which the child's formal learning experience in school interacts with the less formal developmental experience of the home and the family. It is widely recognized that significant educational, social and behavioral benefits accrue to the child as a result of effective partnership between parents and teachers (MoE& S, 1999).

The establishment of close links between the school and its local community can be mutually beneficial. The circumstances of schools vary, and some have more clearly identifiable local communities than others. However, it should be a general aspiration that the school would be seen as a key resource in improving the quality of life in the community and would, in turn, regard the community as a rich resource from which to draw educational assistance. It is essential that school planning take cognizance of what the community has to offer in creating relevant and effective learning experiences for its children, and in identifying the contribution that children can, in turn, make to the community (MoE&S, Ierland, 1999).

## **2.5. Obstacles that hinder Teachers effectiveness**

(Decorby et al. 2005), have reported of teacher-associated barriers in the secondary schools curriculum. The obstacles include:

- Teachers lack of confidence,
- Interest in handling PE activities,
- Teachers not planning PE documents,

- Having had personal negative knowledge in PE
- Absence of training,
- Prerequisites to provide PE.as cited by (Xiang et al. 2002).

## **2.6. Strategies to minimize challenges of Teaching Volleyball**

Even in the face of adversity, physical education teachers must always provide the best possible instruction. For teachers faced with challenges such as large class size and sharing of activity space, the following list of recommended teaching methods and strategies can help minimize some of the challenges that may be typical with large classes.(Metzler, M. 2000), Mosston, M. and Ashworth,S. 2002)

Some strategies may be more effective with older students than with younger ones.

→ Small group work -Students are put into small groups to work on a concept, skill, and/or task. This teaching strategy helps to foster teamwork and respect and gives students ownership of the skill and responsibility for their own learning.

→Cooperative learning- Students work cooperatively as a group to reach a consensus and structure their learning experience. Cooperative learning is a key component of Adventure Education classes.

→Peer teaching/coaching -Students exhibit leadership skills and skill knowledge to help one another learn by completing peer assessments.

→Station work–Students move through a series of stations that are set up for different tasks. There are innumerable station ideas such as skills, fitness, assessment, video, research, strategies, etc. Incorporate assessment stations or—next step stations so that a group who has mastered an objective can move onto the next skill. Students should maintain written personnel records that may include task sheets and performance statistics.

→Small-sided games–This teaching strategy uses a smaller number of players and a smaller playing area than a regulation game. This Strategy can be applied to many sports, such as

basketball, soccer, and volleyball, and allows for more participation and practice by each student.

### **2.6.1. Promoting a positive climate for teaching Volleyball**

Obviously there is no single definition of a pleasant atmosphere. We all have our preferred approaches to working with students in Volleyball settings. Then the teachers should decide the characteristics of the environment for which they have control and teach the students to function within that environment. Volleyball classes should be characterized by an environment that is conducive to learning Volleyball areas should be places where all students can have positive experiences. Then teachers and students should enjoy being there, (Rink,1993) as cited in (Bailey, 2001)

### **2.7. Teachers' and Students' Attitude towards Volleyball practical class**

An article by (Gourneau. 2005) on five attitudes of effective teachers, states that pre-service teachers are interrogated about their teaching profession, they always respond that they want to make a positive difference in the lives of learners. Further, teachers say that they have a chance to be better teachers than the teachers they personally experienced. (Arabaci, 2009) in the article – attitudes towards Volleyball activities and class inclinations of Turkish school students, note that, many studies have acknowledged family influence and support as an importance factor.

Sports participation in pre- adolescent girls and adolescents“ attitudes are associated with parents“ participation (Gregson and Colley, 1986). Peers also influence pleasure by providing companionship and acknowledgment of achievements, (Duncan, 1993).Students’ attitudes towards Volleyball can have a significant effect on their learning and their achievement of the expectations.

Students who are strongly engaged and who are given opportunities to provide leadership are more likely to adopt practices (Macdonald and Brooker,1997) (Sakuntala et al. 2003) investigated secondary school learners' attitudes towards participation in Volleyball programs, and the students' attitudes and their performance. (Sakuntala et al. 2003) found that students have positive attitudes towards participation in Volleyball and that their performance is

significantly above average. Practices of the precedent are also clear in the methodologies used in the delivery of PE lessons.

The challenges to student learning and participation may in part be explained by social cognitive theory (Bandura, 1986), which highlights the relationship between cognitive, behavioral and environmental factors that influence an individual's choices, including those relating to physical activity behavior. These three factors are not independent, but are mutually dependent and all influence learning and activity choices within a host of contexts. Due to the large amount of time dedicated to schooling, students are influenced greatly within the school environment by many elements, including their teachers, their peers, the programs provided, their participation in classes and their engagement in curriculum and extra or co-curricular activities. The interaction and influence of all three factors on preferred behavior is certainly most evident at the secondary school level, where adolescents begin to cement their own attitudes and beliefs regarding Volleyball activity.

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

This chapter presents discussion on description of the study, Sources of Data, Research Design, Sample Size and Sampling Techniques, Data Collection instrument, Data Collection Procedures, Methods of Data Analysis and Ethical consideration.

#### **3.1. Description of Study Area**

The research conducts at Arsi Zone which is one of the 18 Zones of Oromia Regional State that is found in the central part of Ethiopia. It has a total area of approximately 19,825.22 km<sup>2</sup> and lies between latitude and longitudes 7°57' N and 39°07' E. It is bordered to the south by Bale Zone, to the South West by West Arsi Zone, to the North West by East Shewa, to the North by Afar Regional State. It also has 25 woredas and there are 65 governmental high schools, Out of these 65 high schools, namely Dera Preparatory and Secondary Schools which are found in Doddota Woreda are purposively selected as a source of appropriate, adequate and reliable information for the study.

Moreover, the rationale behind selecting these high schools using purposive sampling techniques are their large number of students and their location is near to the researcher's home and work place.

#### **3.2. Sources of Data**

Primary and secondary sources of data were used for this study

##### **3.2.1. Primary Source of Data**

The primary data through questionnaires and interview were obtained from principals, physical education teachers and students.

##### **3.2.2. Secondary Source of Data**

In addition to questionnaire and interview, the researcher used documents. The documents that were used for this study include different files of sport club those related to practice and challenges of teaching volley ball

### **3.3. Research Design**

To undertake this research a descriptive survey design was used. Surveys are practically suitable for harnessing people's attitudes towards some phenomena since they allow the use of relatively large samples to permit meaningful generalization of results (Mushoriwa et al., 2010). In this study mixed research approaches was used. Because of the nature of data collection tools which help to gather quantitative and qualitative data and data that quantitatively organized, required qualitative explanation

### **3.4. Sample Size and Sampling Techniques**

The target population of the study was involves three subjects namely school principals, sport teachers and students. Furthermore, out of the total population of grade 9 and 11 schools students' systematic random sampling technique applied to select respondents through getting the complete list of population in alphabetical order to determine the number to be included in the sample size. Total population of grade nine and eleven (720), desired population or sample size (120) and sample fraction (SF=6) therefore, from the list of alphabetical order every 6<sup>th</sup> of the member of population were assigned as the target population of this research to give their responses. Consequently, researcher took 120 students using systematic random sampling, 2 school principals and 4 Physical Education teachers were selected through purposive sampling technique. All-together, 126 respondents were expected to give their responses in the area where this research conducted that helps researcher to collect relevant information and to investigate the problem under discussion

### **3.5. Data Collection Instrument**

#### **3.5.1. Questionnaire**

Questionnaire was developed to collect information from sport teachers, principals and students. As (Kaul, 1996) suggests that questionnaire is widely used in educational research to obtain information about certain conditions and practices and to inquire into options and attitude of individual or group. The questionnaire contains both open- ended and closed-ended items to help the flow of adequate information as much as possible. The questionnaire had four parts and the level of agreement was on the 5 point Likert scale from strongly disagree to

strongly agree, rank and rate. This helped to gather general information regarding the teaching volleyball in secondary and preparatory schools.

The data gathering instrument (questionnaire) was tested on four department heads and; 55 grade ten and twelve Dera preparatory and secondary schools. Accordingly, the reliability of 0.76 was calculated using Cronbach Alpha technique. This value was deemed appropriate for the instrument to be applied as data collection. The reliability of the items was measured by using Cronbach Alpha method using SPSS 16.0 computer soft-ware. Face validity of the questionnaire was ascertained from experts.

The observed correlation coefficient was, a good indicator of the internal consistency of the item, and each of the items in the questionnaire was thoroughly examined. In order to secure, the validity of the items in the questionnaires and interview questions were checked and corrected by the experienced people on the field and advisors. Ambiguous and unclear statements were corrected.

### **3.5.2. Interview**

In addition to the questionnaire, interview was the other instrument of collecting data for the study. The interview was under taken to get deep information and opinion about the practice and challenges of teaching volley ball. Semi structured interview was prepared and conducted to collect data from principals. The purpose of interview was to triangulate the information obtained through questionnaire.

### **3.5.3. Observation**

This is a form on which observation of an object or phenomena are recorded. The items to be observed were determined with reference to the nature and objectives of the study. Items were group into appropriate categories and listed in the schedule in the order, in which the observer would observe it.

## **3.6. Data Collection Procedures**

The data collection tools in this research were the questionnaire which included both closed-ended and open- ended questionnaires and assessing school documents. Questionnaire was

administered to school principals, sport teachers and students because the researcher believes that the direct sources of practice and challenges of teaching volley ball are school principals, sport teachers and students themselves. The reason for the use of this data collection tool was for it helps to make precise generalization of large number of respondents' responses when compared to interview. For closed- ended questionnaire the researcher used five-point Likert type scale on the basis of literature and related studies. Based on the questionnaire by use of preferred scale the strongly agreement, agreement, undecided, disagreement and strongly disagreement of the respondents were identified. Open-ended and observation checklist items were intended to invite any other comments regarding practice and challenges of teaching volley ball at secondary and preparatory schools. In addition to this, secondary data were collected from school documents and sport club office those related to practice and challenges of teaching volley ball.

The data gathering instrument (questionnaire) was trial tested on four department heads and; 55 grade 9,10,11and 12 Dera preparatory and secondary schools. Accordingly, the reliability of 0.76 was calculated using Cronbach Alpha technique. This value was deemed appropriate for the instrument to be applied as data collection tool. The instrument was also face validated by three experts in education; those have experience in research work and those qualified in English language. They were expected to validate the instrument in terms of relevance to the topic, ambiguity of statement, clarity of language and adequacy of the items. After examining by the experts, the instrument made some corrections which were effected in the final draft of the instrument.

### **3.7. Methods of Data Analysis**

After collecting all the necessary information, the data were edited and reduced at the first , then coded and processed separately for each item in away appropriate to answer the research questions. The data collected during the study from the interviews, open-ended questionnaire and observation check list were analyzed qualitatively after the information was organized and coded. Analyzing with direct and summarized words of the subjects of the study was used. The data collected through closed-ended questionnaire were analyzed quantitatively using descriptive statistics: measure of central tendency such is mean, frequency tables, percentage.

t- Independent test was also used for quantitative data analysis and to check whether or not there exists a significant difference between the responses of the groups of respondents (students, principals and teachers). The results obtained were analyzed and interpreted. The data collected by interview and from documents were narrated and triangulated with the information obtained through questionnaire.

### **3.8. Ethical Considerations**

Ethical permission was obtained from the Haramaya University; a formal letter was submitted to all concerned bodies to obtain their cooperation. All the study respondents informed in written consent about the purpose of the study. Furthermore, the study respondents were reassured of confidentiality; that no one had opportunity to see the responses except the researcher and the information they provided would not be used for anything other than research purpose.

#### 4. RESULTS AND DISCUSSION

This chapter of the study shows that results of analysis and interpretation made of the data that we collected from the students, Principals and sport teachers. It consists of two sections. The first section presents the characteristics of sample respondents in terms of their sex, age, educational qualification, position and work experience. The second section deals with the problems of teaching volleyball, the practiced of volleyball and the major factors hindering teacher's effectiveness to teach volleyball in your school. About 126 questionnaires were distributed and 121 were filled and collected back so, about 96% of the questionnaires were returned. From this 95.8% (115) were students, 100% (2) were Principals and 100% (4) were sport teachers. Statistical analysis methods like T Independent and measure of central tendency such as mean, frequency tables, percentage were used to triangulate the data to make the conclusion and recommendation valid and reliable. Besides, triangulation with interview results of open ended items and related literature is also achieved wherever necessary.

As shown in table 1, majority of teachers, 3(75%) and 2(100%) of school principals were male. This showed that, there is low female participant in the physical education teacher and school principals. From this one conclude that, the females were not assigned as sport teachers and also leadership in sampled schools. Therefore, females should encourage being sport teacher and leader in secondary and preparatory schools.

With regard to age, item 2 of table 1, 3 (50%) respondents were in the age range of 31-36 years. From the findings of the above, it was possible to conclude that the majority of them were at active working, matured and experienced aged. Besides this it can be stated that under normal conditions, they can express ideas related to the study consistently and with a good consideration. Hence, their opinion can be acceptable to the study Concerning the experience of respondents, the majority of them had more than 10 years of service as indicated in the table 1, 25% of the respondents has the experience between 1-5 and 66.7% of the respondents had 11-15 years of service. In general, majority of the respondents had more than 10 years of service. Thus, majority of the respondents could provide pertinent information that would be helpful for the success of this finding.

#### 4. 1. Characteristics of Respondents by Sex, Age, experience and Level of Education

Table: Demographic Characteristics of teachers and school principals

No	Item	Teachers		School principals	
		No	%	No	%
1	sex				
	male	3	75	2	100
	female	1	25	-	-
	total	4	100	2	100
2	Age				
	20-25 years	1	25	-	-
	26-30 years	1	25	-	-
	31-36years	2	50	1	50
	Above 36 years	-	-	1	50
3	Years of Experience				
	1-5	1	25		
	6-10	1	25		
	11-15	2	50	2	100
	16-20	-	-	-	-
4	Above 21	-	-	-	-
	Qualification				
	Diploma	2	50	-	-
	1 <sup>st</sup> degree	2	50	-	-
	2 <sup>nd</sup> degree	-	-	2	100

As shown in table 1, item 3 the qualification distribution of respondents revealed that all of the school principals hold second degree. Whereas, 2 (50%) of sport teachers were diploma and first degree holders. This shows that in the Zone there was a better tendency in satisfying the qualification of school principals. However, the qualification of sport teachers, at secondary and preparatory schools required minimum of first degree, but at the present half of them are diploma holders

Table: Demographic Characteristics of Students

No	Item	Respondents	
		f	%
	sex		
1	male	68	59.1
	female	47	40.9
	total	115	100
	Age		
2	14-20 years	97	84.3
	21-27 years	18	15.7
	28-34 years	-	-
	Above 35 years	-	-
	total	115	100
4	Educational background		
	Grade 9	96	83.5
	Grade 11	19	16.5
	Total	115	100

Regarding the participation of students respondents indicated in table 2 majority of them were by 68 (59.1%) and 47 (40.9%) were females. therefore, female students should encouraged and give especial support to have an opportunity to learn secondary and preparatory education Regarding to the ages of the respondents 97 (84.3%) were between 14-20, and 18 (15.7%) were between 21-27 years old. Based on the MoE structure one can concluded that the age of respondents students considered in normal level.

Concerning the grade level of respondents, 96 (83.5%) of them were grade nine students, whereas, 19 (16.5%) of respondents were grade eleven students. Therefore, the researcher believed that they can provide pertinent information that would be useful for the study

**Part II. This section contains items that address the problems of teaching volleyball in your school**

Table : Problems of teaching Volleyball in School

Item	The way respondents ranked (N=121)											
	1st		2nd		3rd		4th		5th		6th	
	f	%	f	%	f	%	f	%	f	%	f	%
Insufficient instructional time	29	24	37	30.6	17	14	9	7.4	5	4.1	7	5.8
Lack of qualified sport teachers	35	28.9	24	19.8	13	10.7	5	4.1	6	5	3	2.5
Lack of text book, reference and playing field	13	10.7	15	12.4	28	23.1	41	33.9	21	17.4	15	12.4
Shortage of time for training	10	8.3	8	6.6	11	9.1	35	28.9	27	22.3	54	44.6
Negative attitude of school management	12	9.9	9	7.4	13	10.7	18	14.9	45	37.2	31	25.6
Standardized number of students in the class	22	18.2	28	23.1	39	32.2	13	10.7	17	14.1	11	9.1

Accordingly as shown in the above table 3 lack of qualified sport teachers, insufficient instructional time and standardized number of students in the class, Lack of text book, reference and playing field, Negative attitude of school management and Shortage of time for training were assumed to be the problems of teaching volley ball in the secondary and preparatory schools by the researcher. As the finding revealed that, lack of qualified sport teachers took first which is rated 28.9%, insufficient instructional time rated 30.6% is took the second and standardized number of students in the class in the school is took third places, which is rated 32.2% are the major problems of teaching volley ball in the secondary and preparatory schools. While the other factors: lack text book, reference and playing fields (33.9%) and negative attitude of school of school management towards volley ball (37.2%) and shortage of time for training (44.6%) were rated fourth, fifth and six respectively by respondents.

In supporting this, under open ended items the problems of teaching volleyball is large number of students in the class. This shows that, as students' population from year to year at a fast rate, the construction of school building and facilities and equipment did not go proportional with the number of students in the class.

Further interview conducted with principals had this to say:

*“Almost not all sport teachers were qualified in teaching physical education, especially in volley ball. So why often students not practiced volley ball and sport teachers to reach their potentials due to subject knowledge, pedagogical skill and low motivation of sport teacher. Some the factors that affect their motivation were shortage of educational chance to upgrade their qualification and sustainable short and long training particular on method of teaching and assessment mechanism by Regional Education Bureau”*

In line with this, (Sallis, 1993) mentioned that, the better educated staff (teachers) the better they able to undertake quality improvement. It is the quality of teacher that influences the quality of teaches in the class rooms (Bear, 1989). In general, effective teaching is determined by the individual teacher's knowledge of the subject matter and mastery of pedagogical skills, which create a strong positive effect on students' achievement. In addition, the school and its educational strategy depend on an environment that is attractive, comfortable, open, and free of glare and noise. Inviting open class room design and play-ground for practice of volley ball or totally usable and providing a well comfortable environment and providing appropriate facilities and equipment are basic thing to teach volley ball at secondary and preparatory schools, However, the findings the study is confirmed the opposite one.

To summarize, lack of qualified sport teachers, insufficient instructional time, standardized number of students in the class in the school, lack of playing fields, negative attitude of school management towards volleyball, shortage of time for training, large number of students in the class, shortage of facilities and teaching materials are the problems of teaching volleyball in the secondary and preparatory schools of Arsi Zone. totally usable and providing a well comfortable environment and providing appropriate facilities and equipment are basic thing to teach volleyball at secondary and preparatory schools, However, the findings the study is confirmed the opposite one. insufficient instructional time, large number of students in the

class, shortage of facilities and teaching materials are the problems of teaching volley ball in the secondary and preparatory schools of Arsi Zone.

**Part III. This section contains items that address how volleyball is practiced in your school**

Table : How Volleyball is practiced in the School

No	item	respon dents	Scales										mean	t	p
			SA		A		UN		D		SD				
			f	%	f	%	f	%	f	%	f	%			
1	Teaching volley ball is practiced in class room only	SPT	--		3	50	2	33.3	1	16	0.7		3.33	0.70	0.498
		STD	17	14.8	58	50.4	21	18.3	15	13	4	3.5	3.60		
2	Lecture methods is the best method to teach volley ball in school	SPT	-	-	1	16.7	2	33.3	3	50	-	-	2.67	0.15	0.884
		STD	-	-	31	27	27	23.5	38	33	19	16.5	2.61		
3	Your teacher is used demonstrations method to teach practical class including volley ball	SPT	2	33.3	3	50	1	16.7	-	-	-	-	4.17	2.11	0.043
		STD	22	19.1	39	33.9	18	15.7	25	21.7	11	9.6	3.31		
4	The teacher is very much interest to teach volley ball than other game	SPT	-	-	1	16.7	1	16.7	3	50	1	16.7	2.17	0.85	0.413
		STD	5	4.3	18	5.7	32	27.8	42	36.5	18	15.7	2.57		
5	Teaching volley ball is more difficult than others	SPT	1	16.7	1	6.7	2	33.3	1	16.7	1	16.7	3.17	0.36	0.575
		STD	14	12.2	56	48.7	19	16.5	10	8.7	16	13.9	3.37		

SPT=School principals and sport teachers, STD= Students, SA= strongly agree, A=agree, UN=undecided, D=disagree and SD=strongly disagree. Level of agreement: 1-1.7=SD, 1.8-2.5=D, 2.6-3.2=UN, 3.3-4.1=A and 4.2-4.9=SA

From the Table 4 item 1, 3 (50%) sport teachers and 58 (50.4%) students were agreed that teaching volley ball is practiced in class room only. Majority of respondents rated with the mean values of sport teachers and students were 3.33 and 3.60 respectively. The t test results ( $t=0.70$ ,  $p=0.498$ ),  $df=119$  and  $\alpha = 0.05$  level of significance indicates that there was no statistically significant difference between the respondents responses. This is because the calculated t test is lower than tabulated t test value (or the p-value 0.498 higher than 0.05). This indicated that, the respondents have same perception on the items. Further interview conducted with principals had this to say:

*“Due to shortage of budget, resources, large number of students in the class the construction of building and lack facilities in the school volley ball is practiced only in the class”.*

In line with this, (Mary Thissen-Milder. 2006) recommends, providing facilities that are clean, safe, and adequate for the number of students needs in physicals education classes are appropriate to that grade levels; secondary and preparatory school students need more space than elementary school students because of their body size and the nature of the program. The outside facilities should include both a hard surface as well as a grass field. However, the analysis of the data in the study area revealed the opposite.

Regarding item 2, 3 (50%) teachers and 57 (49.6%) students were disagreed on lecture method is the best method to teach volley ball in school. The mean value of teachers and students were 2.67 and 2.61 respectively. The t test result ( $t=0.15$ ,  $p=0.884$ ),  $df=119$  and  $\alpha = 0.05$  level of significance indicates that there was no statistically significant difference between the respondents responses. This is because the calculated t test is lower than tabulated t test value (or the p-value 0.884 greater than 0.05). This indicates both respondents group disagreed, the lecture method is the best method to teach volley ball.

From the table 4 item 3, 3 (50%) and 2 (33.3%) sport teachers and 39(33.9%) and 22 (19.1%) students were agreed or strongly agreed on sport teachers are used demonstration method to teach practical class including volley ball in their schools. The t test results ( $t=2.11$ ,  $p=0.043$ ),  $df=194$  and  $\alpha = 0.05$  level of significance shows that there was statistically significant difference between sport teachers and students. This is because the calculated t test value

higher than tabulated t test value of 1.671 This indicated that, the respondents have different perception sport teachers are used demonstration method to teach practical class including volley ball in their schools. Further interview conducted with principals had this to say:

*Principals were suggested that, content irrelevance occur due to the absence of curriculum materials plus shortage of qualified sport teachers, Hence the school responsibility to fill the gap either by means of assigning experience or non- sport teacher to teach volley ball?*

Similarly, observation checklist set to assess whether the teachers is used demonstration method or not the information gathered verify teachers are mostly used lecture method rather than demonstration, this is due to lack of qualified sport teacher who know the subject matter and pedagogical skills

Regarding item 4, teacher is very much interest to teach volley ball than other game, sport teachers and school principals were disagreed 3 (50%). For students the same item ranked either 42 (36.5%) disagreed or 18 (15.7%) strongly disagreed. The mean value of sport teachers and school principals and students were 2.17 and 2.57 respectively. The t test result ( $t=0.85$ ,  $p=0.413$ ),  $df=119$  and  $\alpha = 0.05$  level of significance indicates that there was no statistically significant difference between the respondents responses. This is because the calculated t test is lower than tabulated t test value (or the p-value 0.413 higher than 0.05). This indicates the respondents have same views on less interest to teach volley ball than other game. In addition to this the data gathered through observation check list exposed the truth as learners were not interested to the learning and that of the teacher to ward teaching volley ball.

Regarding item 5, teaching volley ball is more difficult than others; sport teachers and school principals were undecided 2 (33.3%). For students the same item ranked either 56 (48.7%) agreed or 14 (12.2%) strongly agreed. The mean value of sport teachers and school principals and students were 3.17 and 3.37 respectively. The t test result ( $t=0.36$ ,  $p=0.575$ ),  $df=119$  and  $\alpha = 0.05$  level of significance indicates that there was no statistically significant difference between the respondents responses. This is because the calculated t test is lower than tabulated t test value (or the p-value 0.575 greater than 0.05). This indicated that, the respondents agreed/undecided on teaching volley ball is more difficult than others game in schools

To sum up, majority of respondents agreed teaching volley ball is practiced in the class room, teachers are used lecture method to teach volley ball and teaching volley ball is more difficult than other game. In addition, teachers are not used demonstration method to teach volleyball and have low interest to ward volleyball.

Table : How Volleyball is practiced in the School

No	item	respon dents	Scales										mean	t	p
			SA		A		UN		D		SD				
			f	%	f	%	f	%	f	%	f	%			
6	To teach volley ball it require more facilities	SPT	1	16.7	3	50	1	16.7	1	16.7			3.67	0.15	0.883
		STD	41	35.7	36	31.3	13	11.3	17	14.8	8	6.9	3.74		
7	Your teacher used to organize volley ball match in school to expand the game	SPT	-	-	-	-	1	16.7	3	50	2	33.3	1.83	0.99	0.341
		STD	-	-	8	7	33	28.7	45	39.1	29	25.2	2.17		
8	School administration give more attention for volley ball than others	SPT	-	-	1	16.7	1	16.7	3	50	1	16.7	2.33	0.484	0.639
		STD	6	5.2	14	12.7	36	31.3	39	33.9	20	17.4	2.55		
9	School administration allocate enough budget to fulfill facilities	SPT	-	-	2	33.3	1	16.7	3	50			2.83	1.90	0.091
		STD	-	-	9	7.8	18	15.6	67	58.3	21	18.3	2.13		

SPT= school principals and sport teachers, STD= students, Level of agreement: 1-1.7=SD, 1.8-2.5=D, 2.6-3.2=M, 3.3-4.1=A and 4.2-4.9=SA

Regarding item 6, to teaching volleyball is required more facilities; sport teachers and school principals were agree 3 (50%). For students the same item ranked either 41 (35.7%) strongly agreed or 36 (31.3%) agreed. The mean value of sport teachers and school principals and students were 3.67 and 3.74 respectively. The t test result ( $t=0.15$ ,  $p=0.883$ ),  $df=119$  and  $\alpha = 0.05$  level of significance indicates that there was no statistically significant difference between the respondents responses. This is because the calculated t test is lower than tabulated t test value (or the p-value 0.883 greater than 0.05). This indicated that, the respondents agreed/strongly agreed on teaching volley ball are requiring more facilities.

Regarding the availability of play ground in the school researcher took two continuous observation check list in sample school confirm one of the sample school has certain play-ground which is not appropriate. The rest one sample preparatory school has not playing ground and enough space that fit all students during volley ball practice class. Therefore, in the sample schools volley ball is practiced only in the class. As interview conducted with principals reflects that

*Working condition is the key point to teach volleyball in the secondary and preparatory schools.*

Regarding working condition or facilities of sample school, (MoE,2003) suggest that, infrastructure, play-ground and sport materials are required to be proportional to the number of teachers and students in the school. This indicates how much attractive working condition or facilities are the most important in performing teaching- learning volley ball

Concerning item 7, 3 (50%) sport teachers and 45 (39.1%) students totally 48 (40%) was disagreed that sport teachers used to organize volley ball match in school to expand the game in secondary and preparatory schools. The mean values of sport teachers and students were 1.83 and 2.17 respectively. The t test results ( $t=0.99$ ,  $p=0.341$ ),  $df=119$  and  $\alpha = 0.05$  level of significance shows that there was no statistically significant difference between teachers and students. This is because the calculated t value 0.99 is lower than tabulated t value of 1.671. This indicated that, the respondents have same perception on the given item.

In item 8 of table 5, sport teachers, principals and students respondents asked whether school administration give more attention for volley ball than others in the schools or not. As the data depicted 4 (66.7%) teachers and school principals and 59 (51.3%) supportive staff totally 63 (52.1%) respondents reported their disagreement. the mean values of teachers, principals and students were 2.33 and 2.55 respectively. The t test results ( $t=0.484$ ,  $p=0.639$ ),  $df=119$  and  $\alpha = 0.501$  level of significance shows that there was statistically significant difference between teachers, principals and students. This is because the calculated t value 0.484 is lower than tabulated t value of 1.671. This indicated that, the respondents have same perception on the given item.

Regarding 9 of table 5, school administration allocate enough budgets to full fill facilities or not. Accordingly, 3 (50%) sport teachers and principals and 67 (58.3%) students totally 70 (57.9%) respondents reported their disagreement. the mean values of teachers and principals and students were 2.83 and 2.13 respectively. The t test results ( $t=1.93$ ,  $p=0.0091$ ),  $df=119$  and  $\alpha = 0.05$  level of significance shows that there was statistically significant difference between teachers, principals and students. This is because the calculated t value 1.90 is higher than tabulated t value of 1.671. This indicated that, the respondents have different perception on the given item. As confirmed the interview held with principals

*“Due to shortage of budget, the school administration is not allocating budget particularly for volleyball in the school.”*

Thus, from the above discussion it is possible to conclude that sport teachers and students were not practiced volley ball in their schools because of lack of budget, playing ground, lack of materials, equipment's and lack of facilities and low attention given by schools administration.

**Part IV. This section contains the major factors hindering teacher's effectiveness to teach volley ball in your school**

Table : Major factors hindering Teachers effectiveness to teach Volleyball

No	Item	The way respondents ranked (N=121)													
		1st		2nd		3rd		4th		5th		6th		7th	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%
1	Shortage of budget	25	20.7	27	22.3	33	27.3	13	10.7	10	8.3	9	7.4	7	5.8
2	Lack of communication between teachers and students	5	4.1	7	5.8	17	14	24	19.8	33	27.3	22	18.2	17	14
3	Perception of students towards volley ball	12	9.9	15	12.4	24	19.8	38	31.4	18	14.9	11	9.1	7	5.8
4	Teachers give continuous feed back to the students	6	4.9	3	2.5	9	7.4	20	16.5	28	23.1	41	33.9	38	31.4
5	Discipline problems	3	2.5	11	9.1	6	5.9	16	13.2	21	17.3	31	25.6	48	39.7
6	Lack of sustainable training	41	33.9	21	17.3	13	10.7	2	1.7	4	3.3	2	1.7	1	0.8
7	Lack of trained sport teachers in school	29	24	37	30.6	19	15.7	8	6.6	7	5.8	5	4.1	3	2.5

Table 6 portrays the results of the rank order from the major problem to the least one. As table above clearly shows that out of the 7 (seven) major factors hindering teacher's effectiveness to teach volley ball in the secondary and preparatory schools in Arsi Zone, lack of sustainable training took the first places, which is rated 33.9%, lack of trained sport teachers in the school rated 30.6% is took the second, shortage of budget is took the third places, which is rated 27.3% and perception of students towards volley ball took the fourth place which is 31.4% are the major factors hindering teacher's effectiveness to teach volley ball in the secondary and preparatory schools. The interview conducted with school principals also supports the above response.

The data above, lack of communication between teachers and students, teachers give continuous feed back to the students and students discipline were ranked by respondents as 5<sup>th</sup> (27.3%), 6<sup>th</sup> (33.9%) and 7<sup>th</sup> (39.7%) major factors respectively, hindering teacher's effectiveness to teach volley ball in the secondary and preparatory schools of Arsi Zone.

In supporting this, continuous checklist as sample school level expose sport teachers do not delivered contingent feedback for their students to more practice. This is occurring due to the large class size, inadequate of instructional materials and teacher may not have enough time to give and check every student's activities where ever needed. Response to open ended questionnaire reflects, lack of seminars and workshop in the school by concerned bodies, lack of instructional supervision, shortage of budget, lack of reference books in the library, facilities and equipment are factors that hinders teacher effectiveness to teach volley ball at schools.

However, (Becker,1978) states instructional time allocation; experts should have allotted necessary time to be spent in the relation to the content to be taught. This is to mean that necessary time to the life of students should be selected in the way it balance the depth and breadth of the lesson. In addition, Shumet (2010) suggested that, the physical education program needs the quality and quantity of facilities that is which priorities must be assign to facilities that can meet the challenges since overcoming problems. The opinion of sport teachers, school principals and students conforms to that of Becker and Shumet.

Suggestion provided to improve the current practices of volleyball in the secondary and preparatory school of Arsi Zone through open ended questionnaire by school Physical education teacher, principals and students, 79 (65.3%) replied that Physical education teachers should be devoted their extra time for professional support their students, school management should be aware of the challenges facing Physical education teachers and take appropriate measures to address them and also school administration should organize and arrange all program and resources and enough playing grounds in the school with supply adequate sport facilities and equipment's

Generally, the current findings showed that: lack of sustainable training, lack of trained Physical education teachers, shortage of budget, perception of students towards volleyball, lack of communication between teachers and students, teachers perceive towards teaching volleyball and students discipline, large class size, lack of seminars and workshop in the school by concerned bodies, lack of instructional supervision, lack of reference books in the library, insufficient instructional time, facilities and equipment are major factors that hinders teacher effectiveness to teach volleyball in the secondary and preparatory schools.

## **5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This section deals with summary of the study and major findings were made shortly and conclusions of the fundamental findings are drawn. Lastly, some possible recommendations are made based on the findings of the study.

### **5.1. Summary**

The general objective of this study was to assess the practice and challenge of teaching volleyball in Dera preparatory and secondary schools of Arsi Zone Oromia Regional State.

To carry out the study the following research questionnaires were formulated and investigated.

1. Identify the problems of teaching volleyball in the secondary and preparatory schools.
2. Assess how the volleyball is practiced in the secondary and preparatory schools of Arsi Zone.
3. Determine the factors that hinder teacher's effectiveness to teach volleyball.

In order to deal with these basic questions descriptive survey method was employed due to the fact it was more appropriate to assess practice and challenges of teaching volleyball in Secondary and preparatory Schools of Arsi Zone, Oromia Regional State. It was conducted in one secondary and preparatory schools. Sample, students were selected by systematic probability random sampling. Teachers and principals were selected by purposive simple sampling technique. The subject of the study was 4 Physical education teachers, two principals and 115 students.

These data were analyzed qualitatively with inductive analysis and with direct and summarized words. The data collected through close-ended questionnaire were analyzed quantitatively by using mean, frequency, and percentage and t test. Based on this, analysis was made and the major findings were obtained.

The sex of respondents with respect of the position vested indicated as there was great gap. As the findings indicated, the females were not assigned as sport teachers and also leadership in sampled schools. Therefore, females should encourage being sport teacher and leader in

secondary and preparatory schools. Regarding the participation of students respondents indicated, majority of them were by 68 (59.1%) and 47 (40.9%) were females. therefore, female students should encouraged and give especially support to have an opportunity to learn secondary and preparatory education

With regard to age, 3 (50%) respondents were in the age range of 31-36 years. From the findings, it was possible to conclude that the majority of them were at active working, matured and experienced aged. Besides this it can be stated that under normal conditions, they can express ideas related to the study consistently and with a good consideration. Hence, their opinion can be acceptable to the study. Regarding to the ages of the respondents of students, 97 (84.3%) were between 14-20, and 18 (15.7%) were between 21-27 years old. Based on the MoE structure one can concluded that the age of respondents students considered in normal level.

Concerning the experience of respondents, the majority of them had more than 10 years of service as indicated in the table 1, 25% of the respondents has the experience between 1-5 and 66.7% of the respondents had 11-15 years of service. In general, majority of the respondents had more than 10 years of service. Thus, majority of the respondents could provide pertinent information that would be helpful for the success of this finding.

Concerning the qualification distribution of respondents revealed that all of the school principals hold second degree. Whereas, 2 (50%) of sport teachers were diploma and first degree holders. This shows that in the Zone there was a better tendency in satisfying the qualification of school principals. However, the qualification of sport teachers, at secondary and preparatory schools required minimum of first degree, but at the present half of them are diploma holders. In addition, the grade level of students, 96 (83.5%) of them were grade nine students, whereas, 19 (16.5%) of respondents were grade eleven students. Therefore, the researcher believed that they can provide pertinent information that would be useful for the study.

The current findings showed, lack of qualified sport teachers, insufficient instructional time, standardized number of students in the class in the school, lack of playing fields, negative

attitude of school management towards volley ball, shortage of time for training, large number of students in the class, shortage of facilities and teaching materials are the problems of teaching volley ball in the secondary and preparatory schools of Arsi Zone.

Majority of respondents agreed, teachers are used lecture method to teach volley ball and teaching volley ball is more difficult than other game. In addition, teachers are not used demonstration method to teach volley ball and have low interest to ward volleyball

The result of the study also confirmed that, Physical education teachers and students were not practiced volley ball in their schools and teaching and learning is practiced only in the class room. In addition, in appropriate used of teaching method and infrequently assessment procedure used/practiced/.

Lack of sustainable training, lack of trained Physical education teachers, shortage of budget, perception of students towards volleyball, lack of communication between teachers and students, teachers perceive towards teaching volley ball and students discipline, large class size, lack of seminars and workshop in the school by concerned bodies, lack of instructional supervision, shortage of budget, lack of reference books in the library, insufficient instructional time, facilities and equipment are major factors that hinders teacher effectiveness to teach volleyball in the secondary and preparatory schools.

## **5.2. Conclusions**

Based on the findings of the study the following conclusions were forwarded: The finding of the study indicated that, there was a serious problem of qualified sport teachers to teach volley ball in the secondary and preparatory schools. This shortage was due to workshop, seminar and in service training program not provided to upgrade the qualification of sport teachers to teach volleyball effectively and efficiently. The finding also embraces that, Physical education teachers that teach at the sampled schools were lacks of knowledge of subject matter and pedagogical skill to teach volley ball. It was found out that, the respondent principals, Physical education teachers and students gave their responses as period allotment/instructional time/ has lack of appropriate/insufficient and the content of the subject to be taught selected based on the Physical education teachers that does not consider the actual situation of the student

The findings of the study revealed that, majority of sample schools were claim the number of students in the class exceed more the normal that could be the problem of teaching volleyball in the secondary and preparatory schools. In addition the result of the study shows that, sample schools were not fulfill facilities, equipment, materials and playing ground to facilitate teaching and learning volleyball

The result of the study also confirmed that, Physical education teachers and students were not practiced volleyball in their schools and teaching and learning is practiced only in the class room. In addition, in appropriate used of teaching method and infrequently assessment procedure used/practiced/.

Lack of sustainable training, lack of trained Physical education teachers, shortage of budget, perception of students towards volleyball, lack of communication between teachers and students, teachers perceive towards teaching volleyball and students discipline, large class size, lack of seminars and workshop in the school by concerned bodies, lack of instructional supervision, shortage of budget, lack of reference books in the library, are major factors that hinders teacher effectiveness to teach volleyball in the secondary and preparatory schools..

### **5.3. Recommendations**

Based on the finding and conclusions of the study the researcher proposed the following recommendations:

1. MoE and Oromia Education Bureau seams forcing given for sport teachers to capacitate their knowledge by capacity building through in service and short term training
2. The most effective strategy for ensuring teachers subject knowledge is recruiting Teachers who have ability and interest
3. Instructional time allotted requires modification by police maker and expert to rearrange necessary time that relevant to the content to be taught. Large class size could result unbalance sport facility and equipment with the number of students. Therefore, student centered approach and frequent assessment are recommended supporting with resources parent in and outside the classroom

4. Give attention for community participation, create conducive environment for teaching and learning, building additional class room to bring manageable class-size by minimizing the number of students in a class.
5. Woreda Education Bureau, Parents and school board of management in collaboration of local community are recommended to discuss with the financial problems of the school at the beginning of the year and there by improve community contribution to fulfill the school facilities, teaching materials and equipment in order to practice students out of the class room.
6. It is very important to provide seminar, workshop and experience sharing among teachers to ensure that duties assigned to principals and school based supervision which are consistent with their professional experience and technical abilities related to sport teachers to reduce problems of teaching volleyball.
7. Principal and school based supervision in the system should accepted the importance of volleyball and create awareness of volleyball in collaboration with Physical education teachers to change the miss perception of students to ward volleyball

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## 7. APPENDICES

### 7.1. Appendix A

#### Questionnaire to be filled by Teachers

Practice and Challenges of Teaching Volleyball in Dera Preparatory and Secondary Schools, Arsi Zone, Oromia Regional State

This study is not intended to evaluate the activities of any person and hence it is purely academic. It will not affect any one in any way. The main purpose of the study is to assess the practice and challenges of volley ball teaching in Dera preparatory and secondary schools. You are kindly requested to respond to all the questions according to the instruction given. The information you give will be read only by researcher and used for research purpose only. Your identity will be kept confidential. **Please, do not write your name.**

#### Part I: Part I Personal detailed (background information)

1.1 Name of the School \_\_\_\_\_

**Make a tick (✓) for the following questions in the boxes indicated.**

1.2 Sex: A. Male  1.2 Sex: A. Male  B. Female

1.3 Age: A. 20 -25  B.26-30  C.31-36  D. Above 36

1.4 Work experience: A 1-5 years  B. 6 -10 years  C .11-15 years

D. 16-20 years  E. 21 and above years

1.5 Educational background: A. Diploma  B. First Degree  D. Second Degree

1.6 Current work position: A. Teacher  B. Principal

**Thank you in advance for your cooperation in filling and returning this questionnaire.**

**Part II. This section contains items that address the problems of teaching volleyball in your school**

**Instructions:** from your experience (observation) which of the following factors is problems of teaching volley ball in your school. Rank those according to their seriousness order put the rank on space provided by using 1 for very serious problem to 6 for the least serious one.

<b>Factors</b>	<b>Rank</b>
1. Insufficient Instructional time	_____
2. Lack of qualified sport teachers	_____
3. Lack of text book, references and playing fields	_____
4. Shortage of time for training	_____
5. Negative attitude of school management towards volley ball	_____
6. Standardized number of students in the class	_____
7. If there are any other problems that affect teaching volley ball in your school. Please write them briefly.	

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**Part III. This section contains items that address how volleyball is practiced in your school**

In each of the following questions choose the best answer and put a (√) mark in one of the boxes in front of each questionnaire item. You are asked to select 5= For strongly agree (SA) 4= For agree (A) 3= For undecided (UD) 2= For disagree (D) 1= For strongly disagree (SD)

Table 1. How Volleyball is practiced in your school

No	Items	5	4	3	2	1
1	Teaching volleyball is practiced in class room only					
2	Lecture methods is the best method to teach volleyball in school					
3	Your teacher is used demonstration method to teach practical class including volleyball					
4	The teacher is very much interest to teach volleyball than other game					
5	Teaching volleyball is more difficult than others					
6	To teach volleyball it require more facilities					
7	Your teacher used to organize volleyball match in school to expand the game					
8	School administration give more attention for volleyball than others					
9	School administration allocate enough budget to fulfill facilities					

**Part IV. This section contains the major factors hindering teacher's effectiveness to teach volleyball in your school**

**Instructions:** From your experience as respondents which elements did you find constraining (hindering factors) teacher's effectiveness to teach volleyball in your school (Rank them in their order of constraining effect i.e. 1 for highest then 2...)

**Factors/elements Rank**

1. Shortage of budget \_\_\_\_\_
2. Lack of communication between teachers and students \_\_\_\_\_
3. Perception of students towards volley ball \_\_\_\_\_
4. Teachers give continuous feed back to the student's \_\_\_\_\_
5. Discipline problems \_\_\_\_\_
6. Lack of sustainable training \_\_\_\_\_
7. Lack of trained sport teachers in school \_\_\_\_\_
8. If there are any other problems that affect teaching volley ball in your school. Please write them briefly.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
9. What do you suggest to minimize those problems you have listed above? \_\_\_\_\_  
 \_\_\_\_\_

## 7.2. Appendix B

### Gaaffilee Baratootaan guutaman

Rakkoo fi shaakala kubbaa saaphanaa barsiisuu mana barumsaa keessatti “teaching volleyball in schools: practice and challenges in dera preparatory school and secondary schools Arsi zone, oromia regional state.”

Qo’annoon kun sochii hojii nama kamiyyuu madaaluuf osoo hin taane dhimma barnootaa qofaaf oola.

Kaayyoon qo’annaa kana rakkoo fi shaakala kubbaa saaphanaa mana barumsa qophaa’inaa fi saderkaa lemmeffaa qorachuu dha. Isin gaaffilee armaan gadii qajeelaatti deebii nuuflaachuu keessaniif kabaja isiniif qabnu ibsaa. Gaaffileen isin deebistan hundi qorataadhaan qofa kan ilaallaman fi dhimma qorannaa qofaaf kan oolu dha.

### Maqaa hin barreessinaa.

#### Kutaa I :Ragaa Dhuunfaa

1.1 Maqaa mana Barumsaa \_\_\_\_\_

Gaaffilee armaan gadii saanduqa keessatti mallattoo (√) kaayi.

1.2.Saala      A/Dhiira                       B/Dhalaa

1.3.Umrii      A/14-20        B/21-27        C/28-34        D/35 fi ol

1.4.Sadarkaa barnootaa      Kutaa 9ffaa                          B/Kutaa 11ffaa   

Gaaffilee kana guuttanii deebisuu keessaniif guddisnee isin galateeffanna.

#### Kutaa II

Kutaan kun kanqabatu rakkoo mana barumsaa kubbaa saaphanaa barsiisuu ti. “problems of teaching volleyball in schools” jedhu dha

**Qajeelfama:**-muuxannoo qabdu irraa sababoota rakkoo kubbaan saaphanaa barsiisuu “factors of problems to teach volleyball.” Ta’a. Iddoo duwwaa kenname irratti sababawwan rakkoo ta’an kana sadarkeessuun lakkoofsaan kaa’i. kan sadarkaa 1ffaa galu rakkoo hammaataa dha.

**Sababa rakkoo****Sadarkaa**

1. Hanqina sa'aatii Barnootaa \_\_\_\_\_
2. Hanqina Barsiisaa Ispoortii leenji'ee \_\_\_\_\_
3. Hanqina kitaabilee fi dirree taphaa \_\_\_\_\_
4. Hanqina yeroo shaakallii \_\_\_\_\_
5. Rakkoo ilaalcha bulchiinsa Mana Barumsaa \_\_\_\_\_
6. Baay'ina barattoota gola keessaa \_\_\_\_\_
7. Rakkooleen M/barumsaa kubbaa saaphanaa barsiisuuf gargaaran kan biro yoo jiraatan nuuf barreessaa.

**Kutaa III**

Kutaan kun kan qabatu Kubbaan saaphanaa akkamitti shaakalama. "How is volleyball practiced in school."

Gaaffilee armaan gadiitiif deebiidha kan jettu mallattoo (√) saanduqa keessa kaa'i.

**5= baay'ee waliigala 4=waliigala 3=kan hinmurtoofne 2= walii hingalu 1=baay'isee walii hingalu** jechuun guuti.

Lak.	akaakuu	5	4	3	2	1
1	Shaakalliin kubbaa saaphanaa gola keessatti qofa					
2	Malli ibsuu (lecture) kubbaa saaphanaa barsiisuuf mala gaarii dha.					
3	Yeroo shaakalaa Barsiisaan mala agarsiisa "demonstration" kubbaa saaphanaa dabalatee fayyadama					
4	Barsiisaan mala kaan irra kubbaa saaphanaaf fedhii qaba.					
5	Kubbaa saaphanaa barsiisuun caalaatti ulfaataa dha.					
6	Kubbaa saaphanaa barsiisuun haala mijataa caalaatti gaafata.					
7	Mana barumsaa keessatti Barsiisaan ispoorticha baball'isuuf wal-dorgommiini taasisa.					
8	Bulchiinsi mana barumsaa kubbaa saaphanaaf ilaalcha addaa ni kenna.					
9	Bulchiinsi mana barumsaa baajata ramaduun haala mijeessa					

**Kutaa IV**

Kutaan kun kan qabatu sababoota ijoo m/b keessatti kubbaa saaphanaa barsiisuuf milkaa'ina barsiisaaf gufuu ta'an "major factors hindering teachers effectiveness"

**Qajeelfama:** Muuxannoo keetiin sababoota kamtu milkaa'ina barsiisuuf gufuuta'a. sadarkaa gufuu guddaa kan jettu lakkofsa tokkoof kennuun sadarkeessi.

**Sababoota gufuu ta'a****Sadarkaa**

1/Hanqina baajataa \_\_\_\_\_

2/Rakkoo afaanii Barsiisaa fi Barataa gidduu \_\_\_\_\_

3/haala hubannaa barattootaa kubbaa saaaphanaa barsiisuu irratti \_\_\_\_\_

4/Haala barsiisaan Dur-deebii walitti fufaa itti kennu \_\_\_\_\_

5/Rakkoo naamusaa \_\_\_\_\_

6/Hanqina shaakalaa walitti fufaa barsiisaa \_\_\_\_\_

7/Rakkoo barsiisaa barumsa kanaan leenji'ee \_\_\_\_\_

8/Rakkoon addaa kan milkaa'ina Barsiisaaf gufuu ta'an yoo jiraatannuuf barreessaa \_\_\_\_\_

9/rakkoolee armaan olitti tarraa'an hirr'isuuf osoo maalta'ee jetta. \_\_\_\_\_

### 7.3. Appendix C

#### Interview prepared for secondary and Preparatory school Principals

Practice and Challenges of Teaching Volleyball in Dera Preparatory and Secondary Schools, Arsi Zone, Oromia Regional State

#### General Direction:

The purpose of this interview is to collect information for MA study about practices and challenges of teaching volley ball in Dera secondary and Preparatory schools of Oromia Regional state

This study is not intended to evaluate the activities of any person and hence it is purely academic. It will not affect any one in any way. The main purpose of the study is to assess the practice and challenges of volleyball teaching in Dera preparatory and secondary schools. You are kindly requested to respond to all the questions according to the instruction given. The information you give will be read only by researcher and used for research purpose only. Your identity will be kept confidential. **Please, do not write your name.**

#### Part 1: Background of information of the respondents

1. Name of the school\_\_\_\_\_

Make a tick (√) for the following questions in the boxes indicated.

2. Sex Male  Female

3. Age 21-25 years, 26-30,31-35,36-40 , 41-45 ,46-50,Above 50 years

4. Qualification; Diploma , BA/BSc/Bed , MA/MSc/MEd

5. Field specialization: Major\_\_\_\_\_Minor\_\_\_\_\_

6. Total Years of service 1-5years, 6-10 years, 11-15 years, 16-20years20-25

, 26-30 , above 30

7. Years of work experience in this school; 1-5years  , 6-10years  , 11-15 years

16-20  , above 20 years

1. What are the problems and solutions do you suggest regarding the practice of volleyball in your school?
2. What are major factors hindering teacher's effectiveness to teach volleyball in your school
3. How volleyball is practiced in your school
4. What is the attitude of students toward volleyball in your school?
5. What is your general suggestion regarding practices of volleyball in your school?

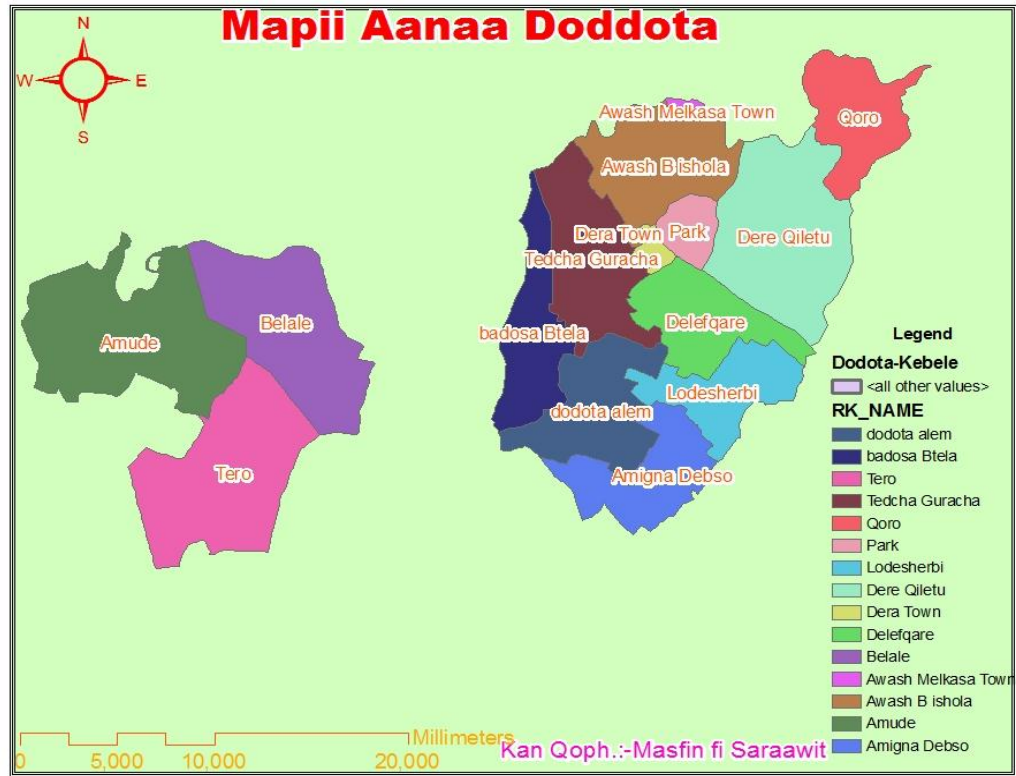
## 7.4. Appendix D

Table 3. Observation checklist designed for sample school

No	Item	yes	No
1	<p><b>Method of teaching physical education teachers are used</b></p> <ul style="list-style-type: none"> <li>○ Lecture method</li> <li>○ Demonstration method</li> <li>○ Students centered approach</li> <li>○ Practical class outside the class room</li> </ul>		
2	<p><b>The availability of facilities</b></p> <ul style="list-style-type: none"> <li>○ Playing field</li> <li>○ Teaching materials</li> <li>○ Facilities of school</li> <li>○ Equipment</li> <li>○ Enough teaching class</li> <li>○ Class size</li> <li>○ level of conductivity of school</li> <li>○ Access of qualified teacher in the sample school</li> </ul>		
3	<p><b>What methods physical education teachers used to evaluate their students</b></p> <ul style="list-style-type: none"> <li>○ By giving exercise</li> <li>○ By give test</li> <li>○ By practical class</li> <li>○ By giving continuous assessment</li> <li>○ By giving continuous feed to the students</li> </ul>		

## 7.5. Figures in the Appendix

Figure : Map of the research Site



Source:-<https://en.m.wikipedia.org/wiki/Dodota>