Practice and Major Challenges of Teaching Volleyball: The case of Secondary Schools in Oromia Region Special Zone Surrounding Finfinne.

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This is to certify that the thesis prepared by Ayub Al- Ansar, entitled: *Practices and Major Challenges of Teaching Volleyball: The case of Secondary Schools in Oromia Region Special Zone Surrounding Finfinne* and submitted in partial fulfillment of the requirements for the Degree of Master of Education in Teaching Physical Education complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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ABSTRACT

The purpose of this study was to investigate practices and major challenges of teaching volleyball: The case of secondary schools in Oromia region, special zone surrounding Finfinne. Using mixed type of research design, it is attempted to seek out the practice and challenges of teaching volleyball in physical education practical class. Semi structured questionnaire for teachers as well as students, structured interview for school administrators' and observation using check lists were administered. The data were distributed and collected from 200 students, 4 directors and 10 school physical education teachers. In the selection of the sample population purposive and systematic sampling were used. The main instrument of data collection was questionnaires, interview and observation. The data obtained through these tools were analyzed both quantitatively and qualitatively. Quantitatively the analysis is made using tables of descriptive percentage and interpreted through computing mean value and standard division and qualitatively using words. Based on analysis made major challenges were drawn, as the findings of the study shows that, factors and challenges associated with material, insufficient instructional time, shortages of curriculum material, large class size, role of directors and school based supervision, inadequate facilities and equipments, relation of community and school, school environments is found as a practice and major challenges which limits participation of students in volleyball practical class. From the major findings, the researcher provides the possible solution for teacher, curriculum experts, student and all concerned bodies. Accordingly, curriculum experts and policy makers should reconsider teaching materials in different levels to make them inclusive, Physical education teachers should play great role in to minimize problems encountered the practice and major challenges of teaching volleyball in practical class of physical education.

Key Words- *major, challenges, Teaching, investigation, Physical education*

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ACRONYMS

AIAW	Association of Intercollegiate Athletics for Women
DGWS	Division of Girls' and Women's Sports
IVBF	International Volleyball Federation
NAIA	National Association of Intercollegiate Athletics
NCAA	National Collegiate Athletic Association
NJCAA	National Junior College Athletic Association
USVBA	United States Volleyball Association
SPSS	Statically Package of Social Science
PE	Physical Education
YMCA	Young Men Christian Association

CHAPTER ONE: INTRODUCTION

1.1. Introduction

This chapter deals about the background of the study that volleyball is one of the most popular sports in the world for both men and women and statements of the problem which focusing on outside resources available learning to play the game, those teaching the game, and those learning to teach the game are limited. Research questions, objectives of the research, limitation of the study, delimitation of the study, definition of terms and organization of the study is listed in this chapter.

1.2. Background of the Study

Volleyball is one of the most popular sports in the world for both men and women and has a universal appeal at all ages. It is an established Olympic sport since 1964, with indoor, grass and beach versions of the game as well as a sitting version for disability sport, included in the Paralympics since 1980. Volleyball is played worldwide and along with football and basketball is ranked in the top three most popular sports. Volleyball is played in 30% of schools (Dept. of Education) and Beach Volleyball has an increasingly high profile and a financially lucrative professional World Tour. Sitting volleyball exists as a version for persons with disabilities. Dept. of education

The sport was established in Britain in 1955 and is now established in all versions throughout Great Britain. In common with other major indoor sports such as basketball, the growth of the sport has been limited by the availability of both suitable facilities and equipment in British sports halls.

The standard sports hall currently recommended by Sport England is 18mx 33m x 7.6m and designed around the minimum playing space required for Badminton of 18m. While this suits the demands of that sport it is a very unproductive use of s pace for other ball court sports such as volleyball and basketball. The effect of this is to severely limit the development of these sports both within schools and the adult community. (Coleman, J., & Neville, B. Blocking. (1990).)

Allied to the development of more appropriate size facilities is the installation at the time of construction of integrated volleyball equipment. (www.volleyballengland.org)

Volleyball is played in the United States in many different arenas. The sport is experienced by many in competition, recreational play, and educational venues. It is enjoyed by young and old, male and female, in mixtures of age and gender. Though

six to a side is the standard format, organized volleyball is played with as few as two persons to a side; three persons and four persons to a side is common; and organized play with as many as nine to a side can be found. Informal volleyball play often occurs at picnics and casual gatherings, as evidenced by the courts and net poles placed in parks, beaches, and backyards.

The sport of volleyball in the United States is experienced by people in all segments of society. Within the United States Volleyball Association (USVBA) alone, national championships for males and females are offered in age groups of 12 and under, 14 and under, 16 and under and 18. Adult national championships include age groups of 30 and older, 35 and older, 40 and older, 45 and older, and 50 and. National championships are also held for coeducational play. The national championships culminate a year of regional and local competition organized through the USVBA.

In addition to USVBA competition, many organizations promote and offer volleyball throughout the United States.

The Young Men's Christian Association (YMCA) is such an organization, local and regional competition culminating with the YMCA National Championship. Many ethnic groups (e.g., Latvian-American National Championships and Japanese-American Volleyball Association) promote volleyball play within their socio-cultural community, as do groups sharing a common interest or avocation (e.g., the Christian Athletic Association and Police/Firemen National Tournament).

The sport of volleyball is offered through community departments of recreation, commercial recreation, religious organizations, industrial recreation, and many other sources. There exists, nationwide, competition on sand and grass, as well as indoor surfaces. Regardless of age, gender, or ability, the sport is available year-round for the enthusiast.(Coleman, J., & Neville, B. Blocking. (1990))

Volleyball competition is commonly included in the physical educational institutions at all levels from elementary school to college. Local and state interscholastic competition is held throughout the United States with many interstate competitions being held. Some states offer interscholastic competition in volleyball for males, as well as females.

Intercollegiate volleyball is engaged in conference, regional, and national competitions. Divisions exist for men and women, for small and large schools, and for two-year and four-year schools. The sport of volleyball is often one of the most popular activities offered in high school (Stokes & Haley, 1984).

1.3. Statement of the Problem

The researcher has a five years experience as a physical education teacher in Laga Tafo preparatory school. During this period he notices that physical education learning / teaching process in Oromia special zone have suffered from considerable difficulties. The purpose of the study was to examine one of the most crucial educational issues which are students' under achievement. The researcher thought it was important to conduct such a research in implementing a practice and major challenges of teaching volleyball in physical education practical class to get better in teaching learning.

Learning physical education is not an easy task for majority of our students. Specially Physical education teacher teaching the skills and techniques, in too many cases, physical education teaching practical programs in school is lack, or fail to utilize for several reason with current expertise in the instruction of professional preparation classes directed at teaching the skills and techniques of volleyball. In the case of several reason in the schools teachers of physical education teaching the skills and techniques of volleyball toward teaching methods rather than content, that is, how to teach rather than what to teach.

Outside resources available learning to play the game, those teaching the game, and those learning to teach the game are limited. The researcher to determine the hinder to teach volleyball skill effectively and find little in the way of conclusive evidence

Why the researcher motivate for investigate this problem is there is no enough researchs published on the area of the major challenges of teaching volleyball in physical education practical class of secondary schools in Oromia region special zone, surrounding Finfinne . To fill this gap the researcher was go to find the practice and major problem which hinder to teaching volleyball in physical education practical class effectively and efficiently teaching t the skills of volleyball in selected area.

1.4. Research Questions

1. What are the major challenges encountered in practicing the volley ball skills in Oromia Region Special Zone surrounding Finfinne?
2. Does lack of materials affect students and physical education teachers in teaching practical class of volleyball?
3. How period allotted for practical class influence teaching volleyball skill affect students' performance?
4. How class size affects teaching volleyball in practical class?

1.5. Objective of the Study

1.5.1. General Objectives of the Study

- The objectives of this study was to investigate the practice and major challenges of teaching volleyball in practical class of physical education in some selected secondary school in Oromia region, special zone surrounding Finfinne.

1.5.2. The Specific Objectives of the Study

The specific objectives of the study were revolve around the following major points

1. To investigate the practice and major challenges of teaching volleyball in the schools.
2. To identify the major challenges encountered in teaching the volley ball in practical class and forward possible recommendations to curb the problems.
3. To assess how the class size influence in teaching types of volley ball skills.
4. To assess how time allotted affect learning teaching skills in volleyball in physical education in practically.

1.6. Significance of the Study

The researcher believes that, the study was given suggestions and tips for professionals in the proceeds of teaching physical education instructional process.

To this end the findings of this research may have the following significances:

- It may help teachers, facility designers, curriculum experts and concerned bodies to design a strategy that promotes participation of students in volleyball and extracurricular activities.
- It will provide instructional insights for physical education teachers to enhance teaching methodology & improve stake holders 'perception towards students.
- It may help as a spring board for discussions and serve as preliminary information to carry out other in-depth studies in the area.
- It may also contribute its part to change the performance of students towards participation in volleyball practical class equally in schools.

1.7. Delimitation of the study

There are more schools in Oromia special zone around Finfinne. The result from survey of these schools have made more complete. Because of these constraints, the study is purposely confined among select secondary schools in Oromia special zone around Finfinne. The writer delimit on the study to survey of practice and major challenges of teaching physical education in volleyball practical class. Also the results of this study are not generalized to other secondary schools of Ethiopia rather than special zone of Oromia secondary school.

1.8. Limitation of the study

It is obvious that, research work can be not totally free from limitation. To this end, some are the following limitations faces the researcher while the study is on progress.

- Unwilling of respondents to bring back the questionnaire to the researcher on the right time and disagree in video recording or minutes /record of meeting
- Shortage of time to collect and arrange relevant information;
- In accessibility of access to surfing (brows) internet and reference
- Financial constraint delimited the area of the study
- Unavailability of literature review in the area

1.9. Definition of Terms of the study

Challenges: - difficulty in a job or understanding that is stimulating to one engaged in it.

Education: - is planed, organized, designed, directed &evaluated process to be Bering a desired change on physical, mental, moral and emotional

Motivation: - Defined as a drive to do something.

Performance: is observed behavior that can be improved with practice how you do something, how well you do it, and how much work you put into it

Physical Education: Within the context of this study, physical education will be referred to as regular physical Education lessons in secondary schools.

Practice: -regular acting in the teaching-learning of physical education.

Sport:-is kind of competitive event because of the inherent risk of failure.

1.10. Organization of the Study

This research work is prearranged in five broad chapters. Chapter one deals with introduction, statement of the problems, research questions, objectives of the study, significance of the study, delimitation of the study, limitations of the study, definition of terms and organization of the study. Chapter two is about review of related literature. Chapter threes deals with the research design and methodology. Chapter four deals with analysis and interpretations of data collected. And finally the last chapter involves summary, conclusions and recommendations provided by the researcher

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

Considerable research on the subject has established that teaching is a complex and intricate experience, one that involves not only the teacher and the students but also the teaching environment. There is an implicit dimension of the teachers' role that includes a responsibility to help their students achieve certain goals. These goals are usually based on what they learn. It is also understood that a teacher must structure the class environment so students can respond to motor learning instruction with greater appropriate practice and use of suitable equipment. In the course of their instruction, the teachers must consider student perceptions and also the learning environment since both affect final achievement outcomes (Lee, 1997; Rink, 1992). Although affective and cognitive objectives have received much attention in theory, in reality it would appear that few curriculum show evidence of affective and cognitive planning. Another factor related will be is time allocation. Another important goal for teachers is maintaining enjoyment during the physical education class. These factors will be review in the following chapter.

2.2 The History of Volleyball

The sport of volleyball emerged in Holyoke, Massachusetts, in 1895, through the efforts of William G. Morgan, the physical director of the Young Men's Christian Association (YMCA). Originally titled mintonette (United States Volleyball Association, 1992), the game was designed to provide those frequenting the YMCA with "an activity that would be appropriate for large classes of businessmen-one that was not too strenuous" (Stokes & Haley, 1984, p.2).

The sport was officially renamed "volleyball" the following year, and in 1897, the rules were formally published. The game spread nationally and became a common leisure activity for members of the armed forces at home and abroad. This led to the introduction of the sport worldwide. In1913, volleyball was included in the Far East Games. Volleyball was further spread across Europe during and following World War I and around the globe during and following World War II.

The spread of volleyball in its various forms throughout the United States led to the need to consolidate and standardize the governing of play. In 1928 the Volleyball Rules Committee of the YMCA was reorganized to become the United States Volleyball Association (USVBA) (Stokes & Haley, 1984, p. 2). Among the purposes

of the newly formed USVBA were: promotion of the sport, nationwide standardization of the playing rules, and the establishment of an annual National Championship Tournament.

Growth of volleyball following World Wars I and II mirrored the experiences of volleyball growth in the United States. In 1947, the International Volleyball Federation (IVBF) (currently, the Federation Internationale de Volley-Ball [FIVE]) was formed to effect on the international level the purposes of the USVBA in the United States: promotion of the sport, worldwide standardization of the playing rules, and the establishment and coordination of international competition.

The growth of volleyball nationally and internationally can be tracked through the sport's inclusion in championship play. In 1955, volleyball was first included in the Pan-American Games. In 1964, the Japanese made volleyball the showcase event in the Tokyo Olympics. With the introduction of the forearm pass and fast-tempo offensive and defensive strategies, the Japanese Olympic teams not only dominated play, but revolutionized the international game of volleyball in the process.

The Tokyo Olympics of 1964 is generally accepted as the beginning of modern volleyball. The style of play utilized by the Asian teams excited fans and brought enthusiasm for the game. The media attention spread that enthusiasm worldwide, the United States included. The growth of volleyball in the United States can also be seen in the sport's inclusion in national championship events. Volleyball was included in the National Association of Intercollegiate Athletics (NAIA) National Championships for the first time in 1969, followed a year later (1970) by inclusion in the National Championships of the Division of Girls' and Women's Sports (DGWS) (later to become affiliated with the Association of Intercollegiate Athletics for Women [AIAW] and currently the National Division of Girls' adwomen's Sports [NAGWS]).

The community and junior colleges (National Junior College Athletic Association [NJCAA]) included volleyball in their 1974 national championships. In 1981, the National Collegiate Athletic Association (NCAA) hosted its first National Collegiate Volleyball Championships for Women.

Currently, national championships are hosted by the NCAA, NAIA, and NJCAA in all divisions of women's competition, as well as NCAA National Men's Collegiate Championships.

The year 197 6 is significant in the development of volleyball in the United States. Prior to that date, rules and, thus, styles of play and techniques of playing volleyball

in the United States differed greatly from those of international play, putting the United States at disadvantage to other countries in international reproduced with permission of the copyright owner. Further reproduction prohibited without permission. Competition in 1976, in an effort to become more competitive in the world arena, the USVBA committed to concurrence with FIVE rules of play. The NCAA, NAIA, and NJCAA also adopted the new USVBA rules and interpretations.

The rule change having the greatest impact on Volleyball play in the United States was the rule concerning blocker touches. Prior to 1976, any ball touching the block was considered to be one of the three contacts allowed by the blocking team. Offensive strategies generally centered on setting the ball high in the air and close to the net, hitting the ball deep off of the blockers' hands. With only two contacts remaining, few counterattacks developed. Only the Asian teams with a distinct height disadvantage developed schemes designed to avoid the block. In an effort to introduce into the game more defensive transition to offense and, thus, more exciting play, the rules were changed to allow the blocking team three contacts after the touch on the block. "Today much has changed with the introduction of an additional block-touch. A powerful straight-line spike the main weapon of many spikes doesn't produce the success that it used to. Technique is becoming critically important Strategies, and the skills and techniques needed to execute the strategies, that evolved were designed to avoid and displace the blockers. The tempo of the offense became faster in order to afford the blockers less time to react; lower sets farther away from the net became the norm; and initial passes made at a lower trajectory with more precision were required. Skills and techniques which prior to 1976 represented the current knowledge of volleyball in the United States became obsolete.

For the purposes of this project, 1976 represents the beginning of information availability regarding current volleyball skills and techniques. With the exception of select articles from international publications predating1976, literature published in periodicals prior to 1976 is excluded. Because of the delay time between collecting, writing, and publishing of manuscript material, 1980 and later is deemed to be representative of current knowledge of volleyball in the United States. (Chernyshev, 1980).

2.3 Volleyball in Physical Education

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

The game of volleyball offers the opportunity to effect many of the goals and objectives of physical education. A lifetime sport, the enthusiast can enjoy active participation throughout much of one's life. Interaction teammates are a necessity for effective play. A degree of physical skill and effort is reinforced by effective play. The acquisition and demonstration of skill in volleyball is psychologically rewarding, as it is in many other sports.

For those desirable ends to be realized, quality play must be affected. If the objective of the game becomes merely the return of the ball over the net, the game becomes very individualistic; minimal movement is required, and the rewards of accomplishment are diminished. The quality of play is dependent on the effective execution of techniques which result in control of the ball in all of the skills of the game.

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

Many different movement patterns may be employed to accomplish a given task, for example, to pass a served ball to the setting target. But not all movement patterns and techniques produce the same level of control, nor is proficiency gained at the same rate of time. The most efficient techniques and movement patterns relating to the skills of volleyball are those which yield the greatest proficiency and are learned in the least amount of time.

For positive outcomes to occur in the sport of volleyball, learners must acquire the most efficient techniques currently known

2.4. Physical Education in School

According to studies in Physical Education (PE) the subject is considered as the cornerstone of a school-based comprehensive physical activity program. It provides the basis and opportunities for young people to gain the knowledge and skills needed to maintain physically active lifestyles throughout childhood and into adulthood. As it is mentioned by Anthony Laker (2000) from the name, physical education, one might expect the school subject to consist of education of the physical, through the physical and about the physical. Unfortunately characterization of the subject is not so easy and there are many aspects that need to be considered before a definitive statement can be made about what constitute the aims and objectives of physical education. This is not intended as a meta-analysis of research into physical education teaching and learning, but is an attempt to describe and then synthesize into a digestible package what we know.

When the aims are stated, the physical are generally in the minority. In a survey of sixteen teachers, Underwood (1983) found that the top five aims mentioned for physical education were skill acquisition; education for leisure; health and fitness; socialization; and enjoyment. Only two of these are physical, the other three are affective, social or cognitive.

A broader view is taken by Willgoose (1984) whose statements of aims and purposes have a theoretical rather than experimental basis. Willgoose states that the major objectives are to develop and maintain physical fitness and motor skills, social competency and intellectual competency.

We see that the physical accounts for half the outcomes. Willgoose also discusses whether physical education is in fact the correct name for the subject when so few outcomes appear to be physical: he discusses the merits of subject titles such as human movement, movement education, kinesiology and sports education.

A quality PE program can increase student participation in physical activity, increase their physical fitness, and enhance their understanding about the purpose and methods of physical activity. Participation in PE is associated with an increased likelihood of participating regularly in moderate to vigorous physical activity. A quality PE program should:

- meet the needs of all students (inclusive);
- be an enjoyable experience for all students;
- keep students active for most of PE class time;

- teach self-management as well as movement skills; and
- Emphasize knowledge and skills for a lifetime of physical activity.

2.5. Student Learning in Physical Education

From the perspective of learning outcomes, physical education is not any different from other subjects taught in schools. In their physical education programs, students are entitled to be understood, valued, and encouraged to learn, according to individual ability. In contrast, they appear to be crammed into prepackaged curriculum consisting of skill requirement at a level that only a few students in the class can attain (Graham, 1992). As research has shown, physical education should be considered an integral part of the total education program that contributes to the total growth and development of all students. Consequently, student learning has been identified as the ultimate goal of teaching in physical education (Jackson, 1986; Parker, 1995; Rink 1998; Siedentop, 1991).

Although there has been a consensus that student learning was one of the ultimate goal of teaching, it appeared that students were not actually measured on any criterion variable in many studies). These variables include motor skill, attitude, knowledge, fitness and the learning outcome (Silverman &Skonie, 1997).

According to research by Rink (1998), there are several criteria for a learning experience.

1. The learning experience must have the potential to improve the motor performance/ activity skills of students

2. Provide maximal activity or practice time for all students at an appropriate level of ability.

3. *Appropriate for the experiential level of all students.*

4. Have the potential to integrate psychomotor, affective, and cognitive educational goals whenever possible.

Therefore, it is necessary when designing a physical education program, to consider student learning according to the above four criteria. However, among various studies on modifying equipment, only one or two criteria have been considered (Chase, Ewing, Lirgg& George , 1994; Pellett, Lox, 1997; Pellett& Lox, 1998; Pellett, Pellett& Harrison, 1994). It is believed that a study on equipment modification using multiple variables would provide a greater insight into important aspects of student learning.

2.5.1 Learning Process in Physical Education

Learning has been described as a relatively permanent change in behavior resulting from experience, training and interaction with biological processes (Rink, 1998; Siedentop, 1991). In physical education specifically, there are three different domains with which to measure student learning. They are psychomotor, cognitive and affective domains (Bloom, 1956; Rink, 1998). The psychomotor domain is represented through the teaching of motor skills. Motor learning is defined as a set of processes associated with practice or experience leading to relatively permanent changes in the capability for skilled performance (Schmidt, 1991). With regards to the motor learning domain, physical education has provided a unique contribution to the student's growth and development. Consequently, the level of students' psychomotor skills improvement has been commonly used an indicator for student learning. Learning outcomes in the affective and cognitive domains can be specified in much the same way as psychomotor outcomes specified (Rink, 1998). Bloom (1956) has established a hierarchy of learning levels within these two domains. The cognitive domain establishes skills with cognitive material that require increasingly difficult intellectual ability. The affective hierarchy progresses from the point at which students become aware of their attitudes towards affective concepts to the point at which their values have a direct influence on what they choose to do. The cognitive and affective domains are believed to be as important as psychomotor performance. However, as mentioned previously, very few curriculums show evidence of affective and cognitive planning (Rink, 1998).

2.6. Challenges related with the administrator

The organizational factor:-

- Instructional Facilities and Material
- Class Size

2.6.1 Instructional Facilities and Material

According to Mitzal (in Azeb, 1998) any discussion of class room organization must begin with some attention to resources and facilities that the specific setup demands or effectiveness of PE teaching learning process. Mitzal further describes that, when there is no lack of equipment and materials that appear geographically to the understanding of the pupil, teaching cannot be challenged indeed. In light of this statement Tirusew(1998) also describes that for effective teaching learning to take place, classroom must be adequately organized and conductive enough.

The crux of educational quality among others heavily relies up on the environmental (both internal and external) conditions and materials of the class room whenever theoretical issues are presented in classrooms for students, it is practically proved that students get the most out of them when they are supported by teaching materials (Houlok, 1990). The writer further maintained that classroom should have furniture that are comfortable and easy to move from one point to another and can be arranged for different purposes. The same writer argued that a class room should encompass teaching materials like text books. Guides maps chart spin boards, play grounds etc. There for, teaching materials and other classroom situations are pare amount importance in the process of teaching and learning where tack of appropriate materials appropriate material result in hampering effective transmission of knowledge.

2.6.2. Class Size

It refers to the no of pupils require scheduled to meet in the administrative and instructional unit, known as class or section, usually under the direct guidance of a single teacher (Monere, 1956) class size concerns educators for various reasons because learning can only occur positively when lessons are under appropriate conditions both for the students and teachers. The classroom size has its own impact in facilitating or hindering activities of teaching and learning.

According to Tirusew (1998), since teaching learning process depends almost entirely on communication between teachers and students, the no of students in a class determines the amount and quality of knowledge imparted to and gained by the students. Thus, the large the size of the students' number in a class, the more difficult communication between the teacher and students becomes, the more the effectiveness of teaching will be hindered, and the lower the quality of education will be.

There are arguments, which support the idea, that class size by itself, have methods of teaching. But on the other side there are scholars who strongly favor the need for appropriate no of students in one class. The idea of class size is becoming a concern and an essential point of discussion among scholars.

Because it is assumed that as the class size increase, students face any or all of the following problems any Gibbs cited in Barneit (1995):

- Lack of clarity of purpose
- Lack of knowledge about progress
- Lack of advise on improvement
- In ability to support independent study

- Inability to support wide reading
- Lack of opportunity to discussions
- An ability to scope with variety of studies
- An ability to motivate students. In the same token smith (1961) has also mentioned the following disadvantages that come as the result of large class
- Individualization of instruction in limited
- Instruction tends to be lecture with out-group participation
- Oral communications with in the classroom from pupil to pupil and to teachers and minimized.
- Written work is assigned less frequently and when assigned, receives
- less teacher attention
- Pupils are less well known to teachers as individuals.

A universal compliant, even among teachers with usual success large section, was inability in such classes to find adequate time to treat individual difference in pupils (Monere, 1956), a study made in the united states of America as in the policy of 1960's indicated that 35 in the maximum limit for effective school classes. Harries (1960) also mentioned that the clan size in school as teacher taught 30 to 34 students each in 27%of the states; while in the other 18% of states fewer than 25% students, in11% of them 40 or more students to be taught the average were 31 students in one class.

Smith (1961) supports the idea of having limited class size. He asserted that class room contains exceeding 25 pupils is becoming large and when the class size is increased to 30 or more, educator believe instruction suffers at the same time, it tended to encourage closer and more personnel staff, student relationship.

As to how many students to have in secondary school classrooms there is a general consensus among educators in the field that the number of students is to be, relatively smaller. Knapp (1968) noted that.

"Generally speaking, classes should be limited to 30 students and 40 should be regarded as a maximum it is true, of course, that type of program, teaching method and available facilities affect the number that can adequately be provided for in one class. An undesirable lock-step program, which pays little or no attention for individualization of instruction, can accommodate large numbers in small spaces. Command response teaching, in which all members of a group respond with a definite movement to a teacher command, puts little premium on small classes."

Beside, Knapp (1968) in tying to answer the question, how class size affect effective teaching? He replied a teacher who approaches individual instruction by insisting upon guiding every detail of every student's movement can provide individual instruction for only a very small group.

Therefore, instruction in limited class size requires more preparation before class begin. Space equipment and activities must be clearly determined to efficiently organize at least two groups working simultaneously with in the same area. Provision must be made for providing information to the group clearly, quickly, and efficiently to avoid student's dependence on the teacher (as in the command style lesson) for direction, visual information, modeling, and explanations.

2.7 The role of the Community

There are three main areas around which structured physical activity for children and young people can take place – the PE curriculum in schools, usually once a week, extra-curricular sports played in schools and sports played outside school (Fahey *et al,* 2005). The Office of the Minister for Children endorses this view in its report *State of the Nation's Children*, published in 2006, and states that government policy supports the development of physical activity for children in these three main areas. Schools carry a large part of the responsibility for children's physical education activities. Teachers accept their responsibility to develop the whole child physically and mentally but other pathways need to be developed and other agencies need to become involved to ensure that each child reaches his/her physical potential. Opportunities for children to participate in sports and physical activity at community level, therefore, need to be further developed, in order to complement the work being done in schools

2.8. Resource and Facilities

Throughout the years the provision of PE has been inadequate in many high schools due to unsuitable facilities and a lack of equipment and resources. In the *Joint Oireachtas Report on the Status of PE* (2005), it was noted that there was never a period of significant funding in the area of PE, nor had it ever been seen as worthy of serious investment or concentration either in terms of resources or planning. It went on to single out the high schools sector as having been particularly neglected, with many schools not having a gym or even a general-purpose room that could be used in place of a gym. The ESRI also commented that high schools were worse off than second level schools regarding the availability of sports facilities (ESRI, 2006). Indeed, in many high schools, the provision of PE is totally dependent on the weather.

According to the 1976 INTO survey only 65%of teachers claimed to be teaching PE and of these only 34% were satisfied with the way they were teaching it. In 1988, an INTO report stated almost half of the one-to-three-teacher schools did not teach PE on a weekly basis because of a lack of suitable indoor facilities and equipment. Surveys vary in their portrayal of the situation in schools regarding facilities, resources and equipment, depending on the nature of the questions asked and the context in which the survey took place. However, in general the situation remains far from satisfactory.

2.8.1. School Facilities

Early surveys showed that over two thirds of national schools did not have suitable indoor facilities for PE and that over one third did not have suitable outdoor facilities (Department of Education, 1977; Cotter, 1977). In 1996, an INTO survey (INTO, 1996) showed that 40%of schools did not have a PE hall and that 28%did not have a suitably surfaced yard. Less than half of the schools in the Kildare area in 2001, had an indoor PE hall, and many of those that did, considered it unsuitable (Drewett, 2002). A snapshot survey carried out by the INTO in 2004, indicated that 80%of schools in Donegal did not have a PE hall, 63% of schools in Clare did not have a PE hall, 70% of schools in Kerry did not have a PE hall and 14% of schools in Dublin did not have a PE hall. However, 60% of the 86% of schools in Dublin that had a PE hall reported that these were inadequate or unsatisfactory.

According to a recent INTO survey carried out in 2005, the situation in schools in relation to PE facilities was still unsatisfactory. While the vast majority (88%) of respondents indicated that their school had a suitably-surfaced school yard which could be used for PE, only 39%indicated that their schools had a general-purpose (GP) room, though a small majority of respondents (68%) indicated that they had access to a hall for PE. However, as indicated in previous surveys, such facilities are not always adequate. Therefore, it's quite clear that a very high percentage of high schools either don't have PE halls or are relying on inadequate and unsatisfactory halls. A significant minority (23%) did not have access to a playing field. Other PE facilities in schools included Astroturf, a shared assembly place, all weather pitch and access to a local sports centre.

According to a survey, carried out by the then Fine Gael spokesperson on Arts, Sports, and Tourism in 2005, 23%of principals reported that their schools had no facilities, 51% had a multipurpose (GP) room and 25% had a sports hall, though only 10% of these sport halls were greater than 170sq. meters. It is widely accepted that

most multipurpose rooms are too small for PE. While 46%did report having a playing field a number of respondents indicated that this facility was either less than full-size or simply an underdeveloped open area. Almost 30%did not have a suitable outdoor hard surface. A small survey carried out by the INTO in Munster in 2005, indicated that only 51% of schools had PE facilities, though these were not adequate in 9% of cases.

In relation to teaching aquatics, according to the 2005 INTO survey a small majority (53%) of respondents has the use of a pool within five miles of the school, and only 1% travel more than 26 miles. According to Fine Gael's survey (2005), only 0.3%of schools have a swimming pool and 29% have access to a swimming pool.

The Preliminary Report on a pilot study conducted by FAI, GAA, and NCTC (2001) on the position of school sport in a sample of Irish primary and post primary schools reported that 54.3%of pupils at primary level participate in internal school sport. The main reason given for lack of participation was lack of facilities.

2.8.2 Adequacy of Equipment and Resources

Both Cotter and the Department of Education (1977) found that less than 20% of schools had adequate large or small apparatus or equipment. The situation does not appear to have improved much since then. According to Drewett, less than half of the schools in the Kildare area had the recommended equipment for implementing the revised PE curriculum (2002). In the INTO 2005 Survey (INTO, 2008), respondents were asked to rate the adequacy of the equipment and resources in their schools for the teaching of the PE strands. The responses clearly show that many schools do not have the resources or equipment to teach the PE strands. Equipment and resources for games were the most adequate but almost half (49%) of the respondents described the equipment and resources available for *gymnastics* as poor.

2.9. Time Allocation

The *high School Curriculum (1999)* recommends that one hour per week be allocated to PE. Drewett (2002) indicated that the allocated time for PE ranged from16 to 45 minutes in the high schools in the Kildare area, which participated in the study. A small scale study by the INTO in schools in the Munster region in 2005, indicated that the average amount of time spent on PE per week was 54minutes, and that two thirds of teachers would like to spend more time on PE (INTO, 2006). Though schools have two hours discretionary time, there is no evidence that this time is spent on PE. *Curaclamna Bunscoile (1971)* didn't specify a time allocation. However, there was

a suggestion that PE lessons in the infant classes should be of 15 minutes duration, depending on activities.

The average weekly timetable for PE in high schools across the EU is 109minutes, with most primary schools providing between 60 and 90 minutes according to a study carried out by the University of Worcester, which also indicates that there is a perception that the amount of time that has been allocated to PE has been reduced since 1999. See Appendix 4 for information regarding time allocated to PE in a number of European countries in 1999 and 2006. The *Worcester University Study (2007)* recommends that "EU countries should adopt a policy of 120minutes of PE curriculum time allocation per week with agreement to work towards a minimum of 180 minutes weekly with schools endeavoring to go beyond this minimum where this is possible and a call for at least 60 minutes daily physical activity in or out of school settings" (p.67).

The *University of Worcester Study* is concerned about the diminishing amount of time being allocated to PE as there appears to have been a gradual erosion of the amount of time allocated to PE in schools in recent times. Denmark, Sweden, France, Germany and Greece all experienced reductions in PE time allocations. In over 90%ofcountries PE has the same status as other subjects, but in practice its actual status is perceived to be lower in 34% of countries including Ireland (University of Worcester, 2007, p. 9).

2.10. Motivation of the Students

The educational equivalent to "location, location, location" is likely to be "motivation, motivation, motivation," for motivation is probably the most important factor that educators can target in order to improve teach (Olson, 1997). Motivation is defined as the act or process of motivating; the condition of being motivating; a motivating force, stimulus, or influence; incentive; drive; something (such as a need or desire) that causes a person or student to act(Merriam-Webster, 1997), and the expenditure of effort to accomplish results (DuBrin, 2008).

Numerous cross-disciplinary theories have been postulated to explain motivation. For example, some theories claim that people or students are motivated by material rewards, desire to increase their power and prestige in the world, interesting work, enriched environments, recognition, or being respected as an individual. Each of these theories has some truth but no single theory seems to adequately explain all human motivation. The fact is human beings in general and students in particular are complex creatures with complex needs and desires. Students are not purely physical, economic,

political, or psychological beings. H.W. Beecher said, "God made man to go by motives, and he will not go without them anymore than a boat without steam, or a balloon without gas. Find out what motivates man, touch that button to turn the key that makes men achieve." (Helmlinger, 1997)

Student motivation is an essential element that is necessary for quality education. How do we know when students are motivated? They pay attention, they begin working on tasks immediately, they ask questions and volunteer answers, and they appear to be happy and eager (Palmer, 2007). Basically, very little if any learning can occur unless students are motivated on a consistent basis. The five key ingredients impacting student motivation are: student, teacher, content, method/process, and environment. For example, the student must have access, ability, interest, and value education. The teacher must be well trained, must focus and monitor the educational process, be dedicated and responsive to his or her students, and be inspirational. The content must be accurate, timely, stimulating, and pertinent to the student's current and future needs. The method or process must be inventive, encouraging, interesting, beneficial, and provide tools that can be applied to the student's real life. The environment needs to be accessible, safe, positive, personalized as much as possible, and empowering. Motivation is optimized when students are exposed to a large number of these motivating experiences and variables on a regular basis. That is, students ideally should have many sources of motivation in their learning experience in each class. (Palmer, 2007; Debnath, 2005; D'Souza and Maheshwari, 2010

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This research study was design to qualitative and quantitative study of the practice and major challenges of teaching physical education in volleyball practical class. However many methodological aspects including both qualitative and quantitative approaches were considered prior to and during this study to ensure the results of this research was meaningful and trustworthy. This chapter deals with the design and method, research site, population, sampling techniques, data collection instruments, validity and reliability and method of data analysis etc. will outline the audit trail that shows how this study was undertaken.

3.2. Research Design

The main intension of this study was investigating the practices and major challenges of teaching volleyball in practical class of physical education, in some selected Secondary Schools in Oromia region, Special zone surround Finfinne. For this study, methods employed in order to achieve the objectives stated in earlier parts of the study were a survey based on combined quantitative and qualitative design i.e. mixed type. The design included triangulation of data collection by questionnaire, interview and observation. Information collected through questionnaires is interpreted quantitatively using tables, charts, percentages, frequencies, mean and standard deviation. And to procure trustworthy, the information collected from respondents through interview and observation is interpreted qualitatively. According to Cohen and Manion, (1994), Donald Jacobs and Razavieh,(1990),Charles,(1988),descriptive survey approach permits together several kinds of data pertinent to the study, from a large sample relatively quickly and in expensively.

3.2.1. Study Population

Information is sought out from key respondents at the schools which are physical education teachers, students and directors in schools. This category of people is assumed to have the ability to answer questions.

The study is covered 4 schools out of 6 government schools governments. From four schools the researcher takes all physical education teachers in each school. That means 3 Female and 7 male teachers. And111 male student and 89 female students totally 200 students were chosen for questionnaire and 4 school administrators for

structured interview. The total number of respondents' is 214 were participated in the study.

3.3. Sampling Method

In order to make the research manageable, the researcher selected 10 physical education teachers and select 200 students as a sample out of 3000 students of secondary schools by following the principle of how to calculate sample size in the educational research (from the site of www.surveysystem.com/sscalc.hotmail.htm). The researcher used stratified random sampling techniques where the researcher divides his population in strata on the basis of the respondents' characteristics and from each of these smaller homogenous groups (strata) draws at random a predetermined number of units because the researcher wanted to take respondents proportionally from different section and sexes. For each participant, questionnaires were dispatched to the given participants.

3.4. Data Gathering Instruments

The study is used both qualitative and quantitative methods of data collection and these included personal interviews using an interview guide, questionnaire, and finally observations. Before data collection, pilot study has been made. The data obtained from these are triangulated to ascertain the validity of data findings. According to Cohen and Manion,(1994),use of combination of methods is suggested as having advantages of correct some of the deficiency of any one source of data. Therefore the above mentioned data gathering instruments will be employing in this study.

3.4.1. Questionnaires

Questionnaire was one of the instruments developed based on the reviewed literature to collect relevant data from students to answer basic questions raised. According to Ary, Jacops and Asghar Razavein, (1990); Best and Khan, (2005), questionnaires were prepared to get information from students.

3.4.2. Interview

Interviews were appropriate to collect in depth information and allow opportunity for explanation of questions and can be applied to any type of population (Best and Kahn, 2004). For this study semi-structured interview was developed for students, and school teachers. The instrument of data collection that the researcher was used for this qualitative study, were formal interviews. Previous to each interview, each participant sign a consent form for the anonymous use of their answers as data in my study. The

participants were not giving the interview questions previous to the formal interview. Each interview was recorded by mobile and later transcribed. The researcher then coded the transcribed interviews and created a coding list that the researcher uses to interpret the data. The researcher later used this in this findings and discussion portion of this study. In this interview schools directors namely, Gazagn Nigusei, Dufera Nurgi, Damiso Legese and Hundesa Bekele are participated in interview from selected schools.

3.4.3. Observation

This is a form on which observations of an object or a phenomenon are recorded. The items to be observed were determined with reference to the nature and objectives of the study.

Items were grouped into appropriate categories and listed in the schedule in the order, in which the observer would observe it. The schedule must be as devised as to provide the required verifiable and quantifiable data and to avoid selective bias and misinterpretation of observed items. The units of observation were simple and carefully worded so as to facilitate precise and uniform recording. Observation check list set to assess the role played by physical education and students' in a school curriculum implementation and how it helps children be health-conscious and achieve a wholesome personality. Moreover, observation check lists can deal with PE teachers' activity, students' activity, adequacy of sport facilities and equipments assessment and method of teaching employed while the lesson of PE is on progress, how they feel these help in making them and better the students after practical class.

3.5 Pilot Study

Before conducting data using prepared instruments it is necessary to check them, therefore, pre-test of the instruments was conducted before the actual collection of data. The rationale of the pretest was to find out limitations of the tools, and to make modifications if necessary. Pilot study was conducted from LagaTafo and Sululta high school found in special zone, surrounding Finfinne, based on the study the only measure taken against the instruments is that the result is okay, translating questionnaire for students from English to in to "Afaan Oromoo''.

3.6. Validity

Validity can be attained by minimizing the mistakes in the way the data are recording and analyses. The validity of the instrument was confirmed through triangulation of data from questionnaire, interview and observation. Thus, the instrument was found

valuable to collect the data for the main study and hence it was administered as scheduled.

An audit trail should be establishing to ensure the reader can determine that the research study is valid (Gay, et al., 2009). It is the reader that determines whether they believe that the study is valid. This chapter has therefore provided an audit trail to ensure that the reader can distinctly see how the research will undertaken and that it will be completed in a transparent manner.

3.7. Reliability.

In checking reliability pilot testing is one means during this study piloting was conducted. Gliem and Gliem (2003) discuss the importance of calculating and reporting Cronbach's alpha coefficient for internal consistency reliability on any Likert type scales or subscales designed by the researcher. The normal range of Cronbach's alpha reliably coefficient is between 0 and 1. The closer the coefficient is to 1, the greater the internal consistency of the scale items. Based on cronbach's alpha reliably the questionnaire based on pilot study is 0.73 scales.

3.8. Methods of Data Analysis and Interpretation

The collect data was analyzed using different method of data analysis. The data collect through the questionnaires was filling and grouped according to the category of the questions (Closed and open-ended questions). The data gathered via closed ended questions was properly coded and analyzed using Statistical Package for Social Science (SPSS) version 20 computer programs was used in this study for data processing and analysis. The mean ratings, standard deviations of the questions regarding practice and major challenges of teaching physical education in volleyball practical class \was reported.

Then the data was describe quantitatively after systematically arranged in the forms of frequency distribution, percentages, and some disruptive statics mean, standard division and p- value of the result.

The data collected through open-ended questioner was recorded and categorized according to relate theme and the data collect through key interview and observation was qualitatively transcribed for analysis of the data.

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

4.1. Introduction

This chapter deals with presentation, analysis and interpretation of the data gathered from the respondents through questionnaires, interview with the management and observation. Thus, the quantitative and qualitative analysis of data was incorporated in to this chapter. Open ended question in questionnaire part was supposed to be complementary to the quantitative analysis. Hence, the qualitative data includes the data gathered through interview and observation data is analyzed qualitatively. The data was collected from a total of 214 respondents. To this effect, the questionnaires were distributed to 10 teacher and 200 for students respondents. The return rates of the questionnaire were 10(100%) from school teachers and 200(100%) from students. The chapter consists of four major parts. The first section deals with the characteristics of respondents, the second sections presents the analysis and interpretation of the main data, the part is interpretation and discussion of data from observation and finally, interpret data gathered from the interview.

4.2. General Demographic Characteristics of Respondents

The two groups of respondents were asked to indicate their back ground information. The details of the characteristics of the respondents are given below.

Table 1 age and sex characteristics of the respondent

No	item		School respondent				Total	
			Teacher s		Students			
			No	%	No	%	No	%
1	Sex	Male	7	70	111	55.5	118	56.2
		Female	3	30	89	44.5	89	43.8
		Total	10	100	200	100	200	100
2	Age	13-16	-		145	72.5	145	72.5
		17-20	-		55	27.5	55	27.5
		Above 21	-		-	-	-	-

As shown under item 1 of table 1, among the majority of teacher 7(70%) were male, 3(30%) respectively female. This implies that, the participation of both sexes found to

be un proportional. The participation of males' teachers in the sample high schools and female were low.

From this, one can conclude that the female teachers were not assigned on the teaching position in sample schools. Hence, female teachers should be encouraged to be a leader and be a model for female students especially in urban areas. Regarding the participation of student respondents indicated in table 1 majority of them were males by 111 (55.5) and 89(44.5%) were females. One can easily wind up that, the number of males is greater than females. Therefore, female students should be encouraged to have an opportunity to start their high school education.

In the same table, age distribution of the respondents under items 2, indicate the student's age. As shown in table 1 the age rate of the students, 145(72.5%) are ranged 13-16 years old and 55(27%). What we understand from this, majority of the same age group expected to provide pertinent information for the researcher.

4.3. The Analysis and Interpretation of the Main Data

The researcher attempted to probe practice and major challenges of teaching physical education in volleyball practical class based on related literature review, the period of the researcher teaching experiences and observation of problems in teaching physical education in relevance with the contents to be educated. Therefore, the researcher bear out the relevance and the consistence of the existed factors through preliminary survey carryout in sample school plus, providing aforementioned qualitative options to respondents to attain their reaction, suggestion, opinion and recommendation which directed the researcher to get the right track along with lead to set relevant questionnaires with practice and major challenges of teaching physical education in volleyball practical class. Hence, the data gathered through questionnaires analysis and interpreted respectively in the following tables.

Table 2.Teachers response regarding the interest of teaching volleyball

Item	Frequency	
High	3	30.0
Medium	6	60.0
Low	1	10.0
Total	10	100.0

*STD=.632, M_{ean}= 1.8,

The respondents were asked the interesting in teaching volleyball is 3(30%) high, 6(60%) medium and 1(10%) low. Response from the table 2 item one show that the interest of teacher for teaching volley ball is medium. Based on the answer in open ended question as explained why their interest is low, the reason in most school there is no good condition for teaching volleyball in physical education practical class, such as there is no appropriate play ground, available material, shower, store house. Similarly, the researcher observed those conditions during my observation.

Table 3.Teacher's responses regarding participate in sport activities to enhance or make solution for effective of materials?

Item 2		Frequency	Percent
	High	5	50.
	Medium	5	50.
Valid	Total	10	100.

*STD= .527, M_{ean}= 1.5

As the table above shows item 2 based on the teachers response that 5(50%) high and 5(50%) medium. This shows that the respondents of sample school responding equally high and medium with participate in sport activities to enhance or make solution for efficiency of materials. This means that some of them participate and modify the equipment .however some of the does not participate to make solution for efficacy of materials.

Table 4. Teacher's responses regarding the availability of enough volleyball teaching materials

Item 3	Frequency	Percent
Valid no	10	100.0

*STD=.00, M_{ean}= 2.00

As can be observed in table 4 items 3, respondents were asked whether your school have enough volleyball teaching material or not in the sample school, 10(100%) of teachers replied "NO".

Regarding the availability of teaching materials in volleyball practical class the researcher took three continuous observation cheek lists in each sample school confirm four of the sample school has

un appropriate materials and has no play ground and enough space that fit for all students during volleyball classes in most sample, respondents were claimed as it is the main factors that challenges of teaching volleyball practical class suggested under open end items.

Observation check list set to assess whether the sample school has available facility and equipment or not the information gathered verify the absence of variety balls, field and net.

Table 5. Teacher's responses regarding students' active participation during volleyball practical classes

Item 4		Frequency	Percent
Valid	Yes	8	80.0
	No	2	20.0
	Total	10	100.0

*STD=.422, M_{ean}= 1.2

According to table 5 items4, the respondents were asked what you think students actively participate during volleyball practical class 8 (80%) respondent "YES'' and 2 (20%) respondent were replied" NO''.

This shows that the participation of students during volleyball practical class in sample school was actively participated. In supporting this, the respondents of open end items and comment that, instead of actively participation of students the teachers motive is students and modify some of curriculum materials. Physical education

teacher were using his or her experience, observation and knowledge they have trained certificate level as a references materials.

Table 6.Teachers responses on the size of the class during teaching volleyball practical class

Item 5		Frequency	Percent
Valid	41-60	3	30.0
	above 60	7	70.0
	Total	10	100.0

*STD= .483, M_{ean}= 3.7,

The respondents were asked the average number of students in volleyball practical class 3(30%) of teachers were 41-60 and 7(70%) of teachers were agree with above 60 in one class. Responses for items 5 table 6 shows that, 70% of teachers were agree with large class size results problems like lack of effective communication, difficulty to identify students with special need, problem of class room management and suffocation, unbalance sport facility and equipment with number of students, poor method of teaching and created disciplinary problems during the instructional process. In supporting this, under open end items factors suggested for the major challenges of teaching volleyball is ''large number of students in a class'. This shows that, as students' population is raising at a fast rate facilities and equipments did not go proportionally with number of students in the practical classes.

Table 7 .teachers' responses on whether the allotted times is appropriate to complete volleyball skills properly

Item 6		Frequency	Percent
Valid	No	10	100.0

*STD= .00, M_{ean}= 2.00

As can be observed in table 7 items 6, respondents were asked whether the period in a week is appropriate to finish volleyball skills properly the sample school, 10(100%) of teachers replied" NO''. from this table of respondents the period of teaching volleyball is not enough to teaching the students properly.

Table 8 . Teachers' responses regarding, adequate sport facilities and equipment that needs for teaching physical education in volleyball class.

Item 7		Frequency	Percent
Valid	Yes	2	20.0
	No	8	80.0
	Total	10	100.0

*STD= .422, M_{ean}=1.8

As shown under Table 8 items 7, teacher respondents were asked whether or not in adequate sport facilities and equipment for teaching physical education in volleyball class, 2(20%),teachers replied YES'' 8 (80%) teachers respondents replied ''NO'' this shows that they have no adequate sport facilities and equipment that needs for teaching physical education in volleyball practical class. For supporting these teachers response the open ended questionnaires are also replies there are no adequate sport facilities to teaching volley ball practical class.

Table 9 Do you agree with in adequate sport facilities and equipments affects teaching physical education in volleyball practical class

Item 8		Frequency	Percent
Valid	Yes	10	100.0

*STD=.00, M_{ean}=1.00

As shown under Table 9 items 8 teacher respondents were asked whether or not in adequate sport facilities and equipment affects teaching physical education in volley ball practical class , 10(100%) teachers response dents replied yes. Last but not least, is the availability of materials is the main challenges to hinder practical class? With this respect the teacher had observed that there are little or no materials for practical activities especially in volleyball. The reasons why there is a great shortage of those materials are:

- There is a great shortage of many as described by the directors of the school.
- 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 HPE teachers are careless for the subject condition and their responsibilities.

Largely it can be concluded that the implementation of the physical education effectiveness is challenged with many problems such as:

- Shortage of materials (teaching aid)

-Shortage of play ground.

- In appropriateness of period allotment.

-Large class size. This shows that all respondents make mutual agreement on in-adequate of sport facilities and equipment affects teaching physical in volleyball practical class.

Table 10. Teachers' response regarding it does physical education period in your school frequently assigned on

Item 9		Frequency	Percent
Valid	6th period	5	50.0
	5th period	4	40.0
	4th period	1	10.0
	Total	10	100.0

STD=.699, M_{ean}=1.6

Respondents were asked whether or not physical education period in the sample school frequently assigned on the period and presented to improve psychological health of the learner. Accordingly, 5(50%) of teacher, 4 (40%) of teachers and1 (10%) of teacher is response that the period of sample school assigned on the 5th and 6th of the period. This is implies that, physical education period frequently assigned at the end of the classes have negative possession to condition that physical education contribution for students learning practical class.

This also implies that the majority of the respondents and open end claimed item 9 and table10 of the respondents were agree with the period of the physical education is hold on 5th and6th this also indicate that the psychology of the learner is low with the period.

Table 11. Teacher respondents regarding on how much was spent in school budget to purchase facilities and equipment in your school?

Item 10		Frequency	Percent
Valid	Low	4	40.0
	very low	6	60.0
	Total	10	100.0

*STD .516=, M_{ean}=3.6,

In table 11 items10, respondents were asked on how much was spent in school budget to purchase facilities and equipment in school, 4(40%) of teacher, 6(60%) of teachers assumed that the respondents majority responses on very low and low this also shows that the school does not purchase the facilities and equipment for teaching materials in physical education in volleyball practical class. This is implies that, lack of facilities in teaching learning process have negative possession to condition that physical education contribution for students learning.

Table 12. Students' responses on do you enjoy physical education

Item 1		Frequency	Percent
Valid	Yes	183	91.5
	No	17	8.5
	Total	200	100.0

**mean difference = 1.085 * Key: mean value = 1 Yes mean value = 2*

As shown in Table 12 item 1shows that majority of the respondents enjoy physical education 183(91.5%) of the students replied yes, 17(8.5%) of the students replied no This accounts for 91.5% shows that the students enjoy physical education in practical class. Remaining 8.5 % of the students have no interest to enjoy volley ball practical class. This means that majority of the students have interested in participating volley ball practical class

As indicated in Table 12, item 1 showed that, the students show their high level of agreement with the mean score 1.09, and the mean difference 1.085. This indicated that the respondents have similar views on do you enjoy physical education.

This shows that majority of the respondents enjoy physical education and remaining of .05 mean of the students have no interest to enjoy volley ball practical class. This means that majority of the students have interested in participating volley ball practice al class.

Table 13. Students respondent regarding if you could choose how many periods per week would you like to have volleyball

Item 2		Frequency	Percent	p- value	Mean	Std deviation	T	df
Valid	One	5	2.5	.000	3.80	1.157	46.396	199
	Two	29	14.5					
	Three	41	20.5					
	Four	52	26.0					
	Five	73	36.5					
	Total	200	100.0					

**mean difference =3.795* * Significance at .05 levels *

From the table 13, item 2 the respondent responses 2.5% one period, 14.5% two periods, 20.5% three periods, 26.0% four period and 36.5% five periods per week. As indicated above in Table 13, item 2 showed that, the students show their high level of agreement with the mean score 3.8, and the mean difference 3.8 this indicated that the respondents have similar views on the how many periods per week would you like to have volleyball. From these respondents you observe that the students were like to have enough volleyball practical class more than three up to five periods in a week. This means that the period of given for teaching physical education in practical class is not enough.

Table 14. Student's response on do you think that playing volleyball helps you to cooperate as a team

Item 3		Frequency	Percent	p-value	mean	Std. Deviat	T	Df
Valid	Yes	167	83.5	.000	1.17	.372	44.276	199
	No	33	16.5					
	Total	200	100.0					

mean difference = 1.165* Key: me an value = 1 Yes mean value = 2 No* * Significance at .05 levels***

As indicated in Table 14, item 3 showed that, the respondents responses 83.5% YES and 16.5% responses NO. From the responses you understand the students show their high level of agreement with the mean score 1.17 and the mean difference is 1.165. This indicated that the respondents have similar views on Student's response on do you think that playing volleyball helps you to cooperate as a team. The researcher concludes that involving the volleyball is making cooperates a team in the schools.

Table 15. Does participating in volleyball make you feel good about yourself

Item 4		Frequency	Percent	p-value	Mean	Std. deviation	t	Df
Valid	Yes	160	80.0	0.00	1.20	.401	42.320	199
	No	40	20.0					
	Total	200	100.0					

Mean difference =1.2 Key: mean value = 1 Yes mean value = 2 No* * Significance at .05 levels ***

The respondents were asked participating in volleyball make you feel good about yourself, 160(80%) of the respondent responses ''YES'' and 40(20%) of the respondents responses NO'. This implies that majority of respondents agree with participating in volleyball make you feel good about yourself. From this table the researcher concludes that participating in volleyball make you feel good about yourself in the school.15, in other word the students show their high level of agreement with the mean score 1.2, and the mean difference 1.2. This indicated that

the respondents have similar views on the participating in volleyball make feel good about their self.

Table 16. How would you like the volleyball classes to be organized

Item 5		Frequency	Percent	p-value	Mean	Std. deviation	T	Df
Valid	Gender	89	44.5	0.00	2.01	1.073	26.433	199
	physical ability	46	23.0					
	as they are know	40	20.0					
	a rotation b/n all	25	12.5					
	Total	200	100.0					

Mean difference = 2.005 *** Significance at .05 levels***

The respondents were asked how would you like the volleyball classes to be organized, 89(44.5%) of the respondent responses gender, 46(23%) of the respondents responses physical ability, 40(20%) responses and 25(12.5) this implies that majority of respondents agree with gender. In other word, As indicated in Table 16, item 5 showed that, the students show their high level of agreement with the mean score 2.01, and the mean difference 2.005 this indicated that the respondents have similar views on the would you like the volleyball classes to be organized as gender.

Table 17.Are you interested to learn volleyball during PE class

Item 6		Frequency	Percent	p-value	Mean	Std. deviation	t	Df
Valid	Yes	160	80.0	0.00	1.20	.401	42.320	199
	No	40	20.0					
	Total	200	100.0					

Mean difference = 1.215 *key mean value = 1 yes mean value = 2 No* ***Significance at .05 levels***

The respondents were asked the interested to learn volleyball during physical education class, 160(80%) of the respondent responses ''YES'' and 40(20%) of the respondents responses NO'. This implies that majority of respondents agree with the interested to learn volleyball during physical education practical class.

Furthermore, as indicated in Table 17, item 6 showed that, the students show their high level of agreement with the mean score 1.22, and the mean difference 1.215 this indicated that the respondents have similar views on the interested to learn volleyball during physical education class is high.

Table 18. Is there any challenge that hinders you to learn volleyball skills in secondary schools

Item 7		Frequency	Percent	p- value	Mean	Std. deviation	t	df
Valid	Yes	167	83.5	.000	1.17	.372	44.276	199
	No	33	16.5					
	Total	200	100.0					

Mean difference = 1.165 *key mean value = 1 yes mean value = 2 No* **Significance at .05 levels**

The respondents were asked is there any challenge that hinders you to learn volleyball skills in secondary schools 167(83.5%) of the respondent responses ''YES'' and 33(16.5%) of the respondents responses NO'. This implies that majority of respondents agree with there is hinders to learn volleyball skills in secondary schools. As indicated in Table 18, item 7 showed that, the students show their high level of agreement with the mean score 1.17, and the mean difference 1.165 this indicated that the respondents have similar views on the major challenge that hinders to learn volleyball skills in some selected secondary schools one problems in learning practical class.

Table 19. Do you think your PE teacher motivate you

Item8		Frequency	Percent	P- value	Mean	Std. deviation	T	Df
Valid	Yes	119	59.5	.000	1.41	.492	40.375	199
	No	81	40.5					
	Total	200	100.0					

Mean difference = 1.405 *key mean value = 1 yes mean value = 2 No* ***Significance at .05 levels***

The respondents were asked do you think your physical education teacher motive you, 119(59.5%) of the respondent responses ''YES'' and 81(40.5%) of the respondents responses NO'. This implies that majority of respondents agree with the teacher motivated students in volleyball.

As indicated in Table 19, item 8 showed that, the students show their high level of agreement with the mean score 1.41, and the mean difference 1.405 this indicated that the respondents have similar views on the physical education teacher motivate the students in some selected secondary schools is somewhat good.

Table 20. Do your schools have enough teaching volleyball materials

Item 9		Frequency	Percent	p- value	mean	Std. Deviation	T	df
Valid	Yes	17	8.5	.000	1.92	.280	96.867	199
	No	183	91.5					
	Total	200	100.0					

Mean difference = 1.915 *key mean value = 1 yes mean value = 2 No* ***Significance at .05 levels***

As indicated in Table 20, item 9 showed that, 17(8.5%) of respondents responses 'YES' and 183(91.5%) of respondents responses 'NO'. This shows that the students show their high level of agreement with the mean score 1.92, and the mean difference 1.915 this indicated that the respondents have similar views on the availability of enough teaching volleyball materials of in some selected secondary schools. As concluded from mean shows that there are no enough materials in the selected schools.

Table 21. Is physical education period in a week is enough to learn volleyball skills

Item 10		Frequency	Percent	p-value	Mean	std. Deviation	t	df
Valid	Yes	36	18.0	.000	1.82	.385	66.827	199
	No	164	82.0					
	Total	200	100.0					

Mean difference = 1.820 *key mean value = 1 yes mean value = 2 No* **Significance at .05 levels**

As indicated in Table 21, item 10 showed that, the students show their high level of agreement with the mean score 1.82, and the mean difference 1.820 this indicated that the respondents have similar views on the physical education period in a week is enough to learn volleyball skills in secondary schools. From the mean of respondent the researcher concluded that the physical education period given for teaching learning volleyball skills are not enough.

Table 22. How much your schools facilitate volleyball materials

Item 11		Frequency	Percent	p-value	Mean	Std. Deviation	T	df
Valid	High	11	5.5	.000	2.95	.685	60.864	199
	Medium	19	9.5					
	Low	139	69.5					
	very low	31	15.5					
	Total	200	100.0					

Key mean value = 1 high mean value = 2 medium mean value = 3 low mean value = 4 very low

As indicated in Table 22, item 11 showed that, the students show their high level of agreement with the mean score 2.95, and the mean difference 2.950 this indicated that the respondents have similar views on the schools facilitate for volleyball materials in some selected secondary schools. From the mean of respondent the researcher concluded that the school facilitates the materials for volleyball class is low

Table 23. Is your school volleyball court is interesting to learn volleyball skills

Item 12		Frequency	Percent	p-value	Mean	Std. Deviation	t	Df
Valid	Yes	12	6.0	.000	1.94	.238	115.236	199
	No	188	94.0					
	Total	200	100.0					

Mean difference = 1.940* *key mean value = 1 yes mean value = 2 No* ***Significance at .05 levels *

As indicated in Table 23, item 12 showed that, the students show their high level of agreement with the mean score 1.94, and the mean difference 1.940 this indicated that the respondents have similar views on the school volleyball court is interesting to learn volleyball skills. From the mean of respondent the researcher concluded that the court is not interesting to learn volleyball skills in some selected secondary schools.

Table 24. How much your teacher interest to teach volleyball skills

Item 13		Frequency	Percent	p-value	Mean	Std. Deviation	t	df
Valid	High	8	4.0	.000	2.73	.641	60.08	199
	medium	52	26.0					
	Low	127	63.5					
	very low	13	6.5					
	Total	200	100.0					

Mean difference = 2.725 ***Significance at .05 levels***

Key mean value = 1 high mean value = 2 medium mean value = 3 low mean value = 4 very low

As indicated in Table 24, item 13 showed that, the students show their high level of agreement with the mean score 2.73 and the mean difference 2.725 this indicated that the respondents have similar views on the teacher interest to teach volleyball skills in some selected secondary schools. From the mean of respondent the researcher concluded that the teacher interest to teach volleyball skill is low.

Table 25. How much your school facilitates such as court and balls appropriately during you learns volleyball skills

Item 14		Frequency	Percent	p-value	Mean	Std. deviation	t	df
Valid	High	8	4.0	.000	2.90	.588	69.632	199
	Mediu m	22	11.0					
	Low	153	76.5					
	very low	17	8.5					
	Total	200	100.0					

Mean difference = 2.895 *Significance at .05 levels**

Key mean value = 1 high mean value = 2 medium mean value = 3 low mean value = 4 very low*

As indicated in Table 25, item 14 showed that, the students show their high level of agreement with the mean score 2.90 and the mean difference 2.895 this indicated that the respondents have similar views on the school facilitates such as court and balls appropriately during you learn volleyball skills in some selected secondary schools. From the mean of respondent the researcher concluded that the school facility such as court or play ground and ball is low.

Table 26. How many minutes per week do physical education teachers spend in teaching volleyball in your school

Item 15		Frequency	Percent	p-value	Mean	Std. Deviation	T	df
Valid	120	5	2.5	.000	3.78	.619	86.321	199
	80	6	3.0					
	40	17	8.5					
	below 40 minute	172	86.0					
	Total	200	100.0					

Mean difference = 3.785

Significance at .05 levels

As indicated in Table 26, item 15 showed that, the students show their high level of agreement with the mean score 3.78, and the mean difference 3.785 this indicated that the respondents have similar views on the how minutes per week do physical education teachers spend in teaching volleyball in the some selected in secondary schools. From the mean of respondent the researcher concluded that the time spend in teaching volleyball skills is very low.

4.4. Interpretation and Discussion of Data from Observation

The researcher made observation of school environment, an obtrusive class observation during practical lessons, interaction among students, different physical activities performed by students and volleyball equipments in all sample schools. From the practical observations, the researcher of this study obtained data which show the practice and major challenges of teaching physical education in volleyball practical class. In addition, the data shows how teachers practice and teach volleyball in practical class. The observations were made in your volunteers' teachers and directors of the four secondary schools. The researcher was conducting volleyball practical class in order to get first-hand information. The raw data of the observation was attached in the appendix. Here only useful points which are relevant to the study were discussed and analyzed as follows.

From four schools the researcher observed there is little or no utilization of equipments in teaching physical education volleyball practical class. As the researcher observed the school compound, it is Suitable in three schools and but not in Gelan secondary school.

The discussion on field observation focused on what we observed in field in the selected sample high school physical education volleyball practical classes.

Based on the observation table, the researcher has made an indication on each table indicated points. The observation focused on four major and basic observation points and based on those point you give a parameter for the observation.

As the observer observed facility of all sample school compound observation presented as follow. In the first place all school of teaching field facilities in each are observed as very poor .when we observe playing ground of (Sandafa) which have un suitable volleyball play ground that building only for male students and have some obstacle in a field. Have large class size but with small play ground and un Sufficient

equipments for volleyball practical class with the number of student in class. Gelan secondary school which has newly building school and is poor which means there is no practical field. Sebata is the older school when we compare with other selected school; it's started time to be secondary and preparatory school. As the observer observed it has good play ground built for male but not for female student? Whereas, the playing ground of Burayu is a school which builds for the purpose of public school this means, has no more suitable play ground as Sandafa

According to the researcher information which gained from his observation and reading research books, most of governmental school had no play ground and teaching volleyball practical class materials available for all students. When we say why this problem is happened mostly in high school. On the observation to see whether there are adequate sport facilities and equipment in the school. We have observed that all schools haven't sufficient adequate volleyball materials and playground. Whereas, when we see except three schools Gelan is poor more than other school.

As the same time we have observed the availability of materials verses the number of students in a practical class is very poor on all schools. However, the interest of students to participate in volleyball class is good but not all students participate in the same time, in case of; the availability of practical time allotted, lack of sufficient materials and play ground for both sex is the major problem of teaching volleyball practical class. The teacher presents of the practical class and the teacher draw students attention is good in some selected schools.

Generally, researcher have observed all activities of students in school, materials, play ground, students participation teachers motivation are observed by researcher.

4.5. Interpreted Data Gathered from the Interview

The researcher conducted a semi-structured interview with four school directors. These interview questions were related to the issues that were raised in the questionnaire. This interview was prepared for the purpose of triangulation, and also to get a clue why mismatch occurred between observation, students and teachers responses in questionnaire. Accordingly, the interviews were analyzed as follows. The data was analyzed by comparing the statements of six interviewees. Accordingly, the interviews were analyzed as follows.

In order to identify the practice and major challenges of teaching physical education in volleyball practical class, the first question posed by the interviewer was, "In your school how many average number of students in class''. Four of the interviewers reported that in their opinion; in your school one class contain more than 50 students in each class. In the questionnaire the majority of the participant teachers and students in the target schools have also similar response with to the school directors. From the interview and questionnaire we infer that, the majority of respondents believe that, the class size in teaching volleyball practical class is the average between 50-60 students in a class.

The second question raised to the interviewees was, 'Are there adequate sport facilities and equipments that available for teaching physical education in volleyball practical class in your school. If there which materials are available, please list them'. In this regard, more of the interviewees said that sport facilities and equipments are basic thing for teaching learning in volleyball practical class but in their schools there are no teaching materials proportional to the number of students in a class. It helps to understand how lack of materials hinders in teaching learning volleyball practical class. The few participant interviewers pointed out the availabilities materials are poor in teaching the game in school. In the questionnaire80% of participant teachers the adequate sport facilities and equipments that available for teaching physical education in volleyball practical class is low. On the idea there are no sport facilities and materials available in volleyball practical in the school. As it indicated in the literature review, Both Cotter and the Department of Education (1977) found that less than 20% of schools had adequate large or small apparatus or equipment. The situation does not appear to have improved much since then. According to Drewett, less than half of the schools in the Kildare area had the recommended equipment for implementing the revised PE curriculum (2002). In the INTO 2005 Survey (INTO, 2008), respondents were asked to rate the adequacy of the equipment and resources in their schools for the teaching of the PE strands. The responses clearly show that many schools do not have the resources or equipment to teach the PE strands. Equipment and resources for games were the most adequate but almost half (49%) of the respondents described the equipment and resources available for gymnastics and volleyball as poor.

Thirdly, "How much was spent in school budget to purchase facilities and equipment in your school" half of the interviewer's responses that school budget to purchase

facilities and equipment are low because there is no budget for physical education only in the school. One director said that, his school purchases facilities and equipments available for practical class but, it's not enough with the number of students and class size considered. In the teachers questionnaire item ten, 40% teacher's response low and 60% of teacher's response very low. On the contrary, the response from questionnaire and interview were related. The researcher observed that, there is a problem of spent in school budget to purchase facilities and equipments available for volleyball practical class are low.

The 4th question rose for the director were, what are the possible measures you are taking to avoid or minimize the problems? Most of the directors said that the problems are not only solved by school directors and school budget however, the parents and NGO should participate in to solve the problems. On the other hand one participant suggested that the school should purchase the facilities and equipments for available in practical class. On the contrary the researcher observed that from the interview, the majority of the activities were covered by the communities and office of educational bureau.

The 5th question rose for the directors was '' what are the main of in-school problems on practice and major challenges of teaching physical education in volleyball practical class in your school?'' All of the directors were responses the problem that hinders to teaching learning practical class these are; lack of play ground for male and female, lack of budget, lack of parents communication with the school, lack of appropriate materials, the class size. Contrary the teacher response from open ended question, interview of directors and what the researcher observe on a field is similar problems to the hinder of the practice and major challenges of teaching physical education in volleyball practical class.

At the final stage of the interview, two questions were posed to the interviewees. The first one was,' Does parents participating for the problems of teaching physical education in volleyball practical class?' If you meeting with parent what solution you put it? All of them recommended that is better to discuss the problem with the parents and school board. However the parents do not have interest to discuss the problem with the school. This is a problem that hinders to participating in school solving problem. But they discus with the school board and they are try to solve the problem as they can. However, the majority of problem is not solved because the problem is not solved as school level. Then for this problem that does not solved as school level they transfer to the bureau. From the interview with the directors the researcher conclude that they discuss with school board to solve the problem with practice and major challenges of teaching physical education in volleyball practical class in some selected Oromia region, surrounding Finfinne.

CHAPTER FIVE: SUMMARY, CONCLUSION RECOMMENDATIONS

5.1. Introduction

This chapter summarizes the major findings of the study and draws conclusion based on the findings. At the end, recommendations are for warded that are thought to be helpful to address the problems that affects the practice and major challenges of teaching physical education in volleyball practical class.

5.2. Summary

Thus, the purpose of this study was to investigate major challenges of teaching physical education in practical class of volleyball in some selected secondary schools of Oromia region, special zone surrounding Finfinne. In order to achieve this purpose, the following basic research questions were raised in the study.

What are the major challenges encountered in practicing the volley ball skills in Oromia Region special zone surrounding Finfinne?

Does lack of materials affect students and physical education teachers in practical class of volleyball?

How period allotted for practical class influence teaching volleyball skill affect students' performance?

5. How class size affects teaching volleyball in practice?

To this effect, the study was conducted in randomly selected four governmental secondary schools of Oromia region, special zone surrounding Finfinne. Review of related literature was compiled from different web site; books, journal and other related reference material fit with practice and major challenges of teaching physical education in practical class of volleyball. The desired populations for the study, 10 teachers were selecting using random sampling techniques. 4 sample directors were taken as sample using purposive sampling techniques because all are important for the study and 200 students were selected through stratified sampling, totally 214. Questionnaires, observation and interview were the instruments of data collection. Among these instrument selected for the study, questionnaires was checked through respondents of sample school using pilot study computed in Super man Brow split

formula to be reliable and consistent. In doing this, the necessary information was gathered mainly through questionnaires filled by teachers, and students. The data collected from the close ended questionnaire was analyzed and interpreted using statistical tools such as, percentage and descriptive statics such as mean, standard division and variance. The frequency analysis was supported by SPSS version 20.0 of computer program. The data gathered through open end and observations and interview were analyzed qualitatively using narration. As efforts have been made by the designer of newly developed text book of general Secondary and preparatory school education, to make relevant of text book consider the appropriateness and suitability for the successive grade level. However, the finding indicates that, there were considerable numbers of respondents give their responses as physical education contents have some game but didn't to teaching the game on the text properly in the case of different reason mentioned below and lack effort to be designed to fit the existing situation of secondary schools in the study area.

5.3. Conclusion

In this study, attempts have been made to find out the practice and major challenges of teaching physical education in practical class of volleyball towards the relevance of secondary schools of facilities and equipment, problem of large class size, teachers qualification, insufficient instruction time and emphasis was also given to the administrative aspects to address some of the problem teachers and students faced while they are trying to implement teaching physical education practical class of volleyball.

- More than ever, in today's climate of heightened expectations school directors are in the hot seat to improve teaching and learning. They are expected to communicate interests of parents, teachers and students to the widening range of student needs. However, finding of the study indicated that, majority of the respondents were claimed the concerns' of school director regarding in-availability curriculum materials , students with all ability and creating spiritual cooperation with in school and local community to facilitate effective learning environment.
- To accomplish manager task the directors need to be well skilled in school management, to carry-out these tasks directors engaged in leadership training

opportunities to develop administrative skills through active learning activities that involves different activities. Thus, lack of effective school management in school is one of the major problems that cause low level of quality physical educational in practical class in selected school. This means that the directors has not purchase some elements for teaching practical class of volleyball.

- Schools are the requirement canters where the tangible teaching and learning process takes place. School based instructional supervision is expected to provide support service for teachers to see the problem of their learner by means of encouraging, assisting and creating cooperative spirit between teaches .However, through the responses of sample school the finding of the study indicates that, school based supervision were not committed to accomplish performed.
- It was found out that, the respondent directors, teachers and students gave their responses as period allotment has lack of appropriateness/insufficient and the content of the subject to be taught practical class selected based on the interest of the schools physical education teachers that cannot consider the actual situation of the learners.(not match with needs and interest of the students)
- Regarding to the school director relation with parents and discussion made to find remedy for the problems that hinder the quality of teaching physical education, the finding of the study indicated, as there is no opportunity given to the parents and school community to solve the problem of teaching physical education in practical class of volleyball and their children difficulties.
- Results of the study indicate that, with respect to the interest of the teacher towards teaching and that of students towards learning does not fit to perform the desired instructional objectives. Thus, we can conclude that, this might be the miss-perception the teachers and students have toward subject which major problem of teaching physical education in practical class of volleyball.
- Regarding budget allocation to purchase sport facility and equipment the finding of the study embraces that, majority of the respondents were depiction budget not allocated to fulfill necessary facilities and equipment require for teaching which highly lowering practice and major challenges of teaching physical education in volleyball practical class.
- The result of the findings shows that, majority of respondent responses were confirms as the sample school were not fulfils facilities and equipment to

facilitate teaching and learning physical education in volleyball practical class of selected school.

- The results of the study shows that, majority respondents of sample school were claim the number of students in the class exceed more the normal that could be hinders to teaching the practical class of volleyball with the large number of students.
- The finding of the study shows that, nearly all of sample school respondents were agrees with the contribution of physical education practical class of volley ball is good to cooperative team for the learners. However, the reality is not due to the major factors mentioned above.

5.4. Recommendation

Based on the findings the following recommendations have been suggest by the writer of this paper assuming that they could be the solution for the problem under treatment.

1. Woreda educational Bureaus, Parents and school board of management in collaboration with school community are recommended to discuss with the pubic involving, governmental organization, and stakeholders and thereby improve community contribution in cash/ kind to fulfils the school sport facilities and equipment.

2. As a result, a numbers of schools have not been constructed using the standard and alternative design, which includes sufficient playground, gymnasium, water supply etc.

The concerned authority, schools, teachers and school board of management and local communities as whole seriously should give attention to design enough play grounds in the school with supply of adequate sport facilities and equipments.

3. Since large class size has drawbacks to provide equal opportunity for students in the practical class the school management, the community and woreda educational bureau should carry out primary responsibility to bring manageable class- size by means of minimizing the number of students in a practical class and built additional classroom.

4. The most effective strategy for ensuring teachers subject knowledge is first recruit suitably educated teachers whose knowledge has well-designed and to continuous in-service training and, the second is improving teachers subject knowledge related to pedagogical skills through in-service program, seminars and workshop. In this case,

ability and interest should be taken in to consideration during recruitment and training of the physical education teacher.

5. It is very important to provide seminars and workshop to ensure that duties assigned to directors and school based supervision which is consistent with their professional experience and technical abilities related to physical education to reduce the problem that hinder practice and major challenges of teaching physical education in volleyball practical class.

6. Directors and school based instructional supervision in the system should accepted currently change, as all subject matter have equal value and all subject teachers needed equal treatment.

7. Schools should recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality of teaching physical education in practice of volleyball to all through appropriate teaching strategies and resource used; to diversify learning options, to mobilize child-to child help, to offer support to pupils experiencing difficulties and to develop close relations with teacher, parents and the community.

8. Governments should take a lead in promoting parental partnership, through both statements of policy and legislation concerning parental rights for students with all ability and organizations of people with disabilities should consult concerning the design and implementation of physical education programs.

9. Large class size result is not balanced sport facility and equipment with number of students. Hence, student cantered approaches and frequent assessment are recommended supporting with the availability of resources present in and outside the practical class.

10. Instructional time allotted requiring modification by policy maker and experts to reschedule necessary time that relevant to the content to be taught, otherwise in sufficient time allotted for the subject tend to restrict the freedom of the subject teacher in selection of content and obstacle for the coverage of the practical class.

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APPENDIX I

Addis Ababa University

College of Education and Behavioral Studies

Department of Science and Mathematics Education

Survey Questionnaire

Dear Teachers

This questionnaire is designed to gather information for educational research in physical education teaching. The research question focuses on the exploration of the Survey study on practice and major challenges of teaching physical education in volleyball practical class. Your genuine and honesty responses to the questionnaire is worthwhile. Thus, you are kindly request requested to read the question. The information will be kept strictly confidential, and will not be used to assess you in any way.

I am extremely grateful for your cooperation.

Thank you in advance!

I personal information

A. Qualification _____ major _____ minor_____
B. Work experience as physical education teacher_____
C. Grade level you teach
D. Average number of students in a class.
E. Sex male female

II. Please read and answer each question

1. How is your interest in teaching volleyball?

   1. High 2. Medium 3.Low 4. Very low

2. If your answer for question above is '3' or 4 give your own opinion

   _____

   _____

   _____

3. How much you participate in sport activities to enhance or make solution for efficiency of materials? 1. High 2. Medium 3. Low 4. very low

4. Does your school have enough volleyball teaching material?
   1. Yes 2. No 3. If other----------
5. If your answer question 4 above is no explain briefly the impacts on teaching-learning
   volleyball._____
   _____
   _____
   _____
6. Do you think students actively participate during volleyball practical class?
   1. Yes 2. No 3. If other .....
7. How is class size during teaching volleyball practical class?
   1. Below 20 2. 21- 40 3. 41- 60 4. Above 60
8. Is the period in a week is appropriate to finish volleyball skills properly?
   1. Yes 2. No 3. If other ----------
9. Are there adequate sport facilities and equipment that needs for teaching physical education in volleyball class. 1. Yes 2. No 3. If other ---------
   ----
10. Do you agree within adequate sport facilities and equipments affects teaching physical education in volleyball practical class? 1. Yes 2. No if other idea ----------
11. Does physical education period in your school frequently assigned on
    1. 6th period 2. 5th period 3.4^{th} period 4.3^{rd} period 5.2^{nd} period 6. 1st period
12. How much was spent in school budget to purchase facilities and equipment in your school? 1. High 2. Medium 3.Low 4. Very low

Please! Dear teacher write short answer on the space provided for the following items much as possible

13. What are the main of in-school problems on practice and major challenges of teaching physical education in practical class of volleyball in your school?
    _____
    _____

14. What could be done to enhance quality of teaching physical education in practical class of volleyball?
    _____

APPENDIX II

Addis Ababa University

College of Education and Behavioral Studies

Department of Science and Mathematics Education

Survey questionnaire

Dear students

This questionnaire is designed to gather information for educational research in physical education teaching. The research question focuses on the exploration of the Survey study on practice and major challenges of teaching physical education in practical class of volleyball. Your genuine and honesty responses to the questionnaire is worthwhile. Thus, you are kindly request requested to read the question. The information will be kept strictly confidential, and will not be used to assess you in any way.

I am extremely grateful for your cooperation.

Thank you in advance!

A. Basic information

- Sex: ☐ Male ☐ Female
- Age: ☐ 13-16 ☐ 17-20 ☐ 21above

B. Notice

- ✓ No need of writing your name
- ✓ Circle letter of your choice
- ✓ Use only the provided blank space

II. Please read and answer the questions carefully

Circle the response that best explains how you feel.

1. Do you enjoy physical education?

1. Yes 2. No 3. If other idea ----------

2. If you could choose, how many periods per week would you like to have volleyball practical class?

1. one 2. Two 3.Three 4.four 5. five

3. Do you think that playing volleyball helps you to cooperate as a team?

1. Yes 2. No 3. If other idea ----------

4. Does participating in volleyball make you feel good about yourself?

1. Yes 2. No 3. If other ----------

5. How would you like the volleyball classes to be organized?

1. Gender 2. Physical education ability 3.As they are know

4. A rotation between all

6. Are you interested to learn volleyball during PE class?

1. Yes 2. No 3. If other ----------

7. Is there any challenge that hinders you to learn volleyball skills in secondary school?

1. Yes 2. No 3. If other .....

8. If your answer for question 7 above, is 'yes' explain briefly as much as possible.

_____

_____

9. Do you think your PE teacher motivate you?

1. Yes 2. No 3. If other idea .....

10. Does your school have enough teaching volleyball materials?

1. Yes 2. No 3. If other idea .....

11. If your answer question 10' above, is no explain briefly the impacts on teaching-learning volleyball.

_____

_____

12. Is physical education period in a week is enough to learn volleyball skills?

1. Yes 2. No 3. If other idea ----------

13. How much your schools facilitate volleyball materials?

1. High 2. Medium 3.Low 4. Very low

14. Is your school volleyball court is interesting to learn volleyball skills?

1. Yes 2. No 3. If other idea ----------

15. How much your teacher interest to teach volleyball skills

1. High

2. Medium

3. Low 4. Very low

16. How much your school facilitates such as court and balls appropriately during you learn volleyball skills?

1. High 2. Medium

3. Low 4. Very low

17. How many minutes per week do physical education teachers spend in teaching volleyball in your school? 1. 120' 2.80 3.40 4. Below 40

APPENDIX III

Yuunversiitii AddisaAbabaatti

Sagantaa Digirii 2ffaa Muummee HerregaafiQo'annoo Saayinsii Uumamaa

Gaaffii barattootan guutamu

A. seensa

Gaaffileen kun kan qophaa'e odeeffannoo waa'ee rakkowwaan barnoota Guddina fi JabeenyaQaama yeroo baruufi barsiisuu kubbaa saaphaanatti mudatan irrattifi dhufu funaanuuf qorannoo geggeessuudha. Yaadni isin laattan daataa abbaa qo'annoo kanaaf akka yaada ijaarsaatti baay'ee barbaachisaadha. Waraqaa gaaffiirratti maqaa keessan barreessun barbaachisaa miti. Nawaliin ta'uu keessaniif galatoomaa.

Saanduqa tokko siif kenname keessatti 'X' gochuun deebii kee agarsiisi.

A. Odeefannooduraa

- Saala dhiira ☐ dhalaa ☐
- Umurii : ☐13-16 ☐ 17-20 ☐ 21 ol

B. Hubachiisa

Maqaa kee barreessuun barbaachisaa miti.

Qubee filannoo keetti mari.

Gaaffiiwwan

1. Kubbaa saaphanaa barachuun sitti tolaa wayita barnoota guddinaaf jabeenya qaamaatti?
   1. Eeyyee 2. lakki
2. Torbaan tokko keessati sagantaan barnoota kubbaa saphanaa meeqa utuu ta'ee filataa? 1. Tokko 2. lama 3. Sadi 4. afur 5. shan
3. Akka yaada keeti taaphni kubbaa saaphana waliti dhufeenya gareeni uuma?
   1. eeyyee 2. lakki
4. Hirmanan ati kubbaa saaphana keessati qabduu gammachuu silaata?
   1. eeyyee 2. lakki
5. Sagantaan taphaa kubbaa saaphanaa akkamiti utuu ta'ee jalata?

1. saalaan 2. Dandeeti qaamatiin 3.Akka beekaniti 4. tarreen/dabareen.

6. Barnoota guddinaf jabeenyaa qaama keessati daree kubbaa saaphanaa barachuu nijaalataa? 1. Eeyyee 2. lakki

7. Manabarumsaasadarkaalammaffaattidandeettiikubbaasaaphanaabaruuf rakkoon si daangessu jiraa? 1. Eeyyee 2. lakki

8. Gaaffii torbeeffaa armaan oliitiif yoo deebiin kee 'A' ta'e yaadakee barressi._____

_____

9. Akka yaada keeti barsiisaan kee yeroo shaakaala si jajabeessa /sihoonachisa?

1. Eeyyee 2. Lakki

10. Kubbaa miillaa barsiisuuf manni barumsaa kee meeshaalee ga'aa qabaa?
1. Eeyyee 2. Lakki

11. Deebiin gaafii kee kan 10ffa lakki yoo jette rakkoo inni baruufi barsiisuu kubbaa saphanaa irrattifi qabduu bal'inaan ibsi.

_____

_____

12. Sagantaan barnoota kan torbee guddinaf jabeenya qaamaf kenname kubbaa saaphana barachuuf ga'aadha?

1. Eeyyee 2. Lakki

13. Mannibaruumsakeessanhammamdeggersameeshaaleekubbaasaaphanaaisii nifgodha?

1. Olaanaa 2. Giddu galeessa 3. Gadaanaa 4.Baay'ee gadaanaa

14. Direen taphaa kankubbaa saaphana mana barumsaa keessani baayyee haawatadha?

1. Eyyee 2. Lakki

15. Kubbaa saaphana barsiisuuf barsiisaan kee hammam of kennaadhaa?

1. Olaanaa 2. Giddu galeessa 3. Gadaanaa 4.Baay'eegadaanaa

16. Yeroo dandeettiiwwan kubbaa saaphanaa barattu manni barumsaa kee hammam kanneen akka kubbaa fi dirree isini dhiyyeessa?

1. Olaanaa 2. Giddu-galeessa 3. Gad-aanaa 4.Baay'ee gadaanaa

17. Torbaanitti barsiisaan keessaan daqiiqaa meeqaaf kubbaa saaphanaa isiin shaakalsiisa? 1. 120' 2. 80' 3. 40 ' 4. 40 gadi

APPENDIX IV

Addis Ababa University

College of Education and Behavioral Studies

Department of Science and Mathematics Education

Dear school management

Interview is designed to gather information for educational research in physical education teaching. The research question focuses on the exploration of the Survey study on practice and major challenges of teaching physical education in volleyball practical class. Your genuine and honesty responses to the interview is worthwhile. Thus, you are kindly request requested to read the question. The information will be kept strictly confidential, and will not be used to assess you in any way.

I am extremely grateful for your cooperation.

Thank you in advance!

I. Please listen and answer the interview carefully

1. In your school how many average number of students in class?
2. Are there adequate sport facilities and equipments that available for teaching physical education in volleyball practical class in your school? If there which materials are available, please list them.
3. How much was spent in school budget to purchase facilities and equipment in your school?
4. What are the possible measures you are taking to avoid or minimize the problems?
5. What are the main of in-school problems on practice and major challenges of teaching physical education in volleyball practical class in your school?
6. Does parents participating for the problems of teaching physical education in volleyball practical class? If you meeting with parent what solution you put it?

APPENDIX V

Observation check list

Name of the school _____

Number the student _____

Grade _____ section_____

Date of observation _____

Topic of the lesson _____

No	Items	v. good	good	poor	v. poor	Not at all
1	Availability of volleyball playground					
2	Availability of ball					
3	Availability of net					
4	Availability of materials verses no students					
5	Students' interest and motivation to participate actively in volleyball practical class					
6	The availability of practical time allotted					
7	How does the teacher present the practical class?					
8	How does the teacher draw students' attention?					