INTEREST AND AWERNESS IN LEARNING VOLLEYBALL GAME, THE CASE OF WOLAYTA, GUNUNO SECONDARY SCHOOL, SNNP REGIONAL STATE

DEGEFU DESALEGN

A THESIS SUBMITTED TO

THE DEPARTMENT OF SCIENCE AND MATHEMATICS EDUCATION IN PARTIAL FULFILLMENTS OF THE REQUIREMENTS FOR THE DEGREE OF MASTER IN PHYSICAL EDUCATION

ADDIS ABABA UNIVERSITY

ADDIS ABABA, ETHIOPIA

AUGUST- 2017

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This is to certify that a thesis submitted by **Degefu Desalegn** entitled "***Interest And Awareness in learning volleyball game, The Case of wolayta, Gununo Secondary School in SNNP regional state***" was approved through complies with the regulation of the university and meets the accepted standards with respect to originality and quality.

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List of Acronyms

DF: Degree of freedom

MOE: Minister of education

OFSTED: Office for standards in education

PE: Physical education

SPSS: Statistical package for social science

USVA: United States Volleyball Association

YMCA: Young Men's Christian Association

ABSTRACT

The purpose of this study is to examine the students' interest and awareness in learning volleyball game, in case of Wolayta Gununo secondary school in SNNP Regional State. To conduct the study, descriptive design was used with mixed approaches. The sample size was determined by using Slovene's formula. The total samples were 280(one principal, two physical education teachers and 277 students). In the selection of the sample selection random sampling (lottery) for students and purposive sampling for teachers and principal were used. The main instruments of data collection were questionnaire, interview and observation. The data was analyzed using descriptive statics frequency and percentage. The significance difference between the observed and expected value were determined by using chi-square test at p-value <0.05 level (by taking 95% confidence level). The finding shows that lower priority given to physical education, Lack of support from school management, Lack of interest in teaching physical education due to low value given to volleyball and Lack of confidence in teaching volleyball, students lack of awareness towards the benefits of volleyball, Lack of adequate facilities in the school, Lack of educational materials and low level of interest in learning volleyball are some of challenges that affects to lower interest and awareness in learning volleyball game. Due to these reasons teachers more focused on teaching football than volleyball. Finally, the researcher recommends in order to increase the interest of students, attractive and participatory teaching methods and strategies on volleyball game which focused on activities that could help to overcome their constraints should be developed in learning volleyball game. Creating enough promotion about volleyball and participate students in volleyball game competition in the school can help to increase students interest and awareness in learning volleyball.

***Key words**:- Prevailing, Awareness, Volleyball, Learning environment, Challenges, Curriculum*

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CHAPTER ONE

1. INTRODUCTION

This chapter deals with background of the study, statement of the problem, scope of the study, significance of the study and general objectives are discussed.

1.1 Background of the Study

In school, physical education focuses on the promotion of life span investment in physical activity, then the Students learn the skill, and knowledge that will enables them to participate in volleyball game activity in school and out of school. One of the primary goals for physical educators teaching at the secondary school is to socialize students in to the role of the participants in volleyball game suited to their needs and interest Eggen and Kauchak (2004).

As Eggen and Kauchak (2004) suggests the school has a great role for the development of physical education particularly volleyball aspect that used for achievement of all personality. In Physical education teaching volleyball aims to develop students' motor skills and equip them with the knowledge, skills and attitudes to pursue and enjoy a physically active and healthy lifestyle. But interest and awareness in learning volleyball game in the school was widely affected the student's attitude towards the volleyball game. The school's Physical education program should seek to develop in each student to enhance the ability to: - Understanding the importance of volleyball game, to develop and maintain physical health and fitness through regular participation in volleyball game activities, to physical health and fitness enable students to have physical and mental well-being in order to develop academic performance. Physical education program included different sport activities specially volleyball game to provide students with opportunities to engage in cooperation, decision-making, and problem-solving situations. Such opportunities help them to develop thinking skills such as organizing and evaluating; focusing and remembering; generating and integrating; inferring and analyzing; decision-making; and creative problem solving, to demonstrate the spirit of fair play, teamwork and sportsmanship Opportunities for interaction during volleyball lessons serve to develop

in student's social qualities such as courtesy, sportsmanship, loyalty and consideration for others.

Acquire safe practices during volleyball game activities which are fundamental to the participation and the actual role of physical education to develop and mention all aspect of personality needs proper implementation of volleyball which is questionable and needs to be investigated and hence, this is the motive of this study.

The idea and practice of volleyball game is not a recently discovered phenomenon. It has been an intimate part of moons life from time to immemorial primitive man in his daily encounter with alien, hostile and frighteningly in comprehensive natural force and his general fight for serial was unconsciously and unwillingly acquainted with physical education. At the down of story the greater danger that threatened the efface man form the face of the earth was the acute shortage of good the time and labor a fever able bodies member society was expected in the search for food amidst in hospitable physical environment for the primary and basic issue was more survival .Informal, unplanned and unconscious as it might have self- preservation requires presuppose knowledge and actual practices of volleyball to withstand harsh realities of condition of life, in the curdle civilization that is at the Romans, Greeks, Chinas etc. Volleyball enjoyed a recognized and accepted position in most of the ancient civilization. Among the Spartans ,Romans and Chinese it render an invaluable service in the rearing of physical education went groomed fit and strongly citizen that were the price of the respective society sure garnet for self- defense and offence depending on the circumstance in which they found themselves the Spartans in particular emphasized physical fitness and strength to the point of self- denial deprivation Sparta citizens were customary obligated to under-go different physical training and exercise to stand any kind of challenges and hardships (Biddle, Sallis & Cavill. 1998).

As the researcher, In Ethiopia, various studies have found that many studies in the field of physical education focused on other issues. Yet, none focused specifically on the interest and awareness in learning volleyball game. As such, this gap triggered me the need of carryout of this study. So that, the researcher interested to investigate interest and awareness in learning volleyball game in physical education Therefore, physical education syllabus for secondary school objectives includes volleyball game

as one topic to teach students in grade nine(9) with the following objectives which students should achieve. These are:-

- To use strategies of volleyball techniques that helps to have competency and positive attitude in learning volleyball among students.
- Demonstrate awareness of the importance of volleyball game in school.
- Design a theoretical and practical learning program to improve fundamental techniques of volleyball game.
- Show an interest to be engaged in physical activities of volleyball game skills.

In the researcher point of view and his long years of teaching experience in physical education, understands that in practical, all grade levels except grade nine (9) in schools this topic is not during physical education class and students are not achieving the objectives. Therefore, interest and awareness in learning volleyball game is becoming common in many secondary schools. Due to this reason, students have lack of interest and awareness in learning volleyball game during physical education class (MOE, 2008).

To this relevant problem the researcher wants to explore or identify and find out the reasons that the topic is short and not thought properly and effectively, what challenges in teaching volleyball during physical education classes. Due to these reason the researcher faced interest and awareness in learning volleyball game, In case of Gununo secondary school in Wolayta Zone.

1.2. Statement of the Problem

The practice of learning volleyball game in physical education at school has long been confined to the specific content of the subject, and giving little emphasis to the basic knowledge that necessitates the provision of physical education program. Learning volleyball game of physical education has long been accompanied with traditional method of instruction that diminished the educational outcome that students should gain in their interest and awareness in learning volleyball game. The focus of the instruction on specific development of skill and routine practice of learning volleyball game has imposed difficulties in promoting the educational value of physical education program (Lumpkin, 2005).

In the school physical education has been considered to be the least important subject. The subject has received little value within the lists of the other subjects, which are perceived to determine the success and fate of the students in their future schooling. Lack of students' interest and awareness on that school physical education specially on learning volleyball game has threatened its academic status and purpose in various areas of learning. Due to this, the primary intention of school physical education program has gone through a series of obstacles with limited value and contribution to pupil.

In physical education volleyball game is one of the topic included in the secondary schools with general objectives being developed for it. Due to some shortcomings, it is not possible to achieve the objectives of physical education program at school. Shortage of materials, lack of playing ground, shortage of budget as compared to its value and need, and inadequate refreshment training for teachers are among the problems in physical education program. As I have observed, apart from the problems mentioned above, lack of teaching materials and the absence of school volleyball club are main problems in the school, hence affecting the objectives of physical education program. The theoretical work particularly stated about the role of participants in volleyball game suited to their needs and interest. In addition Mulugeta Mamo (2001) on the research in title; Linkage between volleyball and football; he stated and defined the definition and their relationship between volleyball and football. However, this research concentrates analysis learner's interest and awareness in learning volleyball game. The studies examined the participation of students in learning volleyball and inform the realities on nature of volleyball & help to show how the overall problems challenge the learning process of volleyball game in Physical education.

1.3 Research questions

Purpose of the present study is to assess interest and awareness in learning Volleyball game in physical education, the case of Gununo secondary school. The investigators have hypothesized the following questions:-

1. What are the major problems to teach volleyball game in physical education class?
2. Is there accessible sport facilities and equipment's to teach volleyball game?

3. To what extent teachers interested to teach volleyball game?
4. How much is the interest of students to learn volleyball game?
5. What is the level of awareness and attitudes of students towards volleyball game?
6. What teaching method is used in the class?

1.4 Objectives of the study

1.4.1 General objective

The general objective of the study is to examine the students' interest and awareness in learning volleyball in physical education to addresses the prevailing problems related to the participation of students in the class.

1.4.2 Specific Objectives

Specifically, the study attempts:

- To identify the major problems to teach volleyball game in physical education class.
- To assess the accessible sport facilities and equipment's to teach volleyball.
- To know the level of interest of physical education teachers towards teaching volley ball.
- To know the students interest towards volleyball.
- To assess the students interest and attitude towards volley ball.
- To know the teaching method that the teachers used to teach volley ball.

1.5 Significances of the Study

The researcher primarily aimed to assess interest and awareness in learning volleyball game in physical education, In the case of Gununo secondary school. Yet, no research was done on the same problem in the school. Therefore, conducting this study has the following benefits:-

- It helps the students to know who should teach about volleyball game.
- It shows how to develop interest and awareness of students in learning volleyball game.
- It helps students to create better understanding about the nature and purpose of volleyball game.
- It gives a purposeful recommendation for other physical education teachers.
- The study will serve the others who have intention to study the topic further.

1.6 Delimitation of the study

Interest and awareness in learning volleyball game is broad issue, which is difficult to be dealt with in such time bounded study, and here in wolayta Zone, there are a lot of governmental schools. But to do in all schools it is difficult. Because of this, delimiting the scope of the study becomes very important. As the result of these, the study forced to limit in Gununo secondary school. As we know interest and awareness in learning physical education is broad, so to make the study manageable and reachable the scope delimited in interest and awareness in learning volleyball game.

1.7 Limitation of the Study

There are numerous limitations that may have influenced the outcome of this study. They include: Questionnaires are self-report and it is difficult to know how honest the students were completed them. If the study were to be repeated, interviews with the students would add more reliability and opportunity to expand on the information gathered. Financial and time constraints, lack of local reference materials, and other resources, including related researches in our context were also other additional limitations of the study.

1. 8 Definition of terms

- **Physical education:-**is a subject who concerns about the body and its movement.
- **Fitness:-**is body ability to function effectively and efficiently.
- **Prevailing:-**dominating over something.
- **Curriculum:-**All things which are planed and guided by the school weather it is carried on in group and individual inside or outside the school.
- **Education:** - is planed, organized, designed, directed & evaluated process to be Bering a desired change on physical, mental, moral and emotional.
- **Learning environment**: - is palace in which teaching-learning process takes place.
- **Practice:-** regular acting in the teaching-learning of physical education.

1.9 Organization of the study

The study consists five parts(chapters) in which the first part contains background of the study, statement of the problem, research questions, objective of the study , significance of the study, Delimitation (scope) of the study, limitation of the study, definition of terms and organization of the Study. Chapter two contains review of the related literatures. Chapter three treats about the research design and methodology, data sources, samples and sampling techniques, instruments of data collection, procedure of data collection, pilot study, data organization and analysis and ethical considerations. Chapter four is about data presentation analysis and interpretation. The last chapter deals with summary, conclusion and recommendation.

CHAPTER TWO

2. REVIW OF RELATED LITERATURE

This chapter is highly concerned with the presentation of a review of related literatures from different scholars on interest and awareness in learning volleyball game. The chapter deals with the challenges and problems in teaching volley ball, the students' awareness on volley ball, the teachers' interest towards teaching volley ball. Learning about volleyball has numerous issues. It is important to understand how students develop throughout their skills how to have the benefits and see how to learn. Factors such as physical conditioning, mental conditioning, injury, and instructional materials were revised.

2.1 History of volleyball

Initially, 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" (United States Volleyball Association, 1992).

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. A year later, after seeing a demonstration given at the YMCA in nearby Springfield, Massachusetts, a business man 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 21points. 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 (United States Volleyball Association, 1992)

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 Phillipinesal so 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 (Stokes & Haley, 1984).

In 1912, the rules of volleyball were changed yet again. The court size became 35 feet by 60 feet, and a uniform size and weight of the ball was established, calling for a circumference of 26 inches and a weight of between 7 and 9 ounces. Additionally, two other important rules were established: the number of players on each team was set at six and the players must rotate before service.

With the beginning of World War I, volleyball really began to spread worldwide. George Fisher, secretary of the YMCA War Office, included volleyball in the recreation and education program for American armed forces in 1914 (Stokes & Haley, 1984).

2.2 The Nature of Volleyball

The unique characteristics of volleyball determine the benefits it offer all levels, from the school P.E. curriculum to the Olympics. Firstly, volleyball is a rebound sport. In many sports, players control the ball by retaining possession and moving with it. In volley ball, however, it is forbidden to catch or hold the ball; every contact must be a rebound action. Because of this rule, it is essential for the player to be in the right place at the right time if the ball is to be played in a controlled manner. Therefore, good anticipation and movement skills should be taught to participants (Neville, 1990).

The rules of volleyball involve a series of rotations. Players must be able to play at the net in attack and in the back court in defense. Each of these different roles make different demands on the players, all of which should be addressed when teaching the game. At the net, the player needs to be able to jump to smash and block the ball.

Hence, the training and development of power in the legs, core and upper body is important. In defense, agility, coordination and speed are needed in order to cover the court and to dive and roll to recover the ball Volleyball makes anaerobic demands on the body, when smashing or blocking for instance, and due to the length of matches (maybe up to two hours), there is also a need for a good underlying aerobic base. It can therefore be appreciated that training for and playing volley ball helps the development of very many different physical components; as such, it is an ideal sport for young people. While volleyball can be described as a divided territory sport, the court nevertheless provides a congested playing area, and the flow of the game needs to be considered carefully. In volleyball, the students learn that cooperation and teamwork are vital to success (Dunphy & Wilde, 1991).

Volleyball is a fast, exciting sport which can be played indoors and outside; it requires relatively little expensive equipment. It can provide vigorous exercise for both male and female players of all ages and abilities, and has a strong cooperative team component. It can be adapted to cater for a large class in a relatively small space. For these reasons, it is an ideal sport for inclusion in the physical education curriculum (Dunphy & Wilde, 1991).

2.3 Awareness of Parents and Physical Education

2.3.1 Physical Education is not Fun

Many adults had bad experiences with physical education when they were in school. They do not want their children to experience the same emotional pain they felt in middle school. Parents do not want their children to experience being the last one picked or being embarrassed by the coach or PE teacher. They do not want their children to feel the pain of being hit in the face with a dodge ball.

Physical education should be fun. You do not need the old football coach yelling at you and making you feel inadequate. We are designed to move. You can see the joy students have in movement when we let them play. Physical education should be taught in an environment with minimal stress. The focus should be on having fun and allowing the students to explore a variety of movements. The more positive the learning environment, the better the results we see. Using learning exploration and guided discovery as teaching techniques children are allowed to try different

movements in a safe environment. Our bodies usually figure out movements if we provide enough time for practice and repetition (Morgan & Hansen, 2008).

2.3.2 Physical Education Requires a Large Space

When people think about physical education they think it must be done in a large space with a large number of people. This is what many adults remember from their childhood experiences. Having a large space is great but most physical education activities can be done in a small space and do not require large groups.

Many people do not have access to a large space or cannot go outside due to extreme weather conditions or health issues. Physical Education or movement training can be done in a space such as a living room, play room or hallway. Students can learn to skip, shuffle, hop and jump in a small indoor space. Basic strength training can also be done at home. Bodyweight training exercises are critical for building foundational strength. These exercises require little or no equipment and can be done at home.

2.3.3 Physical Education is not necessary

Physical Education is being reduced in schools and there is very little information on physical education for homeschoolers. Many people involved in education feel that there is not enough time to focus on math, science, and reading so physical education gets cut or neglected.

According to Morgan & Hansen (2008), the truth is that daily physical education is critical to academic success as well as health and wellness. Physical Education teaches movement skills that help people develop gross motor skills. Gross motor skills are movements that involve large muscle groups. Gross motor skills help people walk, run, jump, throw and catch. They also help people maintain good posture, maintain strength and muscle tone, and are the foundation for developing fine motor skills. Fine motor skills are important for writing, drawing and manipulating small objects. Physical Education can be used to learn and reinforce concepts learned it math and science. If done correctly, physical education is a great way to manage and relieve stress.

Spending as little as 30 minutes each day on physical education will make a huge impact in the student's life. It will help develop the brain body connection which will

improve athletic ability. If physical education is done in a fun way, it will be something looks forward to or even asks to do every day. Put the video games away, clear out a space and start moving with students (Morgan & Hansen, 2008).

2.4 Students' Interest And Awareness on Physical Education

Studies on secondary school pupils' views of school PE have revealed some dissatisfaction with the subject. For example, Lake (2001) revealed that some pupils disliked PE, because of feelings of incompetence and frustration experienced through sport and competition, and Smith and Parr (2007) found that young people complained about the repetitive nature of skill-based lessons, and that there was a mismatch between PE and current/future leisure activities. Trout and Graber (2009; 285) focused on the physical education experiences of overweight adolescents and found these to be mostly negative, with many of them describing their desire to become 'invisible' in PE lessons to avoid being seen by their peers as 'slow', 'weak' or 'unskilled'. All of these studies point towards a need to challenge the privilege afforded to particular modes of participation in school physical education and to recognize, and value alternative activities and meanings in order to embrace the needs of more, and ideally, all young people.

2.5 Physical Conditioning of the students

According to Pangrazi (2007), Physical preparation is important for any sport; the key is not to play to get fit, but to get fit to play, and for this reason students should prepare themselves both physically and mentally for the specific demands of the game. In addition to these reasons, fitness is important because it helps to:-

- Improve the individual player's ability to cope with the demands of competition and training. Preparation specific to the requirements of volleyball allows students to perform at higher levels for longer.

- Improve technical and tactical potential. Players can achieve technically and tactically only relative to their physical condition and ability.

- Prevent injury. Correct physical preparation provides for safe and balanced development of players.

2.5.1 Individual Potential

Improvements in performance are closely linked to the physical potential of each student. Therefore, it is important that the fitness level of each individual player is regularly evaluated by the teacher or coach (Pangrazi, 2007).

2.5.2 Physical Demands

Observation of activity patterns during play provides information about the specific demands of volleyball. The specific speed and range of movement of these actions are also important when considering the development of strength and power components (Pangrazi, 2007).

2.5.3 Energy Requirements

Information relating to the duration and frequency of activity gives an indication of the dominant energy sources. Volleyball can be described as an interval sport characterized by matches of long duration requiring energy contribution from aerobic sources (using oxygen). Within a match there are periods of intense activity followed by longer periods of rest which use energy supplied by anaerobic sources (without using oxygen). It is therefore important to ensure that training replicates the demands of the game (Weissberg & Brien, 2004).

2.5.4 Potential for Injury

Most injuries in volleyball result from over training. Common sites are the shoulder, knee and lower back, and specific attention should be given to these areas. The risks can be minimized by maintaining the following principles:

- Proper warm up and cool down periods, involving 5-10 mins steady jog/skip, stretching and ball work, are essential.
- Good flexibility should be maintained by stretching before any exercise.

2.6 Mental Conditioning

Mental skills training are now widely accepted as an essential part of preparation for sport. This is the case at all levels of performance and across all age groups. Just as with physical skills, the preparation of the student's mental condition should play an important part in the preparation for performance. It is also important for staff to remember that mental skills, just as their physical equivalents, need to be acquired and practiced over time, and while the limited time within the\ curriculum might preclude their inclusion within every lesson, it is important to check that students are working on them during their individual preparation time. Mental training for volleyball aims to help players to reach their potential and also to enjoy their involvement to the full (Weissberg & Brien, 2004).

If students were asked to rate the importance of psychological factors in volleyball, it is likely that the performance they would describe the importance of getting a balance in technical, tactical, physical and mental preparation. It has frequently been shown that mental skills can make the difference between success and failure in sport. Many laymen consider that 'mental toughness' is something people either have or have not. This is not the case, as everyone has the potential to be able to improve their mental skills, and possibly through this game. As with all other skills, mental skills will improve with appropriate practice and feedback. The reasons for preparing mentally are very similar to those proposed for physical preparation (Morgan & Hansen, 2008).

2.7 Goal Setting

This is a technique which has been shown to have a powerful influence on motivation and enjoyment in sport. Sustaining motivation in a sport is sometimes difficult, but it can be helped when a player has the chance to estimate his/her strengths and weaknesses and, based on this analysis, to formulate an improvement plan. Goal setting is not just wishing to improve, but actually setting out a course of action in order to achieve this improvement. A plan needs to be realistic, specific, challenging and set out with a date in mind for achievement. Positive feedback on progress in relation to the established goals is also important, and it is often helpful for players to share their goals with class mates and teacher. Put simply, goal setting helps to turn 'I wish' statements into 'I will' statements by formulating an 'action plan' for success (Michael, Fiona, Nick & Craig, 2009).

2.7.1 Anxiety and Arousal Control

These techniques help the player to control his/her emotions and feelings of tension and worry. Performance anxiety is often experienced both physically (racing heart and butterflies in the stomach) and mentally (fear of failure and negative 'self-talk'). Learning simple relaxation skills can be very helpful in helping. Muscular relaxation and breathing control techniques can be easily mastered and, once learned, can be used in match situations whenever the player feels the need to control his/her nerves. Similarly, negative 'self-talk' can be very destructive in performance terms. This negative self-talk can become almost automatic in pressure situations. For example, when a player makes an error he or she may feel that he or she 'is stupid', 'is always breaking down under pressure' or 'will never be able to do this'. If not identified, consciously challenged and changed to positive talk through practice, players can find that the negative voices in the head can literally talk a player out of achieving success. With practice, many players have learned to use these anxiety control techniques during games in the short period of preparation prior to serving or receiving service (Michael et al., 2009).

2.7.2 Imagery and Mental Rehearsal

This is a range of techniques which encourages players to use their 'mind's eye' to create situations and/or to run through practices and volleyball skills, but not accompanied with the normal physical actions. This may appear strange, but it has been shown very consistently that the use of such 'imaginary' skills can help the player to learn new skills, to combine old skills in new ways and to simulate the sights, sounds and feelings of actually performing. Many sport psychologists believe that imagery ability is the most important mental skill for performers (Michael et al., 2009).

2.7.3 Attention Control

Being distracted is a reason frequently given by students for performing poorly. Attention control skills aim to improve the student's ability to stay focused on the game despite the presence of unfamiliar surroundings, poor playing conditions, aggressive opponents or questionable refereeing decisions. All of these can cause the player to be distracted from the task in hand. It is possible to improve attention control

skills by the reactive use of simulation training. Simulation training presents performers with the distractions that they will face in match situations but in training or a less pressured environment, with the aim of reducing the likelihood that they will be distracted in the real situation (Michael et al., 2009).

2.7.4 Self Confidence

The ability to maintain self confidence in difficult situations is probably related to the level of performance anxiety a player experiences. Confidence can also be affected by recent run of form, or how well a player performed against given opponents last time. In the same way that performance anxiety can be helped by positive self-talk, so too can self- confidence. This can also effect communication between the team members, and emphasizes the importance of positive communication between students.

It is frequently difficult to do, but students should practice keeping all communications with the team as positive as possible. This section of the pack has tried to emphasize the importance of thinking about the quality of mental preparation for volleyball. It has emphasized the need to consider mental training as an essential part of preparing for competition. Success in sport is seldom achieved by chance; it requires planning and hard work. Some of the more important mental skill factors have been introduced and discussed, along with how they could help to improve performance. It is important to remember that as playing standard improves, more and more of the difference between playing well and playing below standard can be explained by mental skill factors. Improving mental skills will take time, practice and commitment, but students should be advised that the effort will prove worth- while. This is particularly true considering that what is learnt for the volleyball court can be transferred to the examination room (Michael et al., 2009).

2.8 Safety in Volleyball Game

Safety is of paramount importance in all sports, but when dealing with young people it is of added importance. There are certain factors which can make a contribution to the provision of a safe environment. Equipment and Facilities are used for safety in volleyball (Australian sports commission, 2007).

2.8.1 The Ball

The type of ball used is very important in ensuring safety. There are now different types of volleyball which can be purchased to suit the standard or level of players. Apart from the leather volleyball at the top of the range, there are a number of soft-touch and 'pain free' balls which are particularly recommended for beginners; for example the Podium Butterfly ball and the Mini Volleyball (Australian sports commission, 2007).

2.8.2 Leveling the Playing Field in Physical Education with volleyball Game

A problem that has plagued physical education teachers for years is how to get all students, even the resistant ones, involved in meaningful games and physical activity. The next generation of physical education teachers needs to transform games teaching to create games in which 21st-century learners want to engage, if games are to be a relevant aspect of the physical education curriculum. Almost three decades ago, an approach known as teaching games for understanding was conceptualized as an alternative way to teach games (Memmert et al., 2015). Educators were concerned that children were not experiencing the thrill associated with games and that they and adults had little understanding of games (Almond & Harris, 1997). Thorpe, Bunker, and Almond (1986) proposed two ways to modify games that form a fundamental cornerstone to teaching games for understanding thinking—representation and exaggeration—to help students become better game players. In this presentation, I will share a new principle of game modification we call "modification by adaptation or adaptation games," which adds another dimension to these pedagogical and connects this work to complexity thinking (Cale & Harris, 2011). As described Humphries & Ashy (2006), modifi- cation by adaptation connects to a concept in video game play that Green (2002), calls "game-as-teacher." In adaptation games, the outcome of the game leads to the game structure adapting to the player.

The game is modified to increase the challenge to a successful player based on the outcome of the previous game (e.g., changes to space, scoring, rules conditioning play or number of players). The conditions of play are triggered as a result of a winning

outcome to the game, so that the winner is faced with an increased challenge. Multiple game outcomes allow the game to adapt to the ability of the players. An example is provided by a volleyball-like game called "Space Adapt," played in a quarter of a badminton court. After one student scores 2 points, the other student increases the opponent's play area by changing the boundaries and increasing space by adding on a quadrant of the badminton court. The students play again. The student who does not win then increases the opponent's play space or decreases their own space and then the students play again. Adaptation allows students even with disparities in skill to engage in meaningful yet unpredictable game play (Humphries & Ashy, 2006).

Pre-service teachers noted that adaptation games served to equalize power among opponents and provided a catalyst for learning (Pagnano Richardson et al., 2013). They identified that the student who did not win had the power to make decisions about the constraints of the next game, which served to equalize the power dynamic between the winner and loser. Further, the decentralized control of game play was evident in the theme of "teacher takes a back seat," whereby the teacher initially sets the broad constraints of the game, yet pre-service teachers play the game independently and make decisions based on the interactions between the players involved.

Cale & Harris (2011) identified three qualities of a complex system: Adaptation, self-organizing, and emergence formed critical elements that allowed learning in games to occur in a nonlinear process. For this to happen in adaptation games, the conditions in the environment needed to offer enabling constraints that limited what the system could do to prevent it from being overwhelmed, but at the same time, it offered an openness to possibilities of which the complex system could take advantage. In adaptation games, the role of the teacher was to provide the enabling constraints (i.e., game designer) as guidelines for emergent engagement by students. Rather than being prescriptive, the enabling constraints oriented the learner to what might happen in the game, rather than what must happen.

Adaptation games created the opportunity for students to engage in and with each other in meaningful game play while matched to their own level of competency, where the flow of the game play engulfed the players. Physical educators should consider adopting a "game as teacher" approach if they value creating delightful

games that engage learners of all abilities, backgrounds, and experience levels (Cale & Harris, 2011).

2.9 Injury Prevention

Some volleyball game rules exist for safety reasons. These include the rules referring to the net and center line of the court. It is illegal for players either to touch the net or to cross the center line into the opponents' court during play. There are a few minor exceptions to this. These rules are there to protect the students and must be strictly enforced.

As in all sport, however, injuries occasionally occur. Most injuries in volleyball are soft tissue injuries to skin, muscles, tendons and ligaments, e.g. staved thumb, grazes. The most common accidental injuries are those caused by players who clash at the net, as they land after jumping and crossing the center line usually resulting in injured ankles (Michael et al., 2009).

2.9.1 Warming Up and Cooling Down

Injury can be avoided by taking very simple precautions; for example, warming-up is an essential practice for helping to prevent injury. By gradually changing from non-activity to strenuous exercise, the body is prepared and made ready to deal with the demands that will be made on it. Any warm-up should consist of some total body movement, e.g. jogging, some stretching and some skills-related movements. Good warm-up is possibly the best prevention against injury.

Cooling down at the end of exercise consists of gradually reducing the work being done. Gentle jogging and some rhythmic exercises are good for helping to prevent stiffness and muscle soreness the next day. If staff suspect that an injury involves a complete tear of muscle, ligament or tendon, or that any bone damage has occurred, medical attention should be sought immediately, and it is important that any immediate first aid undertaken by staff must be in line with the health and safety regulations as laid down by their school and/or local authority (Michael et al., 2009).

2.10 Factors affects the interest and awareness in learning volleyball game

In an ideal education system there will be a complete match between the intended and the implemented curricula. In these particular aspects it will study, this means maintain a match between the theoretical and practical, students practice (exercises) aspect of volleyball in physical education needs different things. . However, it encounters a variety of problem some of these are as follows.

2.10.1 Instructional materials

Nellisan and haga(1966:93)defined the equipment as those materials which are relatively permanent ,like large number of balls indoor and outdoor courts e.t.c, must have in selecting equipment and facilities in school contract those which are helpful in physical development.

According to Singh and Novack (2005) sufficient supply of resources (material) made teaching-learning processes more convenient and effective increased the participation of students and enabled teacher to broaden the content however, the observed shortage of sport materials affects learning volleyball game too.

2.10.2 Instructional time allotment

Different authors suggest more or less a different length of time per day, however, all of them agreed in one point. That is elementary school; a student should have daily period .If the physical and social objective to be meeting with reasonable adequacy (Kane, 1974).

Regards with time allotment Kane (1974), required and suggested: how long should the daily period be? Since five mingles at the start and ten minutes at the end are needed for dressing and showering the longer period the higher the percentage of time available for physical activity. According to Nellison (1966) a teacher should planned daily, weekly and monthly programs. This may help them to select activities of various types, in order to give a well-balanced development in what they are learning.

2.10.3 Method of teaching

Method that teachers used in the classes during volleyball can affect the students' participation. There are many valuable teaching methods; however, there is no one best method which will assure a major success (Harris, 2000). A selected method will not always work, new teaching and methods combination must be created for many new situations, Vainer and Felt (1965:55) state that each teachers must find his/her on best teaching method. These well depends up on the results his/her wishes to accomplish, the capabilities needs and interest of each individual of the group. The students' confidence relies on the teachers' selection of appropriate methods of teaching to motivate participation of his/her students in different sport activities.

The researcher summarize that, learning volleyball in schools certainly has its Owen place. If students have to get an effective and a comprehensive education, volleyball cannot leave out especially in terms of the current state of education in the world. The aim of volleyball in the school is not designed to business, but generally to develop student's fitness and academic performance.

volleyball is a discipline that if the students learn and also engaged in practice with more understanding, it can allow them what to have the knowledge needed to know in school through other different subjects by avoiding stress making them active participant. It has suggested that regular participation in volleyball classes can develop a greater sense of teamwork, self-confidence, and academic performance in students (Brown et al., 2007). By learning volleyball with physical education setting students can properly understand and acquire the knowledge base to successfully used and know the importance of the topic while participating in the correct ways to develop interest and awareness in learning volleyball game. It is also important for physical education teachers to do research on volleyball game.

CHAPTER THREE

3. RESEARCH METHODOLOGY

This chapter deal with description of study area, source of data, research design, population of study, sample size and sampling techniques, data collection instrument, methods and procedures of data analysis, validity and reliability and ethical consideration were discussed. There are various tools used in this study which allows the researcher to gain insight on the participants. Gaining information on participants was influential in drawing conclusions because of the limited number of participants.

3.1 Study Site

This research was conducted in Wolaita Zone Damot Sore Woreda particularly in Gununo secondary School. Damot Sore is one of the woredas in Wolaita zone. In DAmot Sore Woreda there are 21 elementary schools, one secondary and one preparatory schools. Gununo Secondary School is located in Gununo town which is 417km far from Addis Ababa. It was founded in 2000E.C with 11 sections and 646 students. Now, the school had a total number of 39 teachers, 10 office workers and 900 students.

3.2 Research Design

For this study the researcher employed descriptive design that examines the factors affecting the interest of students in learning volleyball game. The study also focuses mainly in describing, analyzing and interpreting the conditions that assess the interest and awareness in learning volleyball game class participation of the students which is not only the concern of this secondary school but also all school systems in Wolayta zone, So the study conducts Gununo secondary school can serve as a model study for other schools and we can made reference or generalization for a large number of population.

3.3 Research Method

The methods employed in this research were both quantitative and qualitative methods. Since the research is descriptive method, it more emphasizes quantitative research approach. Using multiple approaches can capitalize on the

strengths of each approach and offset their different weaknesses and provides a better understanding of research problems than either approach alone. It could also provide more comprehensive answers to research questions going beyond the limitations of a single approach. It is also practical in the sense that the researcher is free to use all methods possible to address a research problem (Creswell, 2003). Furthermore, to confirm, cross-validate or corroborate findings within a study better to use mixed method or both quantitative and qualitative approach.

3.4 Research Population

The population of this study included students, physical education teachers and school principal in Gununo secondary school. In this school there are four physical education teachers, two principals, and 900 students. So the total population of the study was 906(100%).

3.5 Sample Size and Sampling Techniques

To determine the representative sample size, the researcher used Slovene's formula, that is:-

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

Use confidence level 95%, margin of error = 0.05

Where, n= the sample size N= the population size e= the margin of error

$$n = \frac{900}{1 + 900(0.05)2}$$

$$n = \frac{900}{1 + 2.25}$$

$$n = 277$$

In other words, the determine proportion n/N the sample size required is 277. Therefore, n=277, is multiplied by the number of Sample size in each stratum by the obtained proportion, that is, 0.308 in order to determine the sample size. Based on this, the following sample size was made:

Table 3.1: sample size for students

Grade	Sex	No. of student	Proportionality	Sample size
9	M	300	300×0.308	92
	F	200	200×0.308	62
10	M	250	250×0.308	77
	F	150	150×0.308	46
Total		**900**		**277**

The participants of the study are one director, two physical education teachers and 277 students. Generally the total sample size of physical education teachers, school principals and students were 280 participants.

Regarding the sampling techniques purposive sampling; and probability random sampling technique were involved. As a specific sampling technique, the researcher used purposive sampling fSor the principals and physical education teachers because their response as a data is more reliable and valid. The two physical education teachers and the principal were selected based on their experience because the researcher believes that challenges and problems faced increases as experience is long. While for the students the researcher used simple random sampling techniques based on the lottery method. The reason for the researcher used simple random sampling techniques system is that it gives all units for equal chance to be selected.

3.6 Sources of data

For this study the researcher uses both primarily and secondary data sources and conduct the study with the reference to Gunno secondary school in Wolayita zone.

3.6.1. Primary source of data

The researcher used principal of school, physical education teachers and students as primary sources of data to get relevant information about the current interest and awareness of students in learning volleyball game.

3.6.2 Secondary source of data

The researcher used as secondary source of data are very important to get the relevant information about physical education and the interest and awareness of students in learning volleyball game with the context of other researches, then local research was used as secondary source of data.

3.7 Data collection Instruments

The study aimed at assessing the interest and awareness in learning volleyball game with the focus on (1) what are the main problems to teach volleyball game in physical education class? (2) Is there accessible sport facilities and equipment's to teach volleyball? (3) To what extent teachers interested to teach volleyball? (4) How much is the interest of students to learn volleyball? (5) What is the level of awareness and attitudes of students towards volleyball? And (6) what teaching method is used in the class?

In order to cover those six aspects, the relevant data required for the study was collected through self administered questionnaires, observation and semi-structured interviews. That was because the researcher thought that these instruments were crucial to collect appropriate and reliable data from his respondents.

3.7.1 Questionnaire

Questionnaire is one of the instruments that can be used to collect information from the data sources of the study. According to Dornyei (2003: 1), "The popularity of questionnaires is due to the fact that they are easy to construct, extremely versatile, and uniquely capable of gathering a large amount of information quickly in a form that is readily process able." Therefore, for this study, questionnaire were selected not only because it was the most common data gathering tool but also it helped the

researcher to collect a great deal of information within the time limit and help to reach easily to the research subjects.

The researcher mainly used self administered with both close ended and open ended questions. Regarding the construction of the questionnaire, it was developed containing in line with answering the six aspects of the research questions mentioned above. The researcher mainly employs both close and open ended questions. The questionnaire was designed so as to be answered by secondary level students, the director and physical education teachers.

3.7.2 Interview

To get first hand and genuine information from teachers and school director, the researcher used semi-structured interviews. This was because the use of interview as a data collection instrument permitted a level of in-depth information, free response, and flexibility that cannot be obtained by other procedures (Seliger and Shohamy, 1989). Thus, semi structured interview was carried out with the two physical education teachers and school principal respondents so as to validate the questionnaire and observation results by the contribution of Woreda education office.

Together with other instruments, the interview was used to get views and opinions of the respondents about the interest and awareness in learning volleyball game. The interview had two parts with fifteen questions which was recorded over the telephone during probing. The first part of the interview focused on the background of respondents whereas; the second part focused on the interest and awareness in learning volleyball game. Since the researcher interviewed only three subjects (two physical education teachers and one principal) and their number was limited, it was suitable for the researcher to collect and analyze the data timely. During the interview exercises, each teacher was participated two times to reflect on the question before responding. Probing technique was also used to get more details from a particular question.

3.7.3 Observation

One of the methods of data collection to the teaching learning process is observation. Therefore, the researcher employed observation to strengthen the data obtained

through interview and questionnaire. Hancock (1998:89) noted that, "Because of the richness and credibility of information it can provide, observation being a desirable part of data gathering instrument". Therefore, to obtain more information, observation of the students and physical education teachers during physical education practical class were used as data gathering instruments. For the purpose of observation, checklist was employed. Based on this, the researcher observed high school for two consecutive classes while the teacher teaches practical class using the checklist developed for the purpose.

3.8 Pilot Test

The instruments prepared by the researcher should address the research objectives and answer the research questions under investigation. Therefore, the validity and reliability of them were approved before their actual implementation. "Reliability and validity are two key concepts in measurement theory, referring to the psychometric properties of the measurement techniques and the data obtained by them" (Dornyei, 2003, p.110).

The questionnaires were pre-tested at the secondary school directors, teachers and students that have the same characteristics as those in the main study. The participants in the pilot study were 32 (one director, one physical education teacher, 30 students) who were volunteered to participate. However, all are excluded from the main study. The samples for the pilot study were taken from Gunno preparatory school. The purpose of this test was to check the appropriateness of the items and to make the necessary corrections based on the feedback obtained.

Finally, the letter was written from Addis Ababa University to the place where the pilot study was conducted. Then it was given to the school principal, and the school principal gave me a permission to administer pilot test. This pilot-test was conducted at Gunno preparatory School students not supposed to be included in the actual study. The researcher selected one section randomly and conducted the pilot test. The pilot test for questionnaires was conducted on 30 students (20 male and 10 female).

3.8.1 Validity

According to Dornyei (2003:110), "validity is the extent to which a psychometric instrument measures what it has been designed to measure". Therefore, initially, the face, construct and content validity of each item in the instruments were approved by senior MED physical education graduates. Content validation was established by cross-referencing the content of the instruments to those elements contained in the basic research questions to determine if there is a match between. According to Cohen, L., Manion, L., and Morrison, K., (2007:137), "To demonstrate content validity the instrument must show that it fairly and comprehensively covers the domain or items that it purports to cover." Therefore, before the actual data collection started, the researcher has given the instruments to colleagues for validation so as to get valuable comments and criticisms on the strengths and weakness of the items. Based on the comments obtained were given to the thesis advisor for further comments, criticisms and evaluation. Finally, having taken in to account thesis advisor's comments, the researcher made corrections and piloted the questionnaire.

3.8.2 Reliability

The reliability of a psychometric instrument refers to the extent to which scores on the instrument are free from errors of measurement. Therefore, the internal consistency or the homogeneity of the items making up the various multi-item scales within the questionnaire should be approved. (Dorny, 2003, p. 110)

After collecting the distributed instruments the results were coded and entered to SPSS soft ware version 21.0 then internal consistency and reliability of the test computed. The items inter correlation and Cronbach-Alpha in order to evaluate the scales and their reliability. The piloting also helps in improving the investigator's interview techniques and instilling more confidence. During the interview exercises the teachers gave enough time to reflect on the question before responding, probing technique were used thus getting more details from a particular question.

To check the reliability of the questionnaires, Cronbach's alpha reliability test was calculated after the pilot test was conducted. All items were carefully input in to SPSS version 21.0 and the average result found from students respondents was (0.82) with the help of a computer. As suggested by George and Mallery (2003) the Cronbach's

Alpha result >0.9 excellent, >0.8 good, >0.7 acceptable, ∝< 0.6 questionable, and < 0.5 poor.

Following the pilot study, the items were carefully examined to see if they required any modifications and to determine whether they lead to certain conclusions significant to the purpose of the study. Internal consistency of the tests was also computed. Finally, the instruments were found to be reliable for collecting data for the main study and then administered as scheduled. The table below indicates the computed internal reliability coefficient of the pilot test. So, the result was regarded as reasonably good to use the question for the research.

Table 3.2: Reliability test result

No	Variables	No of items	Cronbach Alpha
1	Major problems	9	0.878
2	About sport facilities and equipments	5	0.758
3	About teachers interest	5	0.671
4	About Students interest	5	0.72
5	About students awareness and attitude	9	0.74
6	About teachers teaching method	7	0.70
	Total	**40**	**0.82**

Cronbach's alpha frequently referred to simply as the alpha coefficient of reliability. The Cronbach alpha provides a coefficient of inter-item correlations, that is, the correlation of each item with the sum of all the other items. This is a measure of the internal consistency among the items (not, for example, the people). It is the average correlation among all the items in question (Dornyei (2003:112).

3.9 Procedures of Data Collection

The researcher adopted the following steps in collecting the data for the study. First, relevant literatures were reviewed to get adequate information on the topic. Second, objectives and research questions were formulated to show the direction of the study. Then, the researcher prepared adequate number of questions for student questionnaire respondents, interview guide for interviewing physical education teachers and the

school principal, and check list for classroom observation in line with the basic research questions and objectives of the study. In pilot testing, students who were not taken as a sample subjects for the actual study were participated. The reliability of the items was checked using SPSS software version 21.0

After the administration of questionnaires to the actual sample subjects of students, the researcher made observations of two classes of physical education teachers of the sample school with the help of his observation check list. Finally, the researcher conducted an interview with two physical education teachers and one principal.

3.10 Techniques of Data Analysis

The data collected through different tools was analyzed in line with the basic questions raised in chapter one. After the collection of data from the questionnaire respondents, observation and interview, it was analyzed both qualitatively and quantitatively.

The data collected through closed ended questionnaires (Quantitative data) were analyzed quantitatively using both descriptive and inferential statistics.

The data collected through different tools were analyzed in line with the basic questions raised in chapter one. After the collection and gathering of data from the respondents and from observation directly, the next step is analyzing the given data. Both qualitative and quantitative methods were employed to analyze the data. The data collected through closed ended questionnaires were analyzed quantitatively using descriptive statements and explanations after it was entered to statistically package for social science (SPSS) version 21.0 soft ware. Specifically descriptive statistics cross tabulation were employed and the significance values between means were check by testing chi-square. Whereas, the data obtained through open-ended questions and interviews were qualitatively analyzed and summarized. In addition, the results of the study were reported in tabular and graphical presentation. The data collected by observation were presented by the prepared check list.

On the other hand, the data obtained through open-ended questions and interviews was qualitatively summarized and analyzed in narrative form in the way to answer the research questions.

3.11 Ethical consideration

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. Ethical considerations play a role in all research studies and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore the researcher communicates all selected high schools legally and smoothly. The purpose of the study was made clear and understandable for all participants. Any communication with the concerned bodies was accomplished at their voluntarily agreement without harming and threatening the personal and institutional wellbeing. And also Participants' economic background, ethnicity, or race as means of identify was not considered because all these have nothing to do with the idea of the research and inclusive physical education disregards these issues. During question formulation and personal contact to give them the questionnaires, care was taken not to heart them unintentionally. The identity of the respondents" keeps confidential.

CHAPTER FOUR

4. DATA PRESENTATION ANALYSIS AND INTERPRETATION

This Chapter deals with presentation, analysis and interpretation of data obtained from sample respondents (physical education teachers, high school students and school principals).

In order to gather relevant information on the students' interest and awareness in learning volleyball in physical education to addresses the prevailing problems related to the participation of students in the class in Gunno secondary school, a questionnaire with close ended and few open ended types was prepared and distributed to samples of 277 students, 2 physical education teachers and one school principal. The response rate was 100% because all the students (277) filled the questionnaires and returned. In addition, information on the issue under study was gathered using interview from 2 physical education teachers (100%) and one school principal (100%).

4.1. Quantitative Data presentation and Analysis

Item 1 of Table 4.1 shows that of the respondents, 61.1 percent of the students were males and 38.9 per cent of the respondents were females. The above information indicates that females, compared with males, their participation in learning at secondary school level are insignificant.

Regarding item 2 of the same table, 49.2 per cent of the students were in between the age of 13-15 years and the other 50.8 per cent of the students were in the age group of 16-18 years. The figures show that most of the students were above the age of 16 years (late teenager stage). This information indicates that all of the students were in their adolescent stage. Thus, most of the students were matured and fit to take responsibility.

With regard to item 3, as it is observed from the table, 55.6 per cent of the students were grade nine and 44.4 per cent of the students were grade ten. Based on the above figures, one can realize most of the students in the study schools were grade nine.

4.1.2. Students' view on the major problems

Table 4.2: students' response on major problems

No	Statements	SA		A		UN		D		SD		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1	Shortage of material like balls, cloths, sport equipment, etc.	64	23	207	74.8	-	-	6	2.2	-	-	277	100
2	Shortage of play and training ground	4	1.6	60	21.6			153	55.4	58	21	277	100
3	The volley ball session is no attractive and flexible.	84	30.3	102	37	15	5.4	72	25.9	4	1.4	277	100
4	The wearing style that is ordered to the student is conflicting with their religion and moral value.	109	39.5	58	21.1	-	-	93	33.5	16	5.9	277	100
5	Health related problems of students or disability	20	7.3	50	18.1	10	3.5	152	54.9	45	16.2	277	100
6	The Large Class Size	71	25.7	175	63.5	-	-	30	10.8	-	-	277	100
7	Lack of access to suitable teaching spaces(fields)	-	-	75	27	-	-	161	58	41	14.9	277	100
8	Insufficient infrastructure	82	29.7	135	48.6	-	-	52	18.9	7	2.7	277	100
9	Lack of Support from school management	58	21	193	69.5	4	1.4	22	8.1	-	-	277	100

Table 4.2 presents responses to statements raised on major problems that affect the students' concept towards volley ball. Accordingly, the responses for item 1(about Shortage of material like balls, cloths, sport equipment, etc.), 23% and 74.8% of the respondents replied as strongly agree and agree respectively but the remaining few (2%) of them replied as disagree. Based on the majority of responses, one can conclude that Shortage of material like balls, cloths, sport equipment, etc. are the major problems to teach volley ball in Gunno secondary school.

On the same table item 2, students were asked to give their level of agreement on the shortage of play and training ground, for this 1.6% and 21.6% of the respondents replied as strongly agree and agree respectively. The majorities, 55.4% and 21% of the respondents replied as disagree and strongly disagree respectively. Based on the majority of responses, one can conclude that Shortage of play and training ground are not the major problems to teach volley ball in Gunno secondary school.

With regard to the responses to items 3, 30.3% and 37% of the respondents replied as strongly agree and agree respectively. 5.4%, 5% and 1.4% of the respondents replied as uncertain, disagree and strongly disagree respectively. Thus, based on the majority rule, one can conclude that the school under study does not have attractive and flexible physical education session.

On the same table item 4, students were asked to give their level of agreement on the wearing style that is ordered to the student is conflicting with their religion and moral value, for this 39.5% and 21.1% of the respondents replied as strongly agree and agree respectively. The others, 33.5% and 5.9% of the respondents replied as disagree and strongly disagree respectively. Based on the majority of responses, one can conclude that the wearing style that is ordered to the student is conflicting with their religion and moral value are the major problems to teach volley ball in Gunno secondary school.

With regard to the responses to items 5, 7.3% and 18.1% of the respondents replied as strongly agree and agree respectively but the majorities, 3.5%, 54.9% and 16.2% of the respondents replied as uncertain, disagree and strongly disagree respectively. Thus, based on the majority rule, one can conclude that the school under study students does not have health related problems of students or disability.

On the same table item 6, 25.7% and 63.5% of the respondents replied as strongly agree and agree respectively. Only 10.8% of the respondents replied as disagree. Based on the above figures, one can realize that most of the respondents believe that large class size can be one of the major problems to teach volley ball.

Similarly, responses for item 7, as shown in the same table, 58% and 14.9% of the respondents replied as disagree and strongly disagree respectively. Only 27% of the respondents were replied as agree. Thus, most of the respondents are in disagreement that lack of access to suitable teaching spaces (fields) is not one of the major problems to teach volley ball.

Accordingly, as indicated in the table above the responses to item 8, 29.7% and 48.6% of the respondents replied as strongly agree and agree respectively. Only 18.9% and 2.7% of the respondents replied as disagree and strongly disagree respectively. Based on the above figures, one can realize that most of the respondents believe that insufficient infrastructure can be one of the major problems to teach volley ball.

On the same table item 9, students were asked to give their level of agreement on Lack of Support from school management, for this 21% and 69.5% of the respondents replied as strongly agree and agree respectively. Only 1.4% and 8.1% of the respondents replied as uncertain and disagree respectively. Based on the above figures, one can realize that most of the respondents believe that Lack of Support from school management can be one of the major problems faced by physical education teachers to teach volley ball.

4.1.3. Students' response on essential sport facilities and equipments

Table 4.3: students' response on essential sport facilities and equipments

No	Items	Responses			Chi-square	P-value
			F	%		
1	Do sport fields and play grounds easily accessible for students?	Yes	231	83.3	1.707[a]	.191
		No	46	16.7		
		Total	**277**	**100.0**		
2	Do you think that there is adequate sport facilities and equipment's in your school compound to practice volley ball?	Yes	11	4	9.376[a]	.004
		No	266	96		
		Total	**277**	**100.0**		
3	Is the sport facilities and equipment's are comfortable to practice volleyball?	Yes	175	63	6.577[a]	.01
		No	102	37		
		Total	**277**	**100.0**		
4	Can the equipment be modified or adjusted to accommodate the needs of all students?	Yes	21	7.6	9.921[a]	.007
		No	256	92.4		
		Total	**277**	**100.0**		
5	In general, how would you rate the condition of school compound and facilities in your school?	Excellent	-	-	11.122[a]	.011
		Very good	9	3.1		
		Good	124	44.8		
		Fair	75	27.1		
		Poor	69	25.0		
		Total	**277**	**100.0**		

Significance value for item 1, 2, 3 & 4, df = 1, chi-square value > 3.84 and p-value < 0.05. For item 5, df= 2, chi-square value > 5.99 and p-value < 0.05.

As indicated in table 4.3, the questionnaire conducted in the Gunno secondary school in Wolayta Zone, revealed many results. The above mentioned table shows that many respondents of students agree that the sport fields & play grounds is easily accessible for students which is 231 (83.3%) of the total participants. only 46 (16.7%) of the respondents responded that the sport fields & play grounds are not easily accessible

for students. Even though there is no significance difference at p-value < 0.05. Here we can infer that the sport fields and play grounds are not easily accessible for students in the study schools because the chi-square test shows that insignificance difference between the observed and expected values.

On the same table item two the majorities of the respondents 266 (96%) assured that the sport facilities and equipments are not adequate in their schools. Only 11(4%) of the respondents respond is adequate sport facilities and equipment's in their school compound to apply volley ball practically with significance p-value. Based on the majority of responses, one can conclude that there is no adequate sport facilities and equipment's in their school compound to apply volley ball practically in Gunno secondary school.

In the same manner item 3 the majorities of the respondents 175 (63%) assured that the school sport facilities and equipments are comfortable to practice volley ball. 37% of the respondents respond that the sport facilities and equipment's are not comfortable to practice volley ball. Based on the majority of responses, one can conclude that the sport facilities and equipment's are comfortable to practice volley ball in Gunno secondary school. And also in item 4, the majorities of the respondents 256 (92.4%) responded that the equipments cannot be adjusted to accommodate the needs of all students but only 21(7.6%) of the respondents responded as the equipment can be modified or adjusted to accommodate the needs of all students. Based on the majority of responses, one can conclude that the equipment cannot be modified or adjusted to accommodate the needs of all students to apply volley ball practically in Gunno secondary school.

As we observe from the above mentioned table item 5 students asked to rate the condition of school compound and facilities in their school for students to practice volley ball, 3.1%, 44.8%, 27.1% and 25.0% responded very good, good, fair, and poor. There is significance deference between the observed and expected values because chi-square value 11.122 is greater than 5.99 (significance value at df=2 and p-value< 0.05) and p--value 0.011 which is less than 0.05.

4.1. 4 students' view on their interest to learn volleyball

No	Items	Responses			Chi-square	P-value
			F	%		
1	Your interest to learn volley ball.	V/high	-		1.707[a]	.191
		High	-			
		Medium	119	43		
		Low	158	57		
		Total	**277**	**100.0**		
2	The extent students come on time in the field during volley ball practice	V/high	11	4	9.376[a]	.004
		High	33	12		
		Medium	155	56		
		Low	78	28		
		Total	**277**	**100**		
3	The accessibility of enough number of student's volley ball players to the school team	V/high	-	-	6.577[a]	.01
		High	4	1.5		
		Medium	103	37		
		Low	170	61.5		
		Total	**277**	**100**		
4	Students interest to join volley ball club after completion of school	V/high	-	-	9.921[a]	.007
		High	21	7.6		
		Medium	96	34.6		
		Low	160	57.8		
		Total	**277**	**100**		
5	Student encouragement and motivation by their teachers during volley ball practical class	V/high	9	3.1	11.122[a]	.011
		High	55	20		
		Medium	75	27.1		
		Low	138	49.8		
		Total	277	100		

Table 4.2 presents responses to statements raised on students' interest to learn volleyball that affect the students' interest and awareness towards volley ball. Accordingly, the responses for item 1(about students' interest to learn volley ball),

57% respondents respond as low and 43% of the respondents replied as medium with significance p-value. Based on the majority of responses, one can conclude that students' interest to learn volley ball is low. This low interest of students to learn volley ball initiates the students to develop interest and awareness towards learning volley ball game in the school.

On the same table item 2, students were asked to give their response on the extent students come on time in the field during volley ball practice, for this 56% respond as medium, 28% respond as low, 12% respond as High and only 4% of the respondents replied as very high. This is significance at p-value < 0.05. Based on the majority of responses, one can conclude that the extents at which students come on time in the field during volley ball practice are medium. Still this shows one of the problems that develop student's low interest and awareness in learning volley ball in Gunno secondary school.

With regard to the responses to items 3, 61.5% and 37% of the respondents replied as low and medium respectively. This is significance at chi-square value 11.122 and p-value 0.011. Thus, based on the majority rule, one can conclude that the accessibility of enough number of student's volley ball players to the school team is low. Meaning there is no volley ball team as a club in Gunno secondary school.

On the same table item 4, students were asked to give their response on Students interest to join volley ball club after completion of school, for this 57.8% and 34.6% of the respondents replied as low and medium respectively. This is significance at chi-square value 9.921 and p-value .007. Based on the majority of responses, one can conclude that Students do not have interest to join volley ball club after completion of school.

With regard to the responses to items 5, 49.8% and 27.1% of the respondents replied as low and medium respectively but few of the respondents, 20%, and 3.1% of the respondents replied as high and very high respectively. This is significance at chi-square value 11.122 and p-value .011. Thus, based on the majority rule, one can conclude that the Student encouragement and motivation by their teachers during volley ball practical class is low.

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With regard to the responses to items 3, 61.5% and 37% of the respondents replied as low and medium respectively. This is significance at chi-square value 11.122 and p-value 0.011. Thus, based on the majority rule, one can conclude that the accessibility of enough number of student's volley ball players to the school team is low. Meaning there is no volley ball team as a club in Gunno secondary school.

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With regard to the responses to items 5, 49.8% and 27.1% of the respondents replied as low and medium respectively but few of the respondents, 20%, and 3.1% of the respondents replied as high and very high respectively. This is significance at chi-square value 11.122 and p-value .011. Thus, based on the majority rule, one can conclude that the Student encouragement and motivation by their teachers during volley ball practical class is low.

4.1.5: Students view on the teachers' interest to teach volleyball game

No	Items	Responses			Chi-square	P-value
			F	%		
1	Your teacher interest to teach volley ball	V/high	-	-	11.007[a]	.000
		High	-	-		
		Medium	231	83.3		
		Low	46	16.7		
		Total	**277**	**100.0**		
2	The extent teachers use the time properly in the field during volley ball practice	V/high	-	-	7.655[a]	.001
		High	31	11		
		Medium	199	72		
		Low	47	17		
		Total	**277**	**100**		
3	The teachers interest to establish and train volley ball team in the school	V/high			6.577[a]	.01
		High	31	11.1		
		Medium	89	32.2		
		Low	157	56.7		
		Total	**277**	**100**		
4	Teachers interest to help students in order to join volley ball club after completion of school	V/high	-	-	17.521	.000
		High	35	12.5		
		Medium	71	25.8		
		Low	171	61.7		
		Total	**277**	**100**		
5	Teacher's initiation to teach volley ball than football and handball	V/high	-	-	31.1211[a]	.000
		High	25	9.2		
		Medium	69	24.8		
		Low	183	66		
		Total	**277**	100		

Table 4.3 presents responses to statements raised on teachers' interest to teach volleyball that affect the students' interest and awareness towards volleyball game. Accordingly, the responses for item 1(about teachers' interest to teach volleyball),

16.7% respondents respond as low and 83.3% of the respondents replied as medium with significance at chi-square value11.007 and p-value 0.00. Based on the majority of responses, one can conclude that teachers' have medium interest to teach volley ball. This medium interest of teachers to teach volley ball offer the students to develop low interest and awareness towards learning volley ball in the school.

On the same table item 2, students were asked to give their response on the extent teachers use the time properly in the field during volley ball practice, for this 72% respond as medium, 17% respond as low, 11% respond as High. This is significance at p-value < 0.05. Based on the majority of responses, one can conclude that the extents at which teachers use the time properly in the field during volley ball practice are medium. Still this shows one of the problems that develops students low interest and awareness in learning volley ball in the school is teachers ability to use the time properly in the field during volley ball game practice.

With regard to the responses to items 3, 56.7% and 32.2% of the respondents replied as low and medium respectively. This is significance at chi-square value 6.577^{a} and p-value 0.01. Thus, based on the majority rule, one can conclude that the teachers' have low interest to establish and train volley ball team in the school. Meaning there is no volley ball team as a club in Gunno secondary school.

On the same table item 4, students were asked to give their response on Teachers interest to help students in order to join volley ball club after completion of school, for this 61.7% and 25.8% of the respondents replied as low and medium respectively. This is significance at chi-square value 17.521 and p-value 0.00. Based on the majority of responses, one can conclude that Teachers have low interest to help students in order to join volley ball club after completion of school

With regard to the responses to items 5, 66% and 24.8% of the respondents replied as low and medium respectively but few of the respondents, 9.2% of the respondents replied as high. This is significance at chi-square value 31.1211^{a} and p-value 0.00. Thus, based on the majority rule, one can conclude that the teacher's have low initiation to teach volley ball than football.

4.1.6: Students view on the level of awareness and attitudes towards volleyball

No	Statements	SA		A		UN		D		SD		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
1	I don't understand the effect of volley ball on the body function.	83	30	161	58	-	-	33	12	-	-	277	100
2	I don't understand the health benefits of practicing volley ball	4	1.6	60	21.6			154	55.4	59	21.4	277	100
3	Physical activities and good physical fitness can help you look good, feel good and enjoy life to me.	75	27.2	129	46.6	15	5.4	58	20.9	-	-	277	100
4	The volley ball games I learn in my PE classes seem important to me.	109	39.5	93	33.7	-	-	58	20.9	16	5.9	277	100
5	The Physical education classes don't help me to establish new friendship.	20	7.3	50	18.1	10	3.5	152	54.9	45	16.2	277	100
6	I am afraid that I will be injured in volleyball classes.	103	37.1	135	48.9	39	14	-	-	-	-	277	100
7	Negative attitude of physical education teachers	48	17.3	153	55.4	76	27.3	-	-	-	-	277	100
8	Negative attitudes of the student on practical session	61	22.2	165	59.7	-	-	45	16.2	6	1.9	277	100
9	Negative attitudes of other subject teacher and administrator	80	28.9	158	57	15	5.5	24	8.6	-	-	277	100

Table 4.3 presents responses to statements raised on the level of awareness and attitudes towards volleyball that affect the students' interest to learn volleyball game. Accordingly, the responses for item 1(about the statement says "I don't understand the effect of volley ball on the body function"), 30% and 58% of the respondents replied as strongly agree and agree respectively but the remaining few (12%) of them replied as

disagree. Based on the majority of responses, one can conclude students don't understand the effect of volley ball on the body function. This increases the students' low interest and awareness towards volley ball teaching in the school.

On the same table item 2, students were asked to give their level of agreement on the statement says "I don't understand the health benefits of practicing volleyball game", for this 1.6% and 21.6% of the respondents replied as strongly agree and agree respectively. The majorities, 55.4% and 21% of the respondents replied as disagree and strongly disagree respectively. Based on the majority of responses, one can conclude that students can understand the health benefits of practicing volley ball in Gunno secondary school.

With regard to the responses to items 3, 27.2% and 46.6% of the respondents replied as strongly agree and agree respectively. 5.4% and 20.9% of the respondents replied as uncertain and disagree. Thus, based on the majority rule, one can conclude that students in Gunno Secondary school have a positive attitude towards Physical activities and good physical fitness can help them look good, feel good and enjoy life.

On the same table item 4, students were asked to give their level of agreement on the statement says "the volley ball games I learn in my PE classes seem important to me", for this 39.5% and 33.7% of the respondents replied as strongly agree and agree respectively. The others, 20.9% and 5.9% of the respondents replied as disagree and strongly disagree respectively. Based on the majority of responses, one can conclude that the students in Gunno secondary school are aware about the volley ball games they learn in PE classes seem important to them.

With regard to the responses to items 5, 7.3% and 18.1% of the respondents replied as strongly agree and agree respectively but the majorities, 3.5%, 54.9% and 16.2% of the respondents replied as uncertain, disagree and strongly disagree respectively. Thus, based on the majority rule, one can conclude that the students in Gunno secondary school are aware as Physical education classes can help them to establish new friendship.

On the same table item 6, 37.1% and 48.9% of the respondents replied as strongly agree and agree respectively. Only 14% of the respondents replied as uncertain. Based

on the above figures, one can realize that most of the respondents afraid that they will be injured in volley ball practical classes.

Similarly, responses for item 7, as shown in the same table, 17.3% and 55.4% of the respondents replied as strongly agree and agree respectively. Only 27.3% of the respondents were replied as uncertain. Thus, most of the respondents are in agreement that physical education teachers have negative attitude towards physical education subject. This affects the students' interest to learn volleyball in Gunno Secondary School.

Accordingly, the responses for item 8 (about negative attitudes of the student on practical session), 22.2% and 59.7% of the respondents replied as strongly agree and agree respectively but the remaining few 5.4% and 8.6% of them replied as uncertain and disagree respectively. Based on the majority of responses, one can conclude that negative attitudes of the student on practical session are the major problems to teach volley ball in Gunno Secondary School.

Similarly on item 9, students were asked to give their level of agreement on the negative attitudes of other subject teacher and administrator, for this 28.9% and 57% of the respondents replied as strongly agree and agree respectively. The remaining 5.5% and 8.6% of the respondents replied as uncertain and disagree respectively. Based on the majority of responses, one can conclude that negative attitudes of other subject teacher and administrator are the major problems that affect the teaching-learning process of volley ball in Gunno Secondary School.

4.1.7 Students opinion towards teaching methodologies in physical education class

Table 4.4. Students opinion towards teaching method in physical education class

No	Items	Student respondents				
		Variable	F	%	Chi-square	P-value
1	Teacher's ability in using different grouping methods during volley ball practice	V/high			24.222	0.000
		High	16	5.6		
		Medium	103	37.4		
		Low	158	57		
		Total	**277**	**100**		
2	How did you learn volley ball in your grade level?	Only theoretically	95	34.5	71.921	0.00
		More of theoretically	71	25.5		
		More of practically	-	-		
		Mix of the theoretically and practical	111	40		
		Total	**277**	**100**		
3	Which method of teaching do you like most on your physical education class	Lecture	142	51.3	9.86	0.001
		group work	31	11.1		
		Discussion and demonstration	104	37.6		
		roll playing	-	-		
		Total	**277**	**100**		
4	Do the curriculum materials address the need of the students and can achieve the goals of physical education	Yes	158	57.2	33.527	0.000
		No	119	42.8		
		Total	**277**	**100**		
5	Is your sport field set up comfortable for the practice of volley ball in physical education classes?	Yes	166	60.1	2.455	0.14
		No	111	39.9		
		Total	**277**	**100**		
6	Do your physical education teachers' assessment techniques encourage you to actively involve in practicing volley ball?	Yes	113	40.8	5.311	0.005
		No	164	59.2		
		Total	**277**	**100**		

Significance at df=3, p-vaule < 0.05 and chi-square value > 7.82 (for item 1 and 2), for item 3, 4 and 5 df = 1, p-value <0.05 and chi-square value > 3.84. (ያለዉ እንዳወቅ፣ 2011).

As we understand from the above table (table 4.4) items 1, students were asked about Teacher's ability in using different grouping methods during volley ball practice. For this, 158(57%) and 103(37.4%) of the total respondents respond as low and medium respectively. Whereas the remaining 16 (5.6%) of the respondents respond as high. The chi-square test result is 24.222 which is above the significance value (7.82) at (P<0.05).This confirms that there is statistically significant difference. Here the researcher concludes that teacher's ability in using different grouping methods during volley ball practice is low.

As indicated in item 2 of the above table, students show their opinion in different categories; 95(34.5%) of them shows as they learn only theoretically, 71(25.5%) as they learn more of theoretically and the rest 111(40%) of them as they learn volley ball in a mixed way theory and practice. This is significance at chi-square value 71.921 and p-value 0.00. Here we can conclude that students have learned volley ball in theory only.

As we understand from the above table items 3, students were asked about the method of teaching that they like most on their physical education class. For this, the majorities, 142(51.3%) of the total respondents respond that lecture method of teaching is favorable for them. Whereas 31 (11.1%) of the total respondents respond as group work teaching method is comfortable for them, and the other participants 104 (37.6%) responds Discussion and demonstration teaching method is suitable for them. The chi-square test result is 9.86 which is above the significance value (7.82) at (P<0.05).This confirms that there is statistically significant difference. Here the researcher concludes that lecture teaching methodology is selected by students.

As describe in the same table items 4 majority of the respondents 158 (57.2%) respond curricular materials address the need of students on their grade label. Were as 119(42.8%) of the respondents from the Gunno secondary school respond the curricular materials can not address the objectives of physical education. The chi-square test result is 33.527 which is above the significance value (3.84) at (P<0.05).This confirms that there is statistically significant difference. The researcher conclude that the curricular materials for physical education and sport in the secondary school label is address the need of students, but as they wrote in the open

ended, the time allotments for the subject is not enough to address the materials for the students effectively.

With regard to items 5 large number of the respondents 166 (60.1%) respond the sport field set up comfortable for the practice of volley ball in physical education classes. Whereas 111 (39.9%) of the respondent respond that the sport field set up is not comfortable for the practice of volleyball in physical education classes.. The chi-square test result is 2.455 which is below the significance value (3.84) at ($P<0.05$) and also p-value (0.14) is greater than 0.05. This confirms that there is no statistically significant difference.

Accordingly, the responses for item 6 students were asked about their physical education teachers' assessment techniques encourage them to actively involved in practicing volley ball, the majorities 164 (59.2%) of the respondents respond as their physical education teachers' assessment techniques do not encourage them to actively involved in practicing volleyball but the remaining 113(40.8%) respondents replied as their physical education teachers' assessment techniques encourage them to actively involved in practicing volley ball. This is significance at chi-square value 5.311 and p-value 0.005. Based on the majority of responses, one can conclude that physical education teachers' assessment techniques do not encourage students to actively involved in practicing volleyball game in Gunno Secondary School.

4.2 Qualitative Data Analysis

4.2.1 Presentation of Data Obtained from PE teachers Through Interview

The interview with two physical education teachers aimed at assessing the students' interest and awareness in learning volleyball in physical education in Gunno secondary school. The interview questions were designed in line with answering the six research questions. The physical education teachers were interviewed and recorded individually. The analysis falls under seven items as follows.

4.2.1.1. Regarding to the major challenges that affect the teaching learning process of volley ball in Gunno Secondary school

The two selected physical education teachers from the Gunno secondary school were asked about the major challenges that affect the teaching learning process of volleyball in the school; the first respondent told that:-

- The large class size
- The period allotment to physical education and

The second respondent told that:-

- students low interest
- The school communities' negative attitude towards physical education.

In addition to these, the first respondent told that there are little or no materials for volley ball practical activities. The reasons why there is a great shortage of those materials are:

- There is a great shortage of many as described.
- There is lack of suitable training fields or there is no playground is the reason.
- Lastly there is a bad condition that is not expected, this problem is school administrator and physical education teachers are careless for the subject condition and their responsibilities. the teacher said that the school communities think as physical education is a simple sport activity.

Largely it can be concluded that the teaching learning process of volleyball is challenged with many factors such as:

- Shortage of materials (balls, nets, shorts and so on..)
- In appropriateness of period allotment
- Absence of baht room, dressing room… etc.
- Large class size.

4.2.1.2. Regarding to the motivation and the interest of the students in volley ball

The interview result shows that the respondents said that the students have no interest and motivation to participate in volley ball class. The respondents put the following reasons at different time for the decrease of students' motivation and interest in physical education class. The first respondent told that:-

- The subject is not included in the Ethiopian secondary school leaving Examination.
- lack awareness and negative attitude considering volley ball is the simple activity.

The second respondent told that:-

- The class is not attractive and participatory this is due to large class size and small period allotment
- Most of the subject teachers are careless

4.2.1.3. Regarding the availability of adequate sport facilities and equipment

Another question was raised to know about the adequacy of the sport facilities and equipments to support and participate students in physical education classes, the first respondent said that it is not adequate to provide the service needed for students.

Regarding students' access to sport play grounds, he have said that sport fields and play grounds are not accessible especially for students with disabilities. Therefore students on a wheel chair and on other mobility aids cannot get the sport field easily. The second respondent said that, there is no adequate balls, volleyball courts, dressing rooms, bath rooms and so on.

4.2.1.4. Regarding the school administrative bodies could support the school co-curricular activities and regular physical education teaching program with material, budget & idea

Teachers were asked about whether their administrative bodies support co-curricular activities or not, they said that the administrative bodies' do not support. Only the directors told for physical education teacher the amount of budget assigned by the government for physical education activities. In contrary to this, one physical education teacher replied that the director has interest in physical education activities

and co-curricular activities. He supports the school co-curricular activities by adjusting the time table of the subjects. Additionally he supports financially by motivating the students and other subject teachers to contribute what they have.

4.2.1.5. Regarding the rolls of school director and department heads in facilitating the volley ball activity in the school

Physical education teachers' replied that the department heads facilitate the teaching learning process of physical education by supervising the physical education classes. But this supervision is two times per year which is insignificant. And also the department heads control whether the physical education teachers come with the daily and annual lesson plans or not. This helps to prevent the teachers' carelessness. They said that the supervision is during the theoretical classes only.

The two physical education teachers also respond on the role of school directors as the following:-

The first respondent said that:-

- The directors advise the physical education teachers not to order high intensity physical activities. This affects the teachers to order all the activities included in the text book.

The second respondent said that:-

- They facilitate the teaching learning process by adjusting the physical education class as comfortable for all students.

4.2.2. Interview Report from School Principals

The interview with Gunno secondary school principal aimed at assessing the challenges and students' interest and awareness in learning volleyball game in physical education. The interview questions were designed in line with answering the six research questions. The school principal was interviewed and recorded individually. The analysis falls under five items as follows.

4.2.2.1. Regarding to the major challenges faced in teaching volley ball

The Principal answered by listing the challenges as:

i. **School related challenges** are lack of accessible play ground, lack of required teaching equipment and lack adequate budget

ii. **Teacher related challenges** are poor planning of the lesson and hence doesn't accommodate all students in field activities, carelessness of the teachers

iii. **Student related challenges** are lack of self confidence, lack of awareness about the benefits of volley ball and reservation of practicing volley ball. They more focuses on foot ball activities.

In addition to this he said that:-

- the attitude of teachers and parents towards volley ball
- lack of attention from the education office both zones and woreda
- lack of educational materials
- large class size
- Lack students' interest to participate in volley ball activities etc.
- lack awareness and available play grounds
- the class is not attractive and participatory this is due to large class size and small period allotment
- most of the subject teachers are careless
- lack of educational materials
- large class size

4.2.2.2. Regarding the availability of adequate sport facilities and equipment

Question concerning the availability of sport facilities and equipment, he said that there is adequate equipments relatively to the number of student. Regarding the conduciveness of the physical environment, the principal reported that the compound is not suitable enough to accommodate all students and it can hinder the teaching learning process to some extent. Therefore he said that the school has a plan to adjust the physical environment of the compound in order to make it suitable for all students and to practice volley ball freely.

4.2.2.3. Regarding the rolls of school directors and department heads in facilitating the teaching learning process of volley ball in Gunno secondary school

The principal replied that the department heads facilitate the teaching learning process of physical education by supervising the physical education classes. But this supervision is two times per year in theoretical classes only which is insignificant. And also the department heads control whether the physical education teachers come with the daily and annual lesson plans or not. This helps to prevent the teachers' carelessness.

The principal also respond as:

- He advises the physical education teachers not to order high intensity physical activities.
- He gives advice for PE teachers to participate all the students beside that we have nothing to support them.
- He tried to adjust the physical education class but the physical education teachers complain as the period allotment is not enough to practice practical activities.

4.2.2.4. Regarding the possible suggest those can be solutions for challenges to teach volley ball in the school

The principal suggest the following solutions for the challenges that affect the teaching learning process of volley ball:

- To change negative attitude towards the subject and underestimation of the subject, training and awareness creation about the uses of physical education for school principals and other department staffs. This would play a significant role by mobilizing the school community and the society to change their attitudes towards the subject relationship and making educational decision whenever the situation requires.
- Ensuring the environment and facilities to be conducive and easily accessible to all students.
- Ensuring the adequacy of sport facilities and equipments can help to minimize the challenges and problems that affect the teaching learning process of physical education.

4.2.3. Analysis of data gathered from Observation

Key Guide

1= Excellent 2 = Good 3 = Need attention 4 = Not present

Table 4.6: Observation Guide (Check list) during volley ball Practical Classes (Researcher)

No.	Statements	1	2	3	4
1	Availability of suitable play grounds in school			x	
2	Availability of Physical Education Facilities and equipment and their appropriateness				x
3	The Environment is safe and suitable for students.				x
4	Suitability of the road from class rooms to play grounds			x	
5	Teachers ability to help students			x	
6	Teachers ability to motivate students				x
7	Instructional opportunities are adapted to diverse learners				x
8	All students are treated in a fair and equitable manner				x
9	Physical Education teachers have interest to teach volley ball		X		
10	Students interest to participate in volley ball class				x

In order to supplement the information obtained through interview, the researcher made observation on the school environment, the field and play grounds, the resource rooms and the result has presented as follows. The observation takes place in Gunno Secondary school while the physical education teacher teaches volley ball practically at field. Regarding the availability of suitable play grounds in school, in the observed classes, the school has flat, grassy land football field and one volley ball court which was not comfortable for practicing volley ball activities and moving freely. Regarding to the educational materials, there were no adequate materials specially ball in relation to the number of students observed in the field. As well as from the interview, the school principal and physical education teachers said that there were no adequate sport facilities.

As it can be seen from my check list, it can be said that nothing have done for the participation of students in practical classes regarding volley ball. Only item 9 which says "Physical Education teachers have interest to teach volley ball" is rated "***Good***". Four of the items in the checklist rated ***"Needs attention***" while the rest (seven of the items) rated "***Not present***". From the checklist, one can realize truth that students have low interest and awareness towards volleyball teaching due to the above mentioned problems and challenges.

CHAPTER FIVE

5. SUMMARY CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary, conclusions and recommendations. The first part deals with the summary of what have already been treated in the previous chapters followed by the conclusions of the fundamental findings of the study. Finally, based on the findings and conclusions drawn, some possible recommendations would be forwarded.

5.1. Summary

The purpose of this study was to assess the students' interest and awareness in learning volleyball in physical education to addresses the prevailing problems related to the participation of students in the class in Gunno secondary school, Wolayta Zone, SNNP Regional state. To this end, the study was expected to give answers for the following basic questions.

1. What are the main problems to learn volleyball game in physical education class?
2. Is there accessible sport facilities and equipment's to teach volleyball game?
3. To what extent teachers interested to teach volleyball game?
4. How much is the interest of students to learn volleyball game?
5. What is the level of awareness and attitudes of students towards volleyball game?
6. What teaching method is used in the class?

To achieve the objectives of the study, a questionnaire consisting relevant set of questions (including background-data of the respondents) with close-ended and a few of open-ended types was prepared and distributed to samples of 277students. An interview was prepared for one school principal and two physical education teachers. Finally observation was conducted by the researcher.

Based on the frequency count, the raw data were tallied, tabulated, analyzed and the major findings were summarized as follows:

61.1 percent of the students were males and 38.9 per cent of the respondents were females that indicate that females, compared with males, their participation in learning at secondary school level are insignificant.

49.2 per cent of the students were in between the age of 13-15 years and the other 50.8 per cent of the students were in the age group of 16-18 years. This information indicates that all of the students were in their adolescent stage. Thus, most of the students were matured and fit to take responsibility. 55.6 per cent of the students were grade nine and 44.4 per cent of the students were grade ten. Based on the above figures, one can realize most of the students in the study schools were grade nine.

Regarding to the first research question, the main problems to learn volleyball in physical education class Lack of access to suitable teaching spaces or fields, the finding shows the following challenges:-

- The school environment is not comfortable to participate all students
- Shortage of material like balls, cloths, sport equipment, etc.
- The Large Class Size
- Lack of Support from school management
- Lack of skills and knowledge appropriate
- Lack of Confidence in teaching PE
- the class is not attractive and participatory due to large class size and small period allotment
- most of the subject teachers are careless
- lack of educational materials
- the negative attitude towards the subject by the students and the society at large

- The wearing style that is ordered to the student is conflicting with their religion and moral value specially in female students
- Very low Students interest
- Negative attitudes of the student on practical session
- lack awareness and available play grounds

With respect to the availability of adequate sport facilities and equipment, the findings ascertained that the finding revealed that:

- Sport fields and play grounds are not easily accessible in the study area.
- There is no adequate sport facilities and equipment's in the study school compound to apply volley ball practically.
- The equipment cannot be modified or adjusted to accommodate the needs of all students.

Regarding to the third research question, the extent at which teachers interested to teach volleyball

- The teachers' have low interest to teach volley ball
- The extents at which teachers use the time properly in the field during volley ball practice are medium. This is due to low interest of teachers towards teaching volley ball
- The teachers' have low interest to establish and train volley ball team in the school because as the result shows they are not interested in teaching volley ball game
- Teachers have low interest to help students in order to join volley ball club after completion of school
- The teacher's have low initiation to teach volley ball than football.

Regarding to the fourth research question, the interest of students to learn volleyball

- Students' interest to learn volley ball is low. This low interest of students to learn volley ball initiates the students to develop low interest and awareness towards learning volley ball game in Gunno secondary school
- The extents at which students come on time in the field during volley ball practice are medium. Still this shows one of the problems that develop students low interest and awareness in learning volley ball in Gunno secondary school.
- The accessibility of enough number of student's volley ball players to the school team is low. Meaning there is no volley ball team as a club in Gunno secondary school.
- Students do not have interest to join volley ball club after completion of school.
- the Student encouragement and motivation by their teachers during volley ball practical class is low

Regarding to the level of awareness and attitudes of students towards volleyball:-

- Students don't understand the effect of volleyball on the body function. This increases the students' low interest and awareness towards volley ball teaching in Gunno secondary school.
- Most of the respondents are in agreement that physical education teachers have negative attitude towards physical education subject. This affects the students' interest and awareness to learn volley ball in Gunno Secondary School.
- As most of the respondents agreed, the students have negative attitudes on practical session of volley ball which is the major problems to teach volley ball in Gunno Secondary School Students do not have interest to join volleyball club after completion of school.
- As most of the respondents agreed, other subject teacher and administrator have negative attitudes towards volley ball which is the major problems that

affect the teaching-learning process of volley ball game in Gunno Secondary School

Concerning to the last research question, what teaching method is used in the class? The following results were found:-

- As most of the respondents believed that teacher's ability in using different grouping methods during volley ball practice is low.
- 95(34.5%) of them shows as they learn only theoretically, 71(25.5%) as they learn more of theoretically and the rest 111(40%) of them as they learn volley ball in a mixed way theory and practice. This is significance at chi-square value 71.921 and p-value 0.00. Here we can conclude that students have learned volleyball only in theory.
- The majorities, 142(51.3%) of the total respondents respond that lecture method of teaching is favorable for them. Whereas 31 (11.1%) of the total respondents respond as group work teaching method is comfortable for them, and the other participants 104(37.6%) responds. Discussion and demonstration teaching method is suitable for them. The chi-square test result is 9.86 which is above the significance value (7.82) at ($P<0.05$).This confirms that there is statistically significant difference. Here the researcher concludes that lecture teaching methodology is selected by students.
- The curricular materials for physical education and sport in the secondary school level is address the need of students, but as they wrote in the open ended, the time allotments for the subject is not enough to address the materials for the students effectively.
- As most of the respondents responded Physical education teachers' assessment techniques do not encourage students to actively involved in practicing volleyball in Gunno Secondary School.

5.2. Conclusions

Based on the findings of the study summarized in the previous sections the following conclusions were drawn:

- The challenges are identified as Institution- Related Challenges which includes insufficient infrastructure, large class size, lower priority given to physical education and Lack of Support from school management. Teacher related challenge includes lack of use of appropriate teaching methods, poor planning of the lesson and hence doesn't accommodate all students in field activities, lack of Interest in teaching physical education due to Low value given to volleyball and lack of confidence in teaching volleyball. Student- related Challenges includes lack of self-confidence, lack of awareness about the benefits of PE, lack of educational materials and low level of interest in learning volley ball game

- The Sport fields and play grounds are not easily accessible in the study area. There is no adequate sport facilities and equipment's in the school compound to apply volley ball practically. And also the equipment cannot be modified or adjusted to accommodate the needs of all students.

- The teachers' have low interest to teach volley ball game and teachers' do not use the allotted time properly in the field during volley ball practice are medium. This is due to low interest of teachers towards teaching volley ball. They have low interest to establish and train volley ball team in the school because as the result shows they are not interested in teaching volley ball. The physical education teachers are more focused to teach football than volley ball game and hand ball game.

- Students' have low interest to learn volleyball game. This low interest of students to learn volley ball initiates the students to develop low awareness towards learning volley ball game in the school. There is no volleyball game team as a club in Gunno secondary school this decreases the students' interest and awareness to participate in volley ball.The student encouragement and motivation by their teachers during volley ball game practical class is low.

- Students don't understand the effect of volley ball on the body function. This increases the students' low interest and awareness towards volleyball teaching in Gunno secondary school. physical education teachers, students, other subject teachers and administrators have negative attitude towards physical education subject. This affects the students' interest and awareness to learn volleyball game in the school.

- Teacher's have low ability in using different grouping methods during volley ball game practice. In lower grades, students have learned volleyball in theory only. the curricular materials for physical education and sport in the secondary school level is address the need of students, but as they wrote in the open ended, the time allotments for the subject is not enough to address the materials for the students effectively, lack of adequate sport facilities and equipments in school compound to apply volleyball game practically and physical education teachers' assessment techniques were not encourage students to actively involved in practicing volley ball game were caused great influence in learning volleyball were the last conclusion and answered the first question and enabled the students to develop interest and awareness in learning volleybal in Gunno Secondary School.

5.3. Recommendations

Based on the summary and conclusions of major findings and conclusions drawn, the following recommendations are forwarded.

1. To make an effective and attractive volley ball game classes the following precondition are required:-

   - The adequacy of sport facilities and equipments can help to participate all students in volley ball game practical class. So schools give attention for fulfilling the materials.
   - Creating awareness to the students and even the community about the health benefits of participating in volley ball game. This increases the awareness and interest of students to participate in volley ball game.
   - It is better to give enough promotion to encourage students and other subject teachers to participate in school volley ball game activities.

2. In order to increase the interest of students towards volley ball, attractive and participatory teaching methods and strategies which focus on activities that could help to overcome their constraints to volley ball should be developed.

3. School principals, physical education teacher, religious leaders and other school communities needs to cooperate and discusses at the wearing style of students during physical activities in order to minimize their believe on the wearing style that is ordered to the student for physical activities.

4. It is better to work Governmental, non-governmental bodies and schools together to encourage volley ball game participation, make school compounds and sport facilities more accessible, and to build dressing rooms and bath.

5. Creating enough promotion about volley ball and participate students in volley ball competitions in the school can help to increase students interest in volley ball game.

6. School principals, physical education teacher and other school communities needs to cooperate at every time in order to facilitate the participation of all students in volley ball game activities.

7. Since much investigations have not been made on the effects of culture and norms on high school physical education and Wash back effect of Ethiopian secondary school leaving Examination on physical education further studies should be carried out.

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Appendix- 1

Addis Ababa University

College of Education and Behavioral Studies

Department of Science and Mathematics Education

Questionnaire for students

Dear respondents:

The researcher is conducting a study for the fulfillment of the degree of Masters of education in teaching physical education on the interest and awareness in Learning Volleyball game , the Case Of Wolayta, Gununo Secondary School, In SNNP Regional State. The purpose of this study is to investigate interest and awareness in learning volleyball game in physical education. To achieve this purpose, I would like to ask you a number of questions. It will only take a few minutes to complete and your responses will be kept strictly private and confidential. The success of this study, however, depends on your kind cooperate and genuine response. Therefore, you are kindly requested to answer all items provided in the questionnaire.

Note: you are not required to write your name

Thank you in Advance for your cooperation!

- **Section One:- Grade and school of the Respondent**

3. Grade

A) 9^{th} B) 10^{th}

4. **School** _____

➢ Section Two: - Major problems to learn volley ball

Please rate the factors listed below that are assumed to be the problems (Barriers) within schools to restrict the students to learn volley ball in physical education (put "**X**" mark in the box under the scale against each statement)

Key: SA= Strongly Agree, **A**=Agree, **UN**=Uncertain, **D**=Disagree, **SD**= Strongly Disagree

No	Items	Scale				
		SA	A	UN	D	SD
2.1	Shortage of material like balls, cloths, sport equipment, etc.					
2.2	Shortage of play and training ground.					
2.3	The volley ball session is no attractive and flexible.					
2.4	The wearing style that is ordered to the student is conflicting with their religion and moral value.					
2.5	Health related problems of students or disability.					
2.6	The Large Class Size					
2.7	Lack of access to suitable teaching spaces(fields)					
2.8	Insufficient infrastructure					
2.9	Lack of Support from school management					

2.10. What are the additional basic problems of physical education practical session in your school? Please list some of them.

_____

_____

_____

_____

➢ Section three: About the adequacy and accessibility of sport facilities and equipments to teach volleyball game

3.1.Do sport fields and play grounds easily accessible for students? A. Yes B. No

3.2.Do you think that there is adequate sport facilities and equipment's in your school compound to apply physical education practically? A. Yes B. No

3.3.Is the sport facilities and equipment's are comfortable to practice physical education? A. Yes B. No

3.4.Can the equipment be modified or adjusted to accommodate the needs of all students? A. Yes B. No

3.5.In general, how would you rate the condition of school compound and facilities in your school? Would you say . . . ? A. Excellent B. Very good C. Good D. Fair E. Poor

➢ Section four: About the students' interest to teach volleyball game

4.1. Your interest to learn volley ball. A. V/high B. High C. Medium D. Low

4.2. The extent students come on time in the field during volley ball practice.

A. V/high B. High C. Medium D. Low

4.3. The accessibility of enough number of student's volley ball players to the school team. A. V/high B. High C. Medium D. Low

4.4. Students interest to join volley ball club after completion of school.

A. V/high B. High C. Medium D. Low

4.5. Student encouragement and motivation by their teachers during volley ball practical class. A. V/high B. High C. Medium D. Low

➢ Section five: About the teachers' interest to teach volleyball game

5.1. Your teacher interest to teach volley ball. A. V/high B. High C. Medium D. Low

5.2. The extent teachers use the time properly in the field during volley ball practice. A. V/high B. High C. Medium D. Low

5.3. The teachers interest to establish and train volley ball team in the school. A. V/high B. High C. Medium D. Low

5.4. Teachers interest to help students in order to join volley ball club after completion of school. A. V/high B. High C. Medium D. Low

5.5. Teacher's initiation to teach volley ball than football and handball. A. V/high B. High C. Medium D. Low

➢ Section six: About the level of awareness and attitudes of students towards volleyball game

No	Items	Scale				
		SA	A	UN	D	SD
6.1	I don't understand the effect of regular exercise on the body function.					
6.2	I don't understand the health benefits of practicing volley ball					
6.3	Physical activities and good physical fitness can help you look good, feel good and enjoy life to me.					
6.4	The games I learn in my PE classes seem important to me.					
6.5	The Physical education classes don't help me to establish new friendship.					
6.6	I am afraid that I will be injured in PE classes.					
6.7	Negative attitude physical education teachers					
6.8	Negative attitudes of the student on practical session.					
6.9	Negative attitudes of other subject teacher and administrator.					

➢ Section seven: About the teaching method used in the class

7.1. Teacher's ability in using different grouping methods during handball practice. A. V/high B. High C. Medium D. Low

7.2. How did you learn handball in your grade level? A. Only theoretically. B. More of theoretically C. More of practically D. Mix of the theoretically and practical

7.3. Which method of teaching do you like most on your physical education class? A/ lecture B/ group work C/ discussion and demonstration D/ roll playing

7.4. Do the curriculum materials address the need of the students and can achieve the goals of physical education? A/ yes B/ No

7.5. Is your class room size and sport field set up comfortable for the implementation of active learning in physical education classes? A/ yes B/ No

7.6. Do you get sport materials and physical education text book from your school? A/yes B/ No

7.7. Do your physical education teachers' assessment techniques encourage you to actively involved in the problem solving activities?

A/ yes B/ No

Appendix 2

Addis Ababa University

College of Education and Behavioral Studies

Department of Science and Mathematics Education

Interview for Physical Education Teachers

This interview Guide is designed for physical education teachers in Gunno secondary school Wolayita zone

Dear respondents, the main purpose of this interview is to obtain information about the interest and awareness in learning volleyball in physical education in Gunno secondary school, Wolayita zone. Hence, you are kindly requested to provide genuine information for the questions which is of paramount importance for the quality of the research, as well as to bring practical solutions to the issues under study. Thus, I would like to thank you in advance for your cooperation.

1. Name of the school---------- Date----------
2. Teachers Experience----------
3. Sex--------
4. Age from 20-30, from 31& above

1. What are the major challenges that affect the teaching learning process of volley ball in your school?
2. What do you think about the motivation and the interest of the physical education teachers in their subject area?
3. Do you think that the school administrative bodies could support the school co-curricular activities (enter and extramural sport programs) and volley ball classes teaching program with material, budget & idea? If it is so please mention how much it is satisfying the program?
4. Do you suggest some possible solutions for challenges to teach volley ball program in the school?
5. What are the rolls of school directors and department heads in facilitating the teaching learning process of volley ball in Gunno secondary school?

Thank you once again for your Cooperation!

Appendix- 3

Addis Ababa University

College of Education and Behavioral Studies

Department of Science and Mathematics Education

Interview Guide Questions for School Principal

This interview Guide is designed for Principal in Gunno secondary school Wolayita zone.

Dear respondents, the main purpose of this interview is to obtain information about the interest and awareness in learning volleyball in physical education in Gunno secondary school Wolayita zone. Hence, you are kindly requested to provide genuine information for the questions which is of paramount importance for the quality of the research, as well as to bring practical solutions to the issues under study. Thus, I would like to thank you in advance for your cooperation.

Section One: - Demographic Characteristics of the Respondent

1. Sex:

2. Age: A) 20-25 B) 26-30 C) 31-35 D) 36-40 E) above 41

3. Educational level: A) Cert B) College diploma C) BSc./BA D) MSc.

4. Work Experience: A) $\leq$ 5 yrs B) 6-10 yrs C) 11-15 yrs D) 16-20 yrs E) 21-25 yrs F) Above 25 yrs

Section Two: Challenges faced in teaching learning process of volley ball

1. What are the main challenges faced in teaching volley ball?
2. Are there essential Physical education facilities and equipment that are used to foster participation of students in volley ball class?
3. What are the rolls of school directors and department heads in facilitating the teaching learning process of volley ball in Gunno secondary school?
4. Do you suggest some possible solutions for challenges to teach volley ball program in Gunno secondary schoo?

Appendix- 4

Addis Ababa University

College of Education and Behavioral Studies

Department of Science and Mathematics Education

Observation Guide (Check list) during volley ball Practical Class

School _____ Date _____ Grade _____ start time _____ end time_____

Key Guide:

1= Excellent

2. Good

3. Need attention

4. Not present

No.	Statements	1	2	3	4
1	Availability of suitable play grounds in school				
2	Availability of Physical Education Facilities and equipment and their appropriateness				
3	The Environment is safe and suitable for students.				
4	Suitability of the play grounds				
5	Teachers ability to help students				
6	Teachers ability to modify instructions				
7	Instructional opportunities are adapted to diverse learners				
8	All students are treated in a fair and equitable manner				
9	Physical Education teachers have interest to teach volley ball				
10	Students interest to participate in physical education activities				

DECLARATION

I, the under signed, declare that this thesis is my original work and has not been presented for a degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.

Name: _____

Signature: _____

Date: _____

This thesis has been submitted for examination with my approval as University Advisor

Name: _____

Signature: _____

Date: _____