

JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCES
DEPARTMENT OF SPORT SCIENCE



**FACTORS AFFECTING FEMALE STUDENTS' PARTICIPATION DURNING
TEACHING LEARNING PROCESS OF VOLLEYBALL PRACTICAL CLASS IN CASE
OF SOME SELECTED SECONDARY SCHOOLS OF KEMBATA TAMBARO ZONE,
SNNPR**

BY:- TEREFE TARAMO AYASE

**A RESEARCH THESIS SUBMITTED TO THE COLLEGE OF NATURAL SCIENCES
OF JIMMA UNVERSITY, DEPARTMENT OF SPORT SCIENCE IN PARTIAL
FULFILLMENTOF THE REQUIREMENTS FOR MED IN TEACHING PHYSICAL
EDUCATION**

FEBRUARY, 2020
JIMMA ETHIOPIA

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**FEBRUARY,2020
JIMMA ,ETHIOPIA**

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Title of the Thesis: Factors Affecting Female Students Participation During Teaching Learning Process Of Volleyball Practical Class In The Case Of Kembata Tambaro Zone Secondary Schools.

DIDICATION

This research work is dedicated to my families and friends who helped me in my research work.

Declaration

The researcher declares and affirms that this thesis is researcher's work. The researcher has followed all Ethical, Technical Principles of Scholarship in the preparation, data collection, data Analysis and compilation of this thesis. Any scholarly matter that is included in the thesis has been given recognition through citation. This thesis has been submitted in partial fulfillment of the requirement for the Master of Education in "Teaching Physical Education" at Jimma University. I solemnly declare that this thesis is not submitted to any other institution anywhere for the award of my academic degree

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Abstract

The major purpose of this study was to investigate the main factors that affect female student participation during teaching learning process of volleyball practical class in the case of Kembata Tambaro zone secondary schools. For this the researcher used the cross sectional method, in addition to this the 123 female students and 13 PE teachers were used to gather information from questionnaire and interview, and finally the results from gathered information should be analyzed. Samples were taken from five secondary schools female students, from the total of 1072 female students, 123 female students were selected by using simple random sampling. To get supplementary information for the study area 13 PE subject teachers selected by availability of sampling. The study was carried out with cross-sectional design and both quantitative and qualitative approaches were used. The data from close ended questions of questionnaire was analyzed by using percentages, frequency and other statistical tools and word and the questions of open ended questionnaire, interview and observation were analyzed by word description. The major finding indicated that:- lack of adequate materials and facility affected the female students of participation. Physical education teachers' less motivate to female students. Large numbers of students in class affect to teach in practical class of volleyball. Lack of background skills for female student to volleyball. Lack of PE teacher and school administrators facilitate female student's intramural volleyball competition. Less interest of female student, family and society to volleyball. It was concluded that the participation of female students with volleyball lesson as subject matter were highly affected by large number of students in class, the school with shortages of equipments and facilities, attitudes of female students, teachers and school administrators. Therefore, based on the finding of the study, it is recommended to allow females students to participate in volleyball activities with the help of physical education teachers. PE teacher should be support female student by tutorial class. It is recommended also that medium number of students should be distribute in class, school facilities and materials should be fulfilled, the PE teacher should be equally motivate female students with male students to enhance females' participation with teaching learning process of volleyball practical class.

Key word, volleyball, participation, teaching learning process

Abbreviations and Acronyms

ETP	Education and Training Policy
FAWB	Forum for African Women Education
FIVB	Federation internationale de volleyball
GNP	Gross National Product
ICDR	Institute for Curriculum Development and Research
IOC	International Olympic committee
PE	Physical Education
YMCA	young men's Christian association

CHAPTER ONE

INTRODUCTION

1.1 Back Ground of the study

Education is the process by which man transmits his/her experience of new finding and values accumulated over the years in his/her struggle, for survival and development through generation. Education enables individuals and society to make all rounded participation in the development process by acquiring knowledge, skills and attitudes. (ETP, 1994) education helps a country to create strong and competitive economy which can adapt to the changing market and technological condition in the global. Education is one of the fundamental elements for social, cultural and economic development of country. Sidentop (1998), the overall cultural, social and economic development of country depends on the degree to which it ensure access and opera of education to all social groups without any disparity.

Physical education is an education which is taught in school that based on developing physical, mental and social aspects of personality through physical exercise. According to Lonard II and knapp (1998), the fundamental purpose of physical education is to improve through specific physical activity and establish competence attitudes, ideas and self confident citizens.

Physical Education and sports is now among the subjects on the basic education curriculum that students, teachers and the entire community witness when it comes to competitions: (San deep ANAD ,2006). As listed by ICDR (2001) PE syllabus for grade 9-12 PE is an essential subject matter to focuses on learning in psychomotor domain and physical activity useful in work and play to develop ethical behaviors and the resistibility of citizens ship self display, and quality of leader ship to lead activities in team sport and get good situation to play with their friends, this contributes higher academic and social instructions (Leonad II and knapp, 1998) teaching physical education in secondary school USA,MC Grawhill book . In worldwide, the low participation level of female student in physical education is the major problem (Creghton, 1990). However compared to male, female's has less access to enter school at all levels of education and hence do not get benefit of education with males (Tsige, 1991). And as physical

education subjects which is thought in secondary school class levels of grade 9- 12 text book; there are many disciplines such as:- ball game, gymnastics, athletics, and different physical fitness the activities that is given in schools.

Among a various sports, volleyball game is one of the most popular sports in the world. Volleyball is a team game played by two teams which is a fast and very dynamic game. The game is one part of physical education program that can be performed by boys, girls, youngest, oldest to participate at different age levels. In fact, the vast majority of studies on serving in volleyball have focused on the overhand serve (Ram & McCullagh, 2003; Temprado et al., 1997; Velentzas et al., 2010; Zetou et al., 2002; Zubiar, Oña, & Delgado, 1999).

On the other hand, the importance of the underhand serve for grassroots volleyball in schools and adapted volleyball receives much attention among national level coaches and international governing body materials (Dunphy & Wilde, 2000; FIVB, 2011; Neville, 1990; Selinger & Ackermann-Blount, 1986). According to the FIVB, the underhand serve is a skill that represents the first action in the game and the first steps to learn how to play at any level. In fact, underhand serving (commonly known among coaches as chipping) is the most used skill by coaches“ themselves in training, in warm-ups, in Minivolley, and in recreational situations (FIVB, 2011; Kessel, 2009; Rose & Schall, 1999; USA Volleyball, 2009). Yet due to specificity and time constraints, the underhand serve appears to have been discarded from the repertoire of volleyball teaching in many clubs, schools, and recreational centers (Kitsantas, 2002).

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

According to the Fekede,(1997) in case of our country Ethiopia most males are seen playing volley ball and females occupied by house holding activity. They have less time to participate in volley ball practical class seeks more attention and can maximized providing the access to relevant education and training to promote their participation for the development of the society. The women sports history reflects that the women participated in the modern Olympic from 1900 onward. They participated considerably in fewer events. Participate in sports especially in volleyball were a very big problems, even if during the pre-historic period.

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

Therefore, the main purpose of this study was to investigate the factor that affects female student participation during teaching learning process of volleyball practical class in case of Kembata Tambaro zone secondary schools.

1.2 Statement of the problem

Physical education is one of the main areas that needs due attention of equal participation of both male and female students. The participation of female students is under several problems that resulted unequal participation between them in Ethiopia in general and the study area in particular. Among other problems, lack of family guidance, lack of sports field material, socio-cultural problem and the existence of little research in the area as well as the failure to conduct schools competition at all levels; it was taken place; section to section, school to school, woreda to woreda, between sub-cities at city administration level and at country level.

The process of teaching learning is affected by different situations if the effect is negative its result might be bankruptcy on society. In this perspective now a day the participations of female student in volleyball practical class not as much as that of male students, also the performance and skills of female student are less than male student in Kembata Tambaro zone secondary schools. Female student has many factors that affect to improve their performance and skills based on (Sabo and Viliz, 2008). In case of our country Ethiopia most males are seen playing volleyball and females occupied by house holding activity, Fekede, (1997). They have less time to participate in volleyball practical class.

The above studies have been conducted on their area of interest:- they did not assess in teaching learning process of female student's participation in volleyball practical class.

Therefore, this study tried to fulfill the following gaps:-

- Problems facing female students during teaching learning process of volleyball practical class,
- The challenge of teachers during teaching female students in volleyball practical class.

1.3 Research Questions

1. What are the challenges of teachers to teach female student during volleyball practical class?
2. Which factors those influence the participation of female students in teaching learning process of volleyball practical class?

3. What strategies used to improve female students participation in teaching learning process of volleyball practical class?

1.4 Objectives of the Study

1.4.1 General objectives of the study

The general objectives of this study to investigate the main factors that affect female students participation during teaching learning process of volleyball practical class in the case Kembata Tambaro zone secondary schools.

1.4.2 Specific Objectives

- To distinguish factors that affect teachers to teach female students during volleyball practical class.
- Identify the factors that influence the participation of female students in teaching learning process of volleyball practical class
- To identify the possible solution for existing problems in teaching learning process of female Students volleyball practical class.

1.4 Significance of the study

For better solution of every problem's in teaching learning process studies are important. Therefore this study was to improve the participation of female students in teaching learning process of volleyball practical class in Kembata Tambaro zone secondary schools. The significance of this study was:-

1. It helps female students to improve the level of participation in physical education practical class especially in volleyball by suggesting possible solutions for problems while they learning physical education.
2. It gives awareness to physical education teachers for problems they face during teaching learning process of female students in practical class.
3. It promotes female students healthy and competitive in societies.

1.6 Delimitation of the study

The researcher conducted study in five governmental secondary schools, such as:- Doyogena, Serara, Amacho wato, Hadaro and Mudula. It was difficult to conduct study in all schools of Kembata Tambaro zone, because it needs more time and budget. Therefore the researcher forced to conduct the study in five governmental secondary schools. These five secondary schools were found in three woreda, such as:- Doyogena, Hadaro tunito and Tambaro.

1.7. Definition of operational terms.

Culture- is learned behaviors that pass generation to generation in once society (Hargreaves, 1997).

Education- is the process of training, teaching and learning, especially in schools or colleges, to improve knowledge and develop skills of students.

Physical exercise - is body movement by contraction of skeletal muscles that increase energy expenditure.

Motivation - is a vital forces which caused people to doing behave in either positive or negative way toward given stimulation,(Tailor, 2008).

Teaching learning process:- is combined processes where an educator assesses learning needs, establish specific learning objectives.

Volleyball:- Is the kind of sport which is played between two teams over the net on the flat rectangular field.

Participation:- is being actively involvement in activity and an act of expressing opinion.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 History of Volleyball in the World

Volleyball was a game designed as a recreation activity for businessmen. It was first invented in 1895 in Holyoke, Massachusetts. William G. Morgan, a YMCA physical education director, blended elements of tennis, handball and basketball to create the game, which he first named "Mintonette". The first rules, written by Morgan himself, called for a net 6 feet 6 inches high and a 25 by 50 foot court. Any number of players could participate in the game, and a match was composed of nine innings, with three serves for each team each inning. (Linenberger, Shawn October 5, 2005).

A year later, after seeing a demonstration given at the YMCA in nearby Springfield, Massachusetts, a businessman named Dr. Halstead suggested the name be changed to "Volleyball" because the basic idea of the game was to volley the ball back and forth over the net. A few years later, in 1900, a modification of rules was suggested by W.E. Day. He proposed that the height of the net go up to 7 feet 6 inches and match length be set at 21 points. These changes were accepted and published by the YMCA. Although originated in the United States, volleyball quickly gained popularity around the world. Canada was the first "foreign" country to adopt volleyball in 1900. Six years later, Cuba discovered volleyball, thanks to Augusto York, a North American army officer who took part in the second military intervention in this Caribbean island. Japan was the next to catch on in 1908, as Hyozo Omori, a graduate of Springfield College in the United States, demonstrated the rules of the new game on the YMCA courts in

Tokyo. In 1910, volleyball officially landed in China, thanks to Max Exner and Howard Crokner. This same year, the Philippines also got to know the new game, as it was imported by the YMCA director in Manila. At this point, there were almost 5,000 public and private courts established worldwide. In 1912, the rules of volleyball were changed yet again. The court size became 35 feet by 60 feet, and a uniform size and weight of the ball was established, calling for a circumference of 26 inches and a weight of between 7 and 9 ounces. Additionally, two other

important rules were established: the number of players on each team was set at six and the players must rotate before service. (Temprado, et al 1997).

2.2. Women's Participation in Volleyball

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

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

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

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

the evening games at London 2012 that the players sometimes had to wear shirts and leggings. (Sawula, L. 1992). 12

2.3. Female Participation in Education

Women comprise more than half of the world's human resources and are central to the economic as well as to the social well-being of societies. Development goals cannot be fully reached without their participation (Synder and Mary, 1995).

According to Kane (1995); as cited in Lishan (2004) the ample evidence available suggests that educating women has a considerable social return. For instance, there is a positive correlation between primary education, enrolment rate of girls and GNP (Gross National Product), per capita income. Moreover, there is an overall impact of education on the economic well being of women, their families and society. In relation to literacy rate of the women, World Bank (WB), (1988) indicates that the low literacy rate is still prevailing among women. Out of 51 developing countries, the bank considers 14 of the countries as having literary rate less than 20% and even less than 10% in 5 countries, including Afghanistan, Burkina Faso, Nepal, Somalia and the Sudan. On the other hand men's literacy rate is reported to be three to four times higher.

As literatures indicate that the enrollment rate in all school levels has been rising in the developing countries for both sexes, the enrolment rate of girls is much lower than boys with the widest gap exists in the poorest countries (Hill and King (1993). They further explained that, among the poor countries, both enrolment rates and gender disparities in enrolment differ regionally. Except for south Asia and sub-Sahara Africa all regions have achieved nearly universal primary education for boys. East Asia and Latin America, However, have enrolment rate for girls, which is approaching similar level with that of boys in other region (ibid)

2.4 Female education Africa trend

Even though, female education is one of the recognized critical pathways to promote social and economic development. Evidence from Sub-Saharan Africa indicates that there have been improvements in females' participation, female's access to education remains limited in several countries across the region (Heneveld and Odaga, 1995). It is evident that, once enrolled, females

are more likely to dropout than boys, that their academic achievement is poorer than that of boys. In recent years, African governmental, non-governmental organizations and donors have been working together to develop programs that address the problems of improving girls educational participation.

A recent literature provides a summary of the state of knowledge of the factors constraining girls schooling in sub Saharan Africa. It presents an outline of how this accumulated knowledge can be used in practical ways to facilitate the design of programs to accelerate female participation in education in the region

2.5 Female Education in Ethiopian

As one of the least developed nations, Ethiopia suffers from a very low representation of women in different fields at all educational levels. In spite of this fact, effort and measures have been taken to encourage females' participation at all level of education. However, there are diverse factors that affect the teaching learning process of female students. According to Tsigie (1991), among the factors contributing this gender differences are, societal and cultural beliefs, household responsibilities, early marriage, lack of motivation, lack of confidence, lack of guidance and counseling services and so on. Furthermore, her findings indicate that biological, physiological, psychological, and religious factors also contributed to the low participation of female's students in certain areas where the study was made.

Some of the suggestion forwarded by Tsigie (1991) to remedy the problem so that the gender gap could be narrowed include: Establishing well organized guidance and counseling programs, giving special attention to female students, educating parents, organizing relevant programs through various means that could change the attitudes of the society in general and of females in particular .The reason for such low participation of women in different levels of education may be attributed to the values and attitudes that the Ethiopian society attaches to wards education of women that in most parts of Ethiopia patriarchal thinking dominates the culture. Tsigie (1991), states that teachers as well as school administrators try to influence female students so that they join home economics, nursing or secretarial areas on the ground of their usefulness to domestic work .The view of the female students in regard to their education is not in any way different from the view of the preceding groups, it is with such background and skepticism that female

students 'participation is low in different levels of education and this may be also one of the reasons and explanations for their low participation in physical education.

Similarly with the above outlooks Genet (1991) stated that, there are many constraints that prevent women from attaining equal educational level with men. These include: access and attitudes towards certain fields of training (sex segregating character of educational program) and various types of barriers like occupational, educational role and social and cultural barriers.

Generally, women are regarded as intellectually inferior to men in many societies. This perceived inferiority to women is often given as a justification for their being restricted from playing important roles in the society. Such view also has an impact on the self-image of girls. In relation to this point Genet (1991) explained that, images of women reflect to values and pressures of society but at the same time they permeate.

2.6 Importance of physical education

Relevance is a key word in modern education to acquire outcomes. To clarify the importance of physical education in school is the following points; As Knap (1968; 75) stated that the physical education represents development and maintenance of physical education characteristics including strength, endurance, good posture, flexibility, balance, and our muscular skills. In relation to this Butcher (1972;49) point out physical education can be considered with improving ones fitness and health of student educate what to learn and new skills and many sports.

2.7 Physical Education as Integral Part of All Education

Physical education is the integral part of the total educational process which enhances and integrates that physical, social, and psychological aspects of an individual's life, though directed physical activity (Arnold, 1976).

Very often the natural relationship between general education and physical education is forgotten; with the result that the two exist physically together but functionally apart this has resulted in reducing the scope of the school program in two respects. Firstly the educational function of physical education has been neglected and secondly the physical functions of education are not recognized. These two are really complementary to each other and to have a function together (Festle, 1996).

Arnold (1976) also views that though a well-directed physical education program student develop skills for the correct use of leisure time by undertaking activities which are conducive to healthy living social development and a sense of civic responsibility.

Bucher (1972) defined physical education as: An integral part of the total education process a field of endeavored that has as its aim the development of physically, mentally, emotionally, and socially fit citizens through the medium of physical activities that have been selected with a view to realize these at outcomes. The above definition depicts that physical education is a process which utilizes activities that are inherent in each individual to develop a person organically, neuron muscularly, intellectually, and emotionally.

2.8. Female students participation during physical education class

According to Jone et al (1997) female participation during education is a school enable citizen to make all rounded participation. The participation of female in socio economic program especially depends on their educational background. Educating girls and women are critical to achieve the benefits as well as the improvement in the areas of health. Another study focusing on participation in physical education (King and Closes, 1992) determined that young female participation in physical activity and us likely to be physical active at age 20. If girls are turned off by physical education in higher preparatory and secondary school. They are much us likely to remain active as adult.

Practicing any activity a key point to improve one's skill, Performed it in realistic game like environment. Rate repletion will attend to the static mechanics required to perform the skill. But will not elevate our level of play unless you practice the skill in game environment certainly, get comfortable with the physical rudiments.

2.9. Importance of Co-Curricular Physical Activities

Ram et al (1996) elaborates in terms of pupil interest, those co-curriculum activities should be encouraged which will give the participants an opportunity to develop habits of cooperation, fair play and good citizenship. They provided opportunities for training in leadership and the wise use of leisure time. They further discussed the important thing that such co-curricular activities should be interrelated and integrated, with regular academic activities so that constructive

attitudes of responsibility, initiative and pride in accomplishment carryover from one activity to the other.

Moreover, another contribution of co-curricular activities is that it becomes the basis of occupational interest and occupational selection. There are many examples of students that wish below average academic achievement but who successfully participate in sport activities and develop interest in health education as their occupation. Thus, interests and encouragement developed through co-curricular activities influence the life patterns of the students.

Like sientop (1998) and other experts in the field of education and physical education have come to a common agreement that physical education has to achieve the status of academic discipline since it is an integral part of the total education process . Based on the above concept, one can remark that, the educative value of any co-curricular activity depends on the type of activity itself, abilities and limitations of participants, nature of the physical education teacher who is in charge of the physical education program, the large society in which the institute is located and the objectives of the institute.

2.10 Female's in Sport Activities

Women in the 1950s and early 1960 did participate in sport much less than their descendants in the 1990s. Lack of opportunities and knowledge discouraged them, as well as the intense athletics were not considered normal for women (sientop, 1998). Many other women, however, did worry about sports “masculinity”. They tried to minimize the dissonance between sports and their prescribed role through apologetic behavior. By the mid-1990s, the situation for women athletes were improved and Significant change occurred, especially during the 1970s and in the area of opportunities. But it was not a radical change. Equality had not been achieved, and many problems remained (Sientop, 1998).

2.11, Factors affecting the participation of female students in physical education class

2.11.1. Factors when teaching female in Volleyball

According to (Dissertation University of South Carolina, In 2008 SC Doctoral dissertation. University of Northern Colorado, Greeley, CO.) Teaching the subject makes a teacher being physically active and smart but there are problems with physical education teachers having too many classes to teach in a week/day and very large classes that makes so difficult to determine the teaching strategies and methods especially at the secondary level. Sometimes there is a lack of respect from others about the profession of physical education. Therefore, the strategies and other important thing are mentioned in volleyball positively for the effective teaching learning process task to be accomplished.

According to <http://www.teachpe.com/> indicated that at the ancient Olympic Games, women were not allowed to watch the activities let alone participate in them. By the end of the nineteenth century, English women's, from the middle classes, were taking part in sport a Victorian attitudes meant that women often played in Cumber some dresses making movement difficult. In the early twentieth century, the national governing bodies of some sports were formed and there were organized competitions for women, usually separate from men. So as explained in the above some sports are still, considered male sports and so it is sometimes harder for women to get involved in these sport (eg. handball and volleyball) that is why females were far away from being participated in volleyball when it is compared to males As indicated in several studies, in most developing countries at all educational levels, girls' enrollment and participation was usually below that of boys.

2.11.2 Teachers' attitude and expectations

Teachers attitude are likely to be the reflection of broader societal view biases about the role and activities of males and females and stereotypical subjects inculcated in the curriculum. Classroom observations have shown that teachers encourage and pay more attention to boys than girls. Because of this girls often may not answer the questions as equally as the boys, not because of they do not know but because of their socialization that does not allow them to even take the risk of being wrong (FAWE, 1996).

It may be more helpful to suggest that the interaction between teacher and pupils is bound to be a powerful determinant of a pupil's self-image and confidence, particularly at primary level. (ibid) Researchers in the field of gender differentiation have also questioned whether teacher expectations of gender related a behavior by pupils have affected pupils progress and it stresses the gender experiences that teaches bring in to school with them cannot be ignored. They are role models for many children very young children; teachers are their first adult role models other than their parents.

Role of teachers

Teachers interact differently with boys and girls this creates problems and in equalities in the classroom (ICDR, 1999)

1. When teachers attend to task-oriented activities in the class, boys more attention than girls.
2. When students demand teachers' teachers respond to instruction and to girls.
3. Boys are seen as trouble makers while are not, therefore, teachers are more likely to reprimand boys.
4. Girls are given more attention when physically close to teachers, while boys are given more attention when they are far away.

Lack of role models

As O'Gera and Nancy (1996) support that role modeling is an important part of social learning thus increasing the number of females' teachers is an important strategy to boost girls' enrollment and participation. Female teachers in the school can be model in competence, self-esteem, success and ways of thinking and doing things.

The presence and-or absence of role models influence the participation of females in education UNICEF (1992) mentioned that an increased number of female teachers is goal retention of females in schools particularly through the teachers position as role models. Similarly, the study made by Tsige (1991) indicated that quite a big proportion of girls not often ask or answer

questions in class and the main reasons for this are fear of audience, fear of teachers, shyness, and lack of confidence.

2.11.3 Biological factors

2.10.3.1, Menstruation

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

Girls experience less physical distress associated with their menstrual cycle when they play sport. Many reports highlight the positive influence of moderate and regular physical activity on the menstrual cycle. For long period time there has been that physical exercise has negative. / Ibid / As Shaver (1981) further reported a study had been made Hungary on women athletes and it was found that there were disturbance on the set of during the menstrual period doubt women athletes is much greater than amount of general female population .

2.11.3.2. Pregnancy

Anecdotal evidence shows that pregnancy does not hamper performance of women who choose to participate in sport throughout their lives Lounes and Nation (1991) stated that Irwin, who was a female athlete, won an Olympic medal inducing when she was four months pregnant. Geber et al (1974), saying that females could look forward active and exiting sports life uncomplicated by irregular means, pregnancy and childbirth.

2.11.4, Socio- cultural factors

Many socio-cultural, psychological, and contextual factors affect female students' participation in PE. There were also factors affecting female students in PE in social constructions of gender and gender stereotypes. Macdonald, (2009) suggested that during infancy and childhood, children develop attitudes, which formed through their interaction with their world. Parents and family members play a pertinent role in this regard. As the child develops, school influences become more important. Learners are outside the home they exposed to different behavior and

attitudes. From primary to secondary school, learners make choice, which can build or destroy them as individuals. Individuals adopt attitudes and behavior patterns and these are internalized.

The adoption of behaviors and attitudes in relation to sport is often associated with the need to be accepted by their parents, community and society the interaction with on a day basis (Davies, 1996). Harris (1994) stated that the family is said to be generally responsible for early sport socialization and interest in sport often preceded by the parent's interest. Socialization is,, the process whereby individuals learn skill, trails, value, attitudes, norm and knowledge associated with performance of percent and anticipated social roles. The sport socialization process contains three components the socialization into sport refers to the social and psychological influences that shape an individual's initial attraction to sports. Brustard (1992) explored that socialization via sport refers to the acquisition of attitudes, value, and knowledge as a consequence of sport involvement. Socialization out of sport involves these influences that contribute to an individual discontinuing his or her sport participation.

2.11.5 Family related factor

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

2.11.6 Culture

Culture is a group of people have the same belief which has similar part of tradition and custom. Hargreaves (1997) stated that, culture is seen lived dominance and subordination of particular class, in the sense that certain cultural beliefs can affect the progress of particular area in life. In

most cultures girls are often regarded weak creatures as compared to boys. They are usually seen as inherently sick and fragile to perform an activity that could be handled by men. Odaga and Heneled (1995) reveal that cultural influence is so strong that it bring dilemma in females on their education participation and ignoring their contributions in any field including education.

Leonard 2nd (1993) states that the influence of culture on female participation in sport the ‘‘female had to be confident prevented from doing anything that might her delicate reproductive system and that means she had to be prevented from doing virtually physical activity. Edward (2003) explored that culture influence are claimed that physical education and sport have variety of positive cultural effect they build character encourage them work and team sprite.

Kane (1998) argued that sport could be regarded as one of the most important sites for the production of cultural beliefs and practices that equates gender differences. These cultural beliefs make women think that they will never attain the levels of their male counterparts where sport performance is concerned. „A women place is in the kitchen., does still a common saying and many cultures still firmly believe it

Participation in sport masculine female and is therefore viewed negatively (Fasting, 1987) The above sentence confirms the fact that masculine and feminine behaviors are culture. Most males are accepting of females not participating in sport.

According to Kiouvula (1997), the participation of women in sport has always been seen as the presence of women in a men’s world. Despite many negative factors, females who continue to participate in sport are challenging, the culture-bound beliefs and are going against deep-seated traditional beliefs. „, If sports are a cultural space where gender relations are produced, preserved and publicly celebrated, and women involvement in sports can be seen as a form of resistance that disturbs the apparently already existing logic of male supremacy (Kane, 1998).

2.11.7, Socio-Economic Factors

Higginson,(1985) suggested the nation is that social background and availability of opportunities influence the decision to be involved in sport or not. This implies that the economic background of an athlete facilitates the choice to participate in sport because opportunities are readily available.

Sport participants can thus afford to travel to where the facilities are situated and they can also afford to buy the necessary sporting equipment. There are however, many factors that make it impossible for certain females to take part in sport. According to Higginson (1985), argued that even if facilities are available a child might not participate in sport if the parents are unconcerned regarding this facet of child development

2.11.8 Schools Factors

Schools are the main parts of educational systems, which are considered as a source of educated people. However, a number of studies indicated that, the participation and enrollment of female students in school; particularly in the rural areas could be affected by different School related factors.

As Kasente (2000) examined that, with related to school the total working environment, distance to school, teacher attitudes, and teaching practice, gender basis in curricula and classroom culture all affect female attainment and persistence in schools. Therefore school could be the other factor for the participation of female students in teaching volleyball. Since the school working environment, distance, attitudes of the teacher and other related factors are engaged in school problems.

2.11.9 Factors related to teachers

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

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

2.11.10. Factors related to Instructional Facilities and Materials

Tirusew (1998) also describes that for effective teaching and learning to take place, classroom must be adequately organized and conducive enough. The crux of educational quality among others heavily relies upon the environmental conditions and facilities of the classroom. Whenever theoretical issues presented in classroom for students, it is practically proved that students get the most out of them when they supported by teaching materials Hallak, (1990). The writer further maintained that classroom should have furniture that is comfortable and easy to move from one point to another and to arrange for different purpose.

The most writers argued that classroom should encompasses teaching materials like, textbook, guide, map, charts etc. therefore teaching material and other classroom situation are often per amount importance in the process of teaching and learning where lack of appropriate material results in hampering effective transmission of knowledge. In learning volleyball the essential issue which are necessary available includes, the ball, the facilities and equipments and the like. It was discovered that the available facilities and equipment at every school visited were not significantly used by the teacher for effective teaching.

This research result was in with the opinion of Awosika (2009), that it might be impossible to achieve satisfactory results from athletes whose facilities and equipments are in adequate or of sub- standard.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY OF THE STUDY

3.1 Area of study

This study would be conducted on three selected woreda such as:- Doyogena, Hadaro Tunto and Tambaro woreda secondary schools, These three woreda found in Kambata Tambaro zone and the capital of this zone were Durame. The zone was one of S.N.N Region, it was 185 km away from region capital cities of Hawassa, 310 km away from Addis Abeba and 356 km away from Jimma. This zone has totally eight (8) woreda, from them three selected woreda of five secondary schools, namely;- Doyogena, Serara, Amacho-wato, Hadaro tunto and Mudula are study conducted secondary schools.

Figure 1, map of Kambata Tambaro zone



Source:- Map of Ethio GIS, 2019

3.2 Research Design

In this study Cross-sectional study design was employed.

3.3 Study population

In five secondary schools there were 1095 male students, 1072 female students, 13 PE teachers and 15 directors were the total populations. Since this study was factors affecting female student participation during teaching learning process of volleyball practical class, there were 1072 female students and 13 physical education teachers, totally 1085 were the study population.

3.4 Target population

The target population is the population, or groups, that the researcher used. The target population of this study was 123 female students and 13 PE teachers. From 123 female students 59 at the age of 14-16, 47 at age of 17-20 and 17 of them were at age above 21 and from 13 PE teachers 2 were at age of 18-25, 8 of them were at age of 26-30 and 3 of them were above 31 totally 136 target population were target population of this study.

3.5 Sample size and Sampling techniques

The researcher apply simple random sampling techniques, a probable sampling was a method of selection where all items in the population have calculable probability of being selected. In Kembata Tambaro zone 8284 female students and 52 PE teachers in 24 secondary schools.

Table 1 Kembata Tambaro zone secondary school Female students & PE teachers' population

No	Woreda	No of schools	Female students	PE teachers
1	Doyogena	4	772	7
2	Hadaro tunto	4	1082	8
3	Tambaro	4	1225	9
4	Kachabira	4	1130	8
5	Angacha	3	1108	7
6	Durame town	2	1085	5
7	Danboya	2	918	4
8	Kadida	2	964	4
	Total	24	8284	52

There were eight (8) woreda in Kembata Tambaro zone, the study would be conducted in three selected woreda and those woreda selected by purposely sampling method, because it was the nearest woreda to researcher to get relevant information and the researcher select one (1) from volleyball potential woreda and two (2) from less volleyball potential woreda in this zone, totally three woreda were study conducted. In Kembata Tambaro the total twenty four (24) secondary

schools, from those five (5) secondary schools would be under the study conducting woreda. Therefore the study would be conducted on three woreda five secondary schools. 13 PE teachers were selected by availability sampling techniques and from 1072 total population of female students there were 123 female students were used as sampling. Totally 136 were sampling size of this study.

Sample size

Sample size of target population determined by what Kothri(2004-58) suggested the ideas sample size of target population was large to serve as an adequate representative and small enough to selected economically in terms of both time and complexity of analysis.

Sample Size determination for the study would carry out using the following Kothari (2004) formula.

$$n = \frac{Z^2 pqN}{e^2(N-1)+Z^2 pq}$$

Whereas:-

n is the desired sample size;

N is the Population of female students of student in school at confidence level of 95% and 5%

Precision;

Z is the critical value containing the area under the normal curve =1.96;

e is the desired precision level (5% precision=0.05);

p is an estimated proportion attributed present in the population (0.1) and q =1-p(1.-0.1=0.9). by substituting these values in the above formula the sample size 'n' will be calculated as follow.

$$n = \frac{(1.96)^2(0.1)(0.9)(1072)}{(0.05)^2(1072-1)+(1.96)^2(0.1)(0.9)} = 123 \text{ sample student respondents}$$

In generally 123 female students and 13 PE teachers totally 136 respondents were taken as sample size of this study. The name of five secondary schools and their sampling sizes of female students Doyogena total population 230 and 26 sampling size, Amacho wato152 and 17 sampling size, Serara 174 and 20 sampling size, Hadaro 250 and 29 sampling size and Mudula 266 and 31 sampling sizes.

Table .2 Study population sample technique

No	Secondary schools	Female students	Sampling technique	PE teachers	Sampling technique
1	Doyogena	230	Simple Random S.T	3	Availability S.T
2	Amacho wato	152	Simple Random S.T	2	Availability S.T
3	Serara	174	Simple Random S.T	2	Availability S.T
4	Hadaro	250	Simple Random S.T	3	Availability S.T
5	Mudula	266	Simple Random S.T	3	Availability S.T
	Total	1072	Simple Random S.T	13	Availability S.T

Table -3 Study population and sample size

No	Secondary schools	Study population	Sample size	PE teachers
1	Doyogena	230	26	3
2	Amacho wato	152	17	2
3	Serara	174	20	2
4	Hadaro	250	29	3
5	Mudula	266	31	3
	Total	1072	123	13

3.6. Pilot study

Pilot test of the questionnaire was made to check the reliability of the questionnaire on two secondary school students which were excluded from the study conducted schools. Accordingly, the pilot test was conducted on 20 female students and the Cronbach alpha reliability coefficient of the pilot study was 0.87. This show the items were valid on reliable. Based on their valuable comments and suggestions necessary adjustments were made as far as the clarity of language, ideas and contents of questionnaires concerned.

Reliability Statistics	
Cronbach's Alpha	N of Items
0.87	21

3.7 Source of data collection

The researcher uses primary source of data collection. Primary source of data gathered from female student and PE teachers through questionnaire, interview and observation checklist.

3.8 Data collection instruments

Data collection is:- the process of gathering and measuring information on variables of interest, in a established systematic fashion that enables one to answer stated research questions. Data collection instruments of this research were questionnaires, interview and observation.

3.8.1 Questionnaire

In order to get relevant data this was helping to answer question raises under in the research question. The self made questionnaire were prepared by researcher and addressed to the respondents. Questionnaire were given to selected students and administered to collect data from students. There were three (3) open ended and twenty one (21) close ended questionnaires were structured for female students.

3.8.2 Interview

Interview is one of the major tools to gather information about study, therefore the researcher use 13 PE teachers to get relevant information that related to factors that affect the participation of female students in teaching learning process of volleyball practical class in Kembata Tambaro zone secondary schools.

3.8.3 Observation

The researcher prepare self made observation checklist and gathered information, which was related to factors affecting female students participation during teaching learning process of volleyball practical class.

3.9. Data collecting procedures

To get the correct information from the respondents, the basic questions were formulate and gathering instruments prepared by researcher. The questionnaire would prepare for female students in simple English (easy to communicate). The brief orientation was given by researcher in the purpose of study and they can ask the researcher if they can't understand on questions

when they give response, the interview with PE teachers and finally researcher made observation during in volleyball practical class.

3.10. Methods of Data Analyses

After collecting the data the investigators uses both qualitative and quantitative method to analyze data. The data from close ended questionnaire were chiefly quantitative using descriptive statistics and explanation after it was inter to statistically package. Whereas the data obtained to open ended, interview and observation qualitatively analyzed and summarized. Therefore all closed ended questions of the questionnaire were analyzed in quantitatively using frequency percentage mean, standard deviation. Data from structured questionnaire would analyze using the Statistical Package for Social Science (SPSS) to generate descriptive statistics such as, frequencies, percentage and tables.

3.11. Ethical consideration

The main purpose of this study was to identify the factors that affecting the participation of female students in teaching learning process of volleyball practical class in Kembata Tambaro zone secondary schools. The questionnaire would be filled by female students and interview with PE teachers, who are concerns in this study. The study deals with ethical relations and good approach with concerned bodies for reliable investigation and it makes confidentiality of information that was given by participants.

CHAPTER FOUR

MAJOR FINDINGS AND ANALYSIS OF DATA

This chapter of the study deals with the analysis of the data gathered through the questioner interview document analysis and practical filed observation from different source followed by discussion of the findings.

Furthermore, the main findings of the study were presented with the help of tables followed by descriptive statements for analysis to give answers to basic questions set in the study.

4. Interpretation of data

Applying percentage and other statistical methods employed in the analysis of the data gathered are organized using tables and then followed by descriptions of the result.

4.1 Background of Respondents

Table- 4 Background of female students

Female students from grade 9 and 10 chosen as sampling

Item		Respondents	
		No	Percentage
Sex	Male	-	-
	Female	123	100
	Total	123	100
Grade	9	63	51.2
	10	60	48.8
	Total	123	100
Age	14-16	59	48.0
	17-20	47	38.2
	21& above	17	13.8
	Total	123	100

The sample female students who participate in filling the questionnaire were 59 (48.0%) at age of 14-16, 47 (38.2%) were at age of 17-20 and 17 (13.8%) at age of 21 and above. There were also 63 (51.2%) were at grade 9 and 60 (48.8%) were at grade 10. Based on this most of the respondents were at the age of 14-16 more respondents were grade 9 students.

Table-5 Background of teacher respondents

No	Item	Teachers	
		No	Percentage (%)
1	Sex		
	Male	10	76.9
	Female	3	23.0
	Total	13	100
2	Age		
	18-25	2	15.4
	26-30	8	61.5
	31 and above	3	23.1
	Total	13	100
3	Qualification		
	Diploma	-	-
	Degree	10	76.9
	MSC	3	23.1
	Total	13	100
4	Experience		
	3-8 years	4	30.8
	9-14 years	7	53.8
	15 and above years	2	15.4
	Total	13	100

Based above table, 10 (76.9%) of teachers respondents were male and 3(23.1%) respondents of teacher were female. Regarding to age 2 (15.4%) of respondents were at age of 18-25, 8 (61.5%) of respondents at age of 26-30 and 3 (23.1%) of respondents were at age of 31 and above. Regarding to qualification of teachers, 10 (76.9%) of respondents were Degree and 3 (23.1%) of respondents were Masters. Regarding to job experience 4 (30.8%) of respondents were 3-8 years, 7 (53.8%) of respondents were at 9-14 and 2 (15.4%) of respondents were at 15 and above.

4.2 Data analysis

Table-6 Student related factors

No	Item	Variable	Frequency	%	Mean	S.D
1	Your asking PE teacher when they explain and demonstrate the technique during volleyball practical class	Very high	8	6.5	3.14	.899
		High	18	14.6		
		Medium	46	37.4		
		Low	51	41.5		
		Total	123	100		
2	To what extent your participation in PE activity especially in volleyball practical class?	Very high	4	3.3	3.17	.866
		High	25	20.3		
		Medium	40	32.5		
		Low	51	43.9		
		Total	123	100		
3	The male students Superiority when you participating in volleyball practical class	Very high	36	29.3	2.01	.836
		High	56	54.5		
		Medium	25	20.3		
		Low	6	4.9		
		Total	123	100		
4	During menstrual period in what extent you practicing in physical activity	Very high	-	-	3.60	.524
		High	2	1.6		
		Medium	45	36.6		
		Low	76	61.6		
		Total	123	100		
5	In what degree of your interest to participate in volleyball game	Very high	8	6.5	3.10	.936
		High	24	19.5		
		Medium	39	31.7		
		Low	52	42.3		
		Total	123	100		
6	The extent of intramural Volleyball competition in your school for female students	Very high	-	-	3.62	.566
		High	5	4.1		
		Medium	37	30.1		
		Low	81	65.9		
		Total	123	100		

The result from the above table 6 indicates that, 8(6.55%) respondents replied that female student to ask their teacher when they demonstrate and explain during volleyball practical class were “Very high”, 18 (14.6%) of respondents replied Female student to ask their teacher when they demonstrate explain techniques during volleyball practical class were “High”, 46 (37.4 %) respondents replied that female students to asking their teacher when they demonstrate and

explain the technique were ‘Medium’ and 51 (41.5 %) of respondents replied that female students to ask PE teacher when they demonstrate and explain the technique of volleyball practical class were ‘Low’. The mean value were 3.14 and .899 of standard deviation, this indicates that the data spreads to the mean value.

Based to above table from total 123 respondents, 4 (3.3 %) of respondents replied that female student participate in physical activity especially in volley ball were ‘Very high’, 25 (20.3%) of respondents replied that female student participation in physical activity especially in volleyball practical class were ‘High’, 40 (32.5 %) of respondents replied that female student participate in physical activity especially in volleyball practical class were ‘Medium’ and 54 (43.9%) of respondents replied that female student participate in physical activity especially in volleyball practical class were ‘Very high’. Also the mean value was 3.17 and standard deviation of .866 this indicates that in some amount the response were spread from mean.

The above table indicates that, 36 (29.3%) of respondents replied that male students superiority during practicing volleyball practical class is” Very high”, 56 (45.5%) of respondents replied that male students superiority during volleyball practical class were ‘High’, 25 (20.35%) respondents replied that the superiority of male students during female students participation in volleyball practical class were ‘Medium’ and 6 (4.9%) of respondents replied that the superiority of male students during female student practicing of volleyball practical class were ‘Low’. Therefore the mean value were 2.01 and standard deviation of .836 this indicates that the response were in some amount spread to mean.

Based above table from total respondents, 2(1.6%) of respondents replied that during menstrual period practicing physical activity were ‘High’, 45 (36.6%) of respondents replied that during menstrual period practicing physical activity were” Medium” and 76 (61.8%) of respondents replied that practicing physical activity during menstrual activity were ‘Low’. The mean value was 3.60 and standard deviation of .524 this indicates that the responses were averagely spread and close to mean.

Based the above table, (6.5%) of respondents replied that the interest of female student to participate in volleyball game were ‘Very high’, 24 (19.5%) of respondents replied that the

interest of female student to participate in volleyball game were “High”, 39 (31.7%) of respondents replied that the interest of female student to participate in volleyball game were “Medium” and 52 (42.3%) of respondents replied that the interest of female student to participate in volleyball game were “Low”. Therefore the mean value was 3.10 and S.D was .936 this indicates that the responses were spread from mean.

The response from table 6 indicates that, none of student response intramural volleyball competition for female students in their school, 5(4.1%) of students replay that intramural volleyball competition for female students were “High”, 37(30.1%) of students replay that the intramural volleyball competition for female student were “Medium” and the rest 81(65.9%) students replay that intramural volleyball competition for female students were “Low”. The mean value was 3.62 and S.D was .566 this indicates that the response were averagely spread and closed to the mean.

Table-7 Teacher related factors

No	Item	Variable	Frequency	%	Mean	S.D
1	In what extent your teachers encourage you equally with male students during volleyball practical class	Very high	9	7.3	3.07	.990
		High	29	23.6		
		Medium	30	24.4		
		Low	55	44.7		
		Total	123	100		
2	In what extent your PE teachers demonstrate skills to you during volleyball practical class	Very high	15	12.2	2.83	1.038
		High	33	26.8		
		Medium	33	26.8		
		Low	41	43.1		
		Total	123	100		
3	Your PE teacher gives additional or tutorial class for volleyball training?	Very high	-	-	3.54	.681
		High	13	10.6		
		Medium	31	25.2		
		Low	79	54.2		
		Total	123	100		
4	In what degree your teacher teaches you in practical class comparing with theory?	Very high	12	9.8	2.91	.992
		High	30	24.4		
		Medium	38	30.9		
		Low	43	35.0		
		Total	123	100		

Based on above table from total respondents, 9 (7.3%) of respondents replied that the level of teachers encourage them equally with male students during volleyball practical class were “Very high”, 29(23.6%) of respondents replay that the level of teachers encourage them equally with

male students during volleyball practical class were “High”, 30 (24.4%) of respondents replied that the level of teachers encouragement were equally with male students during volleyball practical class were “Medium” and 55 (44.7%) of respondents replied that the level of teachers equally encouragement with male students during volleyball practical class were “Low”. The mean were 3.07 and S.D was .990 therefore the responses were spread to mean.

Based on the above table, 15(12.2%) of respondents replays PE teacher demonstrate the skills during volleyball practical class were “Very high”, 33(26.8%) of respondents replays PE teachers demonstrate skills during volleyball practical class were “High”, 33(26.8%) of respondents replied that PE teachers demonstrate skills to you during volleyball practical class were ”Medium”, and 41(43.1%) of respondents replied that PE teachers demonstrate skills during volleyball practical class were “Low”. Therefore the mean values were 2.83 and S.D was 1.038, this indicates that the values of respondents were spread from mean.

The above table shows that, none of the respondents replay that PE teachers gives additional or tutorial class to volleyball training were very high, 13(10.6%) of respondents replay that PE teacher gives additional and tutorial class for volleyball training were high, 31(25.2%) of respondents replay that PE teacher gives additional or tutorial class for volleyball training were medium and 79(54.2%) of respondents responded PE teachers give additional or tutorial class for volleyball training were low. The mean value was 3.54 and S.D was .681, this shows that the value of response were in minimum closer to mean.

The above table shows that, 12(9.8%) of respondents replay the degree of teacher teaches in practical class comparing with theory class were very high, 30(24.4%) of respondents replay that the degree of teacher teaches in practical class comparing with theory class were high, 38(30.9%) respondents replay that the degree of teacher teaches in practical class comparing with theory were medium and 43(35.0%) of respondents replay that the degree of teacher teaches in practical class comparing with theory class were low. The mean values were 2.91 and S.D was .992 this indicates that the values of respondents were averagely spread.

Table -8 School related factor

No	Item	Variable	Frequency	%	Mean	S.D
1	The distribution of physical education period comparing to other subject	Very high	-	-	3.76	5.13
		High	5	4.1		
		Medium	19	15.4		
		Low	99	80.5		
		Total	123	100		
2	Does your school have adequate volleyball to practice volleyball basic skill?	Very high	-	-	3.47	.681
		High	13	10.6		
		Medium	39	31.7		
		Low	71	57.7		
		Total	123	100		
3	The school has adequate water and class to wear cloth for female students	Very high	6	4.9	3.39	9.39
		High	17	13.8		
		Medium	23	18.8		
		Low	77	62.6		
		Total	123	100		
4	The support and motivation of school for female student to participate in intramural volleyball competition	Very high	6	4.24	3.24	.862
		High	16	13.0		
		Medium	43	35.0		
		Low	58	47.2		
		Total	123	100		
5	Your school award female students who show good talent in volleyball and other sport	Very high	-	-	3.69	.560
		High	6	4.9		
		Medium	26	21.1		
		Low	91	74.0		
		Total	123	100		
6	The large number of students in your class affect to learn volleyball practical class	Very high	65	52.8	1.63	.750
		High	38	30.9		
		Medium	20	16.3		
		Low	-	-		
		Total	123	100		

Based on above table of school related factors, none of respondent reply that the distribution of physical education period comparing to other subject were “Very high”, 4(4.1%) of respondents reply that the distribution of physical education period comparing to other subject were “High”, 19(15.4%) of respondents reply that the distribution of physical education period comparing to other subject were “Medium” and 99 (80.5%) of respondents reply that the distribution of physical education period comparing to the other subject were “Low”. The mean value was 3.76

and S.D was .513 this indicates that the values of respondent were averagely spread and close to mean.

The above table show that none of respondents replied that the school has adequate volleyball to practice volleyball basic skills were “Very high”, 13 (10.6%) of respondents replied that the school has adequate volleyball to practice volleyball basic skills were “High”, 39 (31.7%) of respondents replied that the school has adequate volleyball to practice volleyball basic skill were “medium” and 71(57.7%) of respondents replied that the school has adequate volleyball to practice volleyball basic skill were “Low”. The value of mean was 3.47 and S.D was .681 the values of response were average spread and close to mean.

From total respondents, 6 (4.9%) of respondents replied that the school has adequate water and class to wear sport cloth for female students were “Very high”, 17 (13.8%) of respondents replied that the school has adequate water and class to wear sport cloth for female students were “High”, 23 (18.8%)of respondents replied that the school has adequate water and class to wear sport cloth for female students were “Medium” and 77 (62.6%) of respondent replied that the school has adequate water and class to wear sport cloth for female students were “Low”. The mean value was 3.39 and S.D was .902 this indicates that the values of response were averagely spread to mean.

The above table indicated that, 6 (4.9%) of respondents replied that the support and motivation of school for female students to participate in intramural volleyball competition were “Very high”, 16 (13.0%) of respondents replied that the support and motivation of school for female student to participate in intramural volleyball competition were “High”, 43(35.0%) of respondents replied that the support and motivation of school for female student to participate in intramural volleyball competition were “Medium” and 58(47.2%) respondent replied that the support and motivation of school for female student to participate in intramural volleyball competition were “Low”. The values of mean were 3.24 and S.D was .862 this indicates that the value responses were averagely spread to mean.

Based on above table, none of respondent replied that the school award female students who show good talent in volleyball and other sport, 6 (4.9%) of respondents replied that the school

award female students who show good talent in volleyball and other sport were “High”, 26 (21.1%) of respondents replied that the school award female students who show good talent in volleyball and other sport were “Medium” and 91 (74.0%) of respondents replied that the school award female students who show good talent in volleyball and other sport were “Low”. The value of mean was 3.69 and S.D was .560 this indicates the values of responses were averagely spread and closer to mean value.

Based above table, 65 (52.8%) of respondents replied that the large number of students in class affect to learn volleyball practical class were “Very high”, 38 (30.9%) of respondents replied that the large number of students in class affect to learn volleyball practical class were “High”, 20 (16.3%) of respondents replied that the large number of students in class affect to learn volleyball practical class were “Medium” and non of respondents replied that the large number of students in class affect to learn volleyball practical class were “Low” The value of mean were 1.63 and S.D were .750 this indicates that the value of response were averagely spread to mean value.

Table-9 Out of school factors

No	Item	Variable	Frequency	%	Mean	S.D
1	Do your families motivate you to participate in volleyball game in school and out of school?	Very high	8	6.5	3.37	.899
		High	11	8.9		
		Medium	32	26.0		
		Low	72	58.5		
		Total	123	100		
2	In what extent your parents help you by material(sport cloth) to participate in sport activity	Very high	28	22.8	2.29	.947
		High	45	36.6		
		Medium	36	29.3		
		Low	14	11.4		
		Total	123	100		
3	The acceptance of society when female students participate in volleyball	Very high	10	8.1	3.28	.954
		High	13	10.6		
		Medium	32	26.0		
		Low	68	55.3		
		Total	123	100		
4	House holding factors that hinders female students participation in volleyball game in your village	Very high	42	34.1	1.96	.909
		High	55	44.1		
		Medium	15	12.2		
		Low	11	8.9		

		Total	123	100		
5	In what extent you participate in volleyball game in your Keble?	Very high	7	5.7	3.30	.958
		High	22	17.9		
		Medium	21	17.1		
		Low	73	59.3		
		Total	123	100		

Based on above table, 8 (6.5%) of respondents replied that family motivation to participation in volleyball game in school and out of school were “Very high”, 11(8.9%) of respondents replied that family motivation to participation in volleyball game in school and out of school were “High”, 32 (26.0%) of respondents replied that the families motivation to participate in volleyball game in school and out of school and 72 (58.5%) of respondents replied that the families motivation to participate in volleyball game in school and out of school were “Low”. The values of mean were 3.37 and S.D was .899. This indicates that the values of response were spread to mean.

The above table indicates that, 28 (22.8%) of respondents replied that parents help female students by material (sport cloth) to participate in sport activity were “Very high”, 45 (36.6%) of respondents replied that parent help female students by material (sport cloth) to participate in sport activity were “High”, 36(29.35) of respondents replied that parent help female students by material (sport cloth) to participate in sport activity were “medium” and 14 (11.4%) of respondents replied that the parents help female students by material (sport cloth) to participate in sport activity were “Low”. The value of mean was 2.29 and S.D was .947, this indicates that the values of responses were spread to mean.

From total respondents, 10 (8.1%) of respondents replied the acceptance of society to female students participate in volleyball game were “Very high”, 13 (10.6%) of respondents replied the acceptance of society to female students participate in volleyball game were “High”, 32 (26.0%) respondents replied the acceptance of society to female students participate in volleyball game were “Medium” and 68 (55.3%) of respondents replied the acceptance of society to female students participation in volleyball game were “Low”. The value of mean was 3.28 and S.D was .954, this indicates that the values of response were spread to mean.

Based above table, 42 (34.1%) of respondents replied that house holding factors that hinders female students participation in volleyball game in village were “Very high”, 55 (44.1%) of respondents replied that house holding factors hinder female students participation in volleyball game in your village were “High” , 15(12.2%) of respondents replied that house holding factors hinder female students participation in volleyball game in your village were ”Medium” and 11(8.9%) of respondents replied that house holding factors hinder female students participation in volleyball game in your village were “Low”. The value of mean was 1.96 and S.D was .909, this indicates that the values of response were spread to mean.

Based on above table, 7 (5.7%) of respondents replied that the female student participation in volleyball in their kebele were” Very high”, 22 (17.9%) of respondents replied that Female students participation in volleyball game in their kebele were “High”, 21 (17.1%) of respondents replied that the female students participation in volleyball in their kebele were “Medium” and 73 (59.3%) of respondents replied that female students participation in volleyball game in their kebele were “Low”. The value of mean was 3.30 and S.D was .958, this indicates the value of response spread to mean.

Responses from open ended questions

Q 7. The extent of intramural volleyball competition in your school for female students, if your answer is “low” what the reason in your opinion

Almost all respondents responded “Low” and they indicate the reason for their answer:-

- Lack PE teacher to facilitate the competition
- Less support of school directors for competition
- Less interest of female students to participate
- Lack of back ground skills to female students
- Less motivation to females competition comparing to male students competition

Q 22 In what extent your participation in volleyball game in your kebele? If your answer is “Low” what your reason is

- Lack of family permission to participate in volleyball game
- House holding factors

- The acceptance of society to female participation in volleyball and other sport games in our kebele
- Lack of background trend or skills
- Lack of interest to play volleyball

Q 23. What factors more affect female student participation in teaching learning process of volleyball practical class? And what is a possible solution in your opinion?

Factors:-

- large number of students in class
- Shortage of volleyball in school
- Male students dominate during learning
- PE teachers less encouragement of female student during practical class
- Less number of periods to this subject
- Lack of demonstration and guidance toward PE teachers

Some of the solution which mentioned by respondents was:-

- Medium number of students present in class.
- Adequate volleyball important to practice the skill.
- PE teacher will be encouraging both female and male student equally during practical class of volleyball.
- It is important to teach more in practical class than theory.
- Support by tutorial class for volleyball.

4.3 Interview and Observation data

4.3.1 Responses of interview from PE teachers

The purpose of the study was to investigate the factors that affect female student participation during teaching learning process of volleyball practical class in the case of Kembata Tambaro zone secondary schools. The researcher used interview with PE teacher to get additional information on problems. Therefore 13 PE teachers were participated in this interview.

Question 1:- Do you expect that female student have good attitude for PE practical class especially for volleyball? Most of the respondents replied “No” most of female students not actively participate on physical actively and volleyball practical class, they can’t try to ask PE

teachers during volleyball practical class and they were lack of confident to perform the activity. They show fear to practice skills.

Question 2:- In your opinion what factors that affecting the participation of female students in teaching learning process of volleyball practical class? Almost all respondents interviewed that:-

Large number of students in class:- in most class there were more than 90 students in class this was difficult to manage, assess and give feedback to them

Shortage of sport materials in school:- most of the respondents interviewed there were shortage of ball in school, based on this in more school there were only one ball and lack of normal net. Even if the court itself were covered by grass which used to schools for financial purpose during normal class season of three or four months.

Less number of period per week:- all the interviewees responded only one period in week , this was difficult to teach in theory and practical class

Absence of sport cloth for PE teachers:- most of the interviewers responded the school can't facilitate sport cloth for them , it make a problem to demonstrate the skills during practical class

Less acceptance of school directors toward the subject:- and they have more attention for other science subjects than PE subject, based on this they were not voluntary to fulfill sport material in school and they advise student to take focuses on other subject which appear on national examination.

Question, 3:- Do you give tutorial class for female students to improve their skill in volleyball practical class? If your answer “no” why? Almost all interviewers responded that “No” because the school directors has less attitude to PE subject, they take focuses for other subject which was appear in national examination. The directors support other subject by financial to give tutorial but they can't support physical education

Question, 4:- Does the distribution of PE period is enough to teach female students in volleyball basic skill? If your answer “no” how to improve?. All the respondents say “No” and it will be improve by ministry of education, and the school itself facilitates the tutorial class program like other subjects for PE subject to train the female student.

Question, 5:- In your opinion what are the possible solutions to improve female student participation in volleyball practical class? The response from interviewers:-

The family, the society, female students, teachers, school directors should have positive attitude towards female students volleyball participation.

If family and society should have good attitude to female student's volleyball, if family permission, they were participate in their village, kebele and woreda volleyball game.

Female students should be interested to participate in volleyball, if they have interest they will be actively participate in teaching learning process of volleyball practical class.

PE teacher should be motivate them, prepare intramural volleyball competitions, encourage them during practical class, and give additional or tutorial class to female students.

The school directors should be support by material such as:- preparation of field, net, ball, sport cloth to teacher, award the student who show talent, distributing of period good

4.3.2 Observation of volleyball practical class

Table- Observation checklist in volleyball practical class

No	Item	Yes	Sometimes	No
1	Does teacher's introduce the content properly?			X
2	Does student's perform warm-up activity?		X	
3	Dose teacher's motivate female student equally to male students?			X
4	Does female students interested to participate in volleyball practical class?		X	
5	Do PE teacher wear sport cloth during practical class?		X	
6	Does teacher's teach large size number of students in volleyball practical class?	X		
7	Does playing court of volleyball construct well?		X	
8	Does teacher give feedback for female students While them practicing?			X
9	Does teacher demonstrate the activity well		X	
10	Does male student's show superiority on female students during volleyball practical class?			X
11	Does female student's ask teachers to demonstrate volleyball skills?			X

✓ Self made observation check list

The observation takes place in Kembata Tambaro zone some selected secondary schools

- ✓ As the researcher observed, some of the teacher were introduce the content properly but the other were can't introduce the lesson
- ✓ Based to observation some of the teachers no organized students to warm up and most students participate on lesson directly without worm up
- ✓ Most of teachers cannot motivate female students during volley ball practical class when comparatively to male students, but some of the teachers motivate female students during volleyball practical class
- ✓ It is difficult to observe interest, but most female students come to filed delay and they were show freeness during volleyball practical session this indicates that they have less interested, but very few students participate in volleyball practical session actively
- ✓ In some of the school the PE teachers were no wear sport cloth during volleyball practical class, but rest of other schools PE teachers wear sport cloth.

- ✓ In most of the school the number of students more than 90 this indicates that very large size of students in class, but in same school there were 70 and above in one class. Generally the numbers of students in class were very large.
- ✓ In most of school the playing court of volleyball were constricted well, but in some of the schools it was covered by grass and not constrict well.
- ✓ In practical class of volleyball, most of the PE teachers were not give feedback to female students while them practicing. There were also some teachers give feedback for female students while them practicing volleyball.
- ✓ During observation about teacher's demonstration of volleyball bask skill, Some of the teachers not demonstrate well, but some of the other teacher were demonstrate the skills well
- ✓ In most of schools there were the superiority of male student were very high, they were practice the skill for many time but females cannot, In some of the schools the teacher adjust the students to practice equally for male and female students
- ✓ During teaching learning process of volleyball practical class none of them ask their teacher to demonstrate the skill ok to explain bout the skill.

4.4 Result and Discussion

The finding revealed in this research majority of PE teachers were male and all of them were degree holder with the experience of 9-15 years. There were also all respondents of students were female. As majority of PE teacher responded and majority of female students responded that In Kembata Tambaro zone secondary schools there were:- lack of interest toward female students, Lack of family motivation, Lack of intramural volleyball competition, Lack of school support and motivation, low acceptance of society and lack of background skills to volleyball were factors that affect female students participation in volleyball practical class. Therefore these factors affect female students' participation during volleyball practical class. Participation is important to improve once performance and skill during game activity. Another study focusing on participation in physical education (King and Closes, 1992) determined that young female participation in physical activity and us likely to be physical active at age 20. Practicing any activity a key point to improve one's skill, Performed it in realistic game like environment. Teaching leering process is occur between students and teachers, The other finding of this study on factors affect female students participation during teaching learning process volleyball practical class were:- Large number of students in class, Low number of period per week, lack of material in school, lack of teachers ability to demonstrate skills, lack of teachers motivation, teachers take focuses to theory class than practical class were the factors that affect teaching learning process of volleyball practical class. Therefore both participation and teaching leering process is important to improve female students' participation in volleyball practical class.

Finding indicated that in Kembata Tambaro zone secondary schools there were:- Low asking ability of female students during volley ball practical class, Similarly, the study made by Tsige (1991) indicated that quite a big proportion of girls not often ask or answer questions and the main reasons for this are fear of audience, fear of teachers, shyness, and lack of confidence. The majority of female students replied that, house holding factors that hinder female student participation volleyball were high, similarly Fekede, (1997) in the case of our country Ethiopia most males are seen playing volleyball and females occupied by house holding activity.

CHAPTER FIVE

SUMMERY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMERY

The main purpose of this study was to investigate the main factors that affect female students participation during teaching learning process of volleyball practical class in the case of Kembata Tambaro secondary schools. In order to achieve the purpose of the study the following research question were raised.

1. What are the challenges of teachers to teach female students in volleyball practical class?
2. Which factors those influence the participation of female students in teaching learning process of volleyball practical class?
3. What strategies used to improve female students participation in teaching learning process of volleyball practical class?

The researcher also tried to write the review related literature regarding on female students participation during teaching learning process of volleyball practical class, factors affecting female student participation in teaching learning process of volleyball like, factors when teaching female students in volleyball, teachers attitude and expectation, biological factors, socio cultural factors, family, culture, socio economic factors, school factors, teacher related factor, In order to find out the answer for the above research questions. The researcher was adopted cross- sectional design and variety of data gathering instruments such as, questionnaire, interview and observation were employed. The sample population of study was 123 female students and 13 PE teachers. The data from questionnaire was analyzed in the form of quantitative and qualitative and interview and observation was described by qualitative. Therefore based on the data analysis the following major findings were obtained:-

Majority of respondents or 51 (41.5%) of respondents replied that the level of female student to ask their PE teacher when they explained and demonstrate the activity in volleyball practical

class were low. Majority of respondents replied that the superiority of male students during volleyball practical class were high. Majority or 76 (61.8%) of respondents replied that the level of female students participation in physical activity during menstrual period were low. Majority of respondents replied that the interest of female student to participate in volleyball game were low. For lack of intramural volley competition for female students, reasons raised from female students were:- lack of teacher facilitate competition, less support of school, less interest of female students, lack of background skills, and less motivation towards teacher. For teacher related factor the respondents replied that:- Less encouragement of teacher, less demonstration of skills towards teacher, lack of tutorial class for volleyball, teachers focuses for theory class than practical class. For school related factor the respondents replied that:- less number of period per week, large number of students in class, lack of available sport materials, lack of support to volleyball game in school. For out of school factors respondents replied that:- lack of family motivation, to participate in volleyball competition, house holding factors, lack of female students in volleyball in their kebele. For the factors respondents replied their solutions:- medium number of students in class, fulfill available volleyball and net, teachers will be motivate and encourage female students, it is important to give tutorial class for volleyball practical class. Based on interview from teachers on factors that affect female students participation during teaching learning volleyball practical class were:- large number of students in class, shortage of sport material, less number of period, absence of sport cloth for PE teachers and less acceptance of school directors' to ward PE subject.

5.2 Conclusion

Based on finding the researcher made the following conclusions:-

Large number of students in class, shortage of sport materials in school, less number of periods to PE subject, lack of sport cloth for teachers to teach volleyball practical class, low asking ability of female students to their volleyball teacher to demonstrate skills, low participation in volleyball practical class during menstrual period, low interest to participate in volleyball practical class to ward female students, lack of background skills of volleyball toward female students were the factors that affect PE teachers to teach female students in volleyball practical class.

Low encouragements of teachers to female students, less demonstration ability of volleyball skills toward PE teachers, low to teach female students in volleyball practical class than theory, low interested toward PE teachers to give volleyball tutorial class, lack of motivate female students during volleyball practical class, lack of facilitate intramural volleyball competition for female students, and the superiority of male students during volleyball practical class were the factors that influence female students participation in volleyball practical class.

The schools were:-, less support to intramural volleyball competition and lack of award female students who show good talent in intramural volleyball competition.

Family and society were:- low acceptance of female students to participate in volleyball competition, Lack of give permission for female to participate in volleyball game in their village, occupys by house holding activity, that hinder female students from volleyball game.

5.3 Recommendations

Based on the finding the following recommendations were forwarded to solve the problem of the study. To improve female students' participation in teaching learning process of volleyball practical class:-

- ❖ Female students should be actively participating in volleyball practical class, increase ability to ask their teacher to demonstrate the activity and voluntary to participate in intramural volleyball competition.
- ❖ PE teachers should be motivates female students equally with male students, increase the level of demonstrating the skills, and prepare intramural volleyball competition for female students.
- ❖ PE teacher should arrange separate PE practical class for female students, which helps to minimize male student's superiority during practical class.
- ❖ The school should be facilitate sport materials such as:- ball, net, court to participate all female students in volleyball practical class.
- ❖ The school and society should be builds additional class room to arrange medium number of students in class, it is difficult to teach, manage and assess large number of students in practical class.
- ❖ The school should be support PE teachers and female students, for PE teacher by facilitating sport cloth and for female students by awarding the talented students in different sport activity
- ❖ The ministry of education should be distributing adequate number of periods; it is difficult to teach theory and practical class in one period in week..
- ❖ Family and society should be motivates their daughter to participate in volleyball game inside of school and outside of the school or in their village

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Appendix A

Jimma University

Department of sport science

MEd- program

Questionnaire for female students

A questionnaire designed on” the factors affecting female students participation in teaching learning process of volley ball practical class in the case of kembata Tambaro zone secondary schools”.

The purpose of those questionnaires is to collect information on the participation of female students in teaching learning process of volley ball practical class. It also based on identifying the major problems in teaching learning process of volley ball practical of female students. Therefore you kindly request to fill in this questionnaire ideas that in corporate different issues related to the paper you realistic response will achieve the success of the research.

Thank you

❖ Write your own back ground information on the space provided.

1, Name of school _____

2, Grade _____

3, Age _____ sex _____

Direction: please use “X” for your choice and fill the appropriate answer, if the questions require written responses.

N0	Student related factors	Very high	High	Medium	Low
1	Your asking PE teacher when they explain and demonstrate the technique during volleyball practical class				
2	To what extent your participation in Physical education activity especially in volleyball practical class				
3	The Male students superiority when you participating in volleyball practical class				
4	During menstrual period in what extent you practicing in physical activity				
5	In what degree of your interest to participate in volleyball game				
6	The extent of intramural volleyball competition in your school for female students				

7, if your answer for question 6 is “low” what the reason in your opinion is

Expline _____

No	Teacher related factors				
8	In what extent your teacher encourage you equally with male students during volleyball practical class				
9	In what extent your PE teacher demonstrates skills to you during volleyball practical class				
10	Your PE teacher gives additional or tutorial class to you for volleyball training?				
11	In what degree of your teacher teaches you in practical class comparing with theory class?				
	School related factors				
12	The distribution of physical education period comparing to other subjects				
13	Does your school have adequate volleyball to practice volleyball basic skills				
14	The school has adequate water and class to wear sport cloth for female students				

15	The support and motivation of school for female students to participate in intramural volleyball competition.				
16	Your school award female students who show good talent in volleyball and other sports.				
17	The large number of students in your class affect to learning volleyball practical class				
	Out of school factors				
18	Do your families motivate you to participate in volleyball game in school and outside of school?				
19	In what extent your parents help you by material (sport cloth) to participate in sport activity?				
20	The acceptance of society when female students participate in volleyball game				
21	House holding factors that hinders female students participation in volleyball game in your village				
22	In what extent you participate in volleyball game in your kebele?				

23. If your answer for question “22” is “low” what your reason is

sExplain _____

24, what factors more affect female student participation in teaching learning process of volleyball practical class? And what is the possible solution for these factors in your opinion?

Appendix B

Jimma University

Department Of Sport Science

M.Ed- Program

Interview for PE teachers

The main purpose of this interview is to collect information regarding to the factors affecting the participation of female students in teaching learning process of volley ball practical class in kembata Tambaro zone secondary schools. Thus, your direct participation has been essential and you have been selected for the interview. So you are kindly requested provide information needed objectively and honesty. It is assured that the collected information will be kept confidential and used for research purpose only.

Thank you

Instruction indicates your response on blank space by giving comments

Age _____ Sex _____ Qualification _____ service year _____

1. Do you expect that female students have good attitude for PE practical class, especially for volley ball?

2. In your opinion what factors that affecting the participation of female students in teaching learning process volley ball practical class

3. Do you give tutorial class for female students to improve their skill in volley ball practical class? If your answer is “no”, why?

4. Does the distribution of PE period is enough to teach female students in volley ball basic skills? If your answer is “no” haw it improve?

5. In your opinion what are the possible solutions to improve female student participation in volley ball practical class?

Appendix C

Jimma University

Department of Natural Science

M.Ed- Program

Observation checklist

School name _____ date of observation _____
grade _____ section _____ Topics _____

Teachers qualification:- A, diploma B, degree C, MSC

Put mark (x) in the column

No	Item	Yes	Sometimes	No
1	Does teacher's introduce the content properly?			
2	Does student's perform warm-up activity?			
3	Dose teacher's motivate female student equally to male students?			
4	Does female students interested to participate in volleyball practical class?			
5	Do PE teacher wear sport cloth during practical class?			
6	Does teacher's teach large size number of students in volleyball practical class?			
7	Does playing court of volleyball construct well?			
8	Does teacher give feedback for female students While they practicing?			
9	Does teacher demonstrate the activity well			
10	Does male student's show superiority on female students during volleyball practical class?			
11	Does female student's ask teachers to demonstrate volleyball skills?			