

WOLKITE UNIVERSITY

COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

DETERMINANTS OF FEMALE STUDENTS PARTICIPATION IN VOLLEYBALL PRACTICAL CLASS IN THE CASE OF WOLKITE UNIVERSITY SPORT SCIENCE STUDENTS

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Acronyms

VB: Volleyball

YMCA: Young Men Christian Association

YWCA: YoungWomenChristianAssociation

Abstract

The main purpose of the study was to investigate the determinants of female student's participation in volleyball practical class. The study was conducted in Wolkite University in 2011 E.C. Within university of students researcher was take 25 students and three teachers by using purposive sampling techniques. The data was collected from those Students and teachers by using questionnaire and interview. Based on the result of the respondents, there are number of determinant of female students in volleyball practical class. Such as, sufficient availability of teaching materials, psychological preparation, repetition of teach skill demonstration, teacher communication and provide feedback, Volunteer Motivation. To solve or increase these determinants and students must do collaborative effort, the teachers are providing minor competitions for female students, arrange them in group with good performer students, university.

CHAPTER ONE

INTRODUCTION

1.1 Background of study

Sport is an organize competitive form of play, needs physical activity, has winner and loser or draw, has its own rules and regulation, has its own organization, needs special players to play and need special equipment (William, 1998

Volleyball is popular through the world over 800 million people play many varieties of the game with good skill. It played between two teams having six players each and each team tries to score points by grounding a ball on the other teams court (Keith, 1994).

Volleyball is now firmly established as one of the world's top spectator and participant sport. It is invented in 1895 by William Morgan who is a director of recreation at Holyoke YMCA in Massachusetts. During world wars American service men spread the skill around the world and it's soon become establish in Europe and Asia. The biggest breakthrough came in 1964 when volleyball became the first Olympic team sport for men and women (Keith, 1994).

Still know, the first Olympic volleyball become highly recognize sport in the world. Volleyball sport is the most famous and attractive skills it has a source of health, economy, social life and any human benefit actions. They researcher is focus on examine determinants that effect female students participate on volleyball skill such as physiologically, Body compositions, Psychological frustrations, motivation, and wearing sport wears, social factors and Strength and study was make possible solution for study area.

1.2 Statement of the problem

Volleyball includes both sexes, all of which have equal chances to participate in the practical as well. In Wolkite University sport science student there are high levels of female students who are participate in the activity of volleyball game and even they have very much effective as that of their female counter parts. For effective practice to take place University teaching practice

Process should be establishing in conductive environments this study, therefore. The study was take into account the various socioeconomic biological conditions that female player experience and tries to answer the follow questions.

1. Is there enough facilities and equipment to achieve good performance volleyball skill

2. What are the major determinants of participation in volleyball skill

1.3. Objective of study

1.3.1 General Objective

The general objective of this study is to understand the determinants of female student's participation in volleyball practical class in the case of Wolkite university sport science student.

1.3.2 Specific objective

1. To distinguish the major determinant that effect female student participation in volleyball

2. To examine whether the students have enough facilities and equipment for learning volleyball skills

3. To examine whether the students have enough facilities and equipments to practical class

4. Identify the attitude of female students and teachers towards volleyball skill in

5. To recommend possible solution for the factor

1.4. Significance of the study

To objective of the determinant effect the teaching playing process of volleyball game skills in female the purpose of this study is proved the necessary solution for the determinant participation of female students in volleyball practical class.

The study was providing valuable information for those who need students at Wolkite University. Therefore, the importance and contribution of this study are based on the following points

1/ It was help to give hint for volleyball teacher about determines the motivation of females on practical participation of volleyball skill.

2/ it help to give awareness for the society bias about female participation towards volleyball skill.

3/ It was provide information for concern bodies about the role of the teacher in fmale participation of volley ball skill.

4/ It help as a source of information for those who are interesting to-do further research in this area.

1.5. Limitation of the study

To accomplish study the researcher was have face different problems such problems are:-

- ✓ Shortage of time
- ✓ The availability of reference material
- ✓ A financial problem.
- ✓ unavailability of sport materials to focus on the teaching,

1.6. Delimitation of the study

The study was conducted in SNNPR, Ethiopia at Wolkite University. Due to budget and time constraints the research study was delimited to wolkite University Sport science female students.

1.7. Organization of the study

This research paper organized in five parts. In chapter one the introduction, statement of the problem, objectives of the study, significances of the study, and delimitation of the study and organization of the paper and definition of terms are discussed.

In chapter two, the review of related literature, in chapter three methodologies, in chapter four data analysis and interpretation, in chapter five summery, conclusions, and recommendation of the study was discussed.

1.8. Definition of the term

Exercise center: - is place where people can do different activities. e.g., stadium, generally aerobic and anaerobic is any activity that requires physical exertion, particularly when performed

to develop our physical fitness. Exercise provides great for quality of life such as improving our health, increase life expectancy.

Physiology: -is a science that deals about functional part of the human body.

Sport: -is an organized competitive form of play. Which has it's our rule and regulation.

Physical education: - is an education which is given mainly through physical activity to develop and maintain all aspects of personality as physical, mentally and social

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Concept of volleyball skill

Volleyball has a century old history from it is origin to its development as competitive, recreational and academic component of physical education. When explaining this Leninism and christener K (1996) states that volleyball invented at the beginning of the twenty century as a simple door winner game and has become competitive while at recreational level volleyball maintains a universal appeal of intuitive structure of play.

At its most competitive, it has increasing emphases ball handling volleyball was intervened in 1895 by William G. Morgan who specifically created it for his client's young man Christian association (William G. Morgan 1895).

Volleyball spread very quickly because it was simple to design. It was enthusiastically promotes by YMCA and YWCA both which had chapter throughout the world.

Now day volleyball is being given as one of the components of physical education in different level of education in different corners of the world.

Still knows new skill and tactics are invent and the old are so, gradually the game is improved through the process and it includes 6 players each team and 9 by 18 meters of court area it is non-body contact game.

Volleyball sport has its own different skill such as services, spike, setting, volley, dig, pass, blocking researcher focus on participation in volleyball game.

2.1.1 Serving

All volleyball players should know proper techniques for serving floaters and jump serves. Servers should spend time practicing a pre-serve routine. Developing a routine will help servers focus and be ready to serve. The basic volleyball techniques for serving are toss the ball in front of your serving shoulder Keep your elbow high and back Contact the middle of the ball with the middle of your hand. Follow through on your arm swing

2.1.2 Passing

Common volleyball techniques for great passing include:

- Keep your body's center of gravity level when moving. You want to be light on your feet when getting in position to pass.
- Being able to take steps without bouncing off the ground is important because it's harder to focus on the ball when you're bouncing up and down.
- Strong eccentric quadriceps strength leads to a better ability to absorb the force from the ground when taking steps.
- **Form a solid platform with your forearms**. Extend your arms while locking your elbows and turning your hands down at the wrists. You want to form a solid platform that provides stability.
- **Use your hips and legs to pass, not the arms**. Being able to move quickly into position is very important.
- Concentrate on getting into a stable position quickly, every time you pass. If you utilize this technique every time you pass, with repetition you was train yourself to be a better passer.
- If you do not have very good movement skills or are just lazy when moving to pass, you'll have to adjust your technique on the fly which was lead to fewer consistent passes.

2.1.3 Blocking

Volleyball techniques for blocking involve learning to see the court and making quick decisions at the net when preparing to block. Having good court vision involves making good judgments while watching the setter, the ball, and hitters.

- **Good court vision**. You often can predict where the setter is going to set the ball by watching the ball after it's passed. The better you are able to judge where the ball is being passed, the better you can predict what the setter is going to do with it.Watching the setter and hitters is critical to getting in the best position to block.

- **Identify the front row players**. All the blockers should know who the front row players are before the serve. Also, identify the setter as front row or back row to know if the setter can legally attack the second ball.
- **Shuffle step**. The shuffle technique is probably easiest because the hips stay square to the net. The volleyball techniques shuffle and crossover step are used to move into optimal blocking position.
- **Cross over step**. The crossover is harder because you turn your hips during the movement and you need to get squared back up to the net before you jump. The crossover is better for when you have to travel far to get in position to block because you can get there faster than shuffling.
- **Jump straight up, and penetrate the net** Blockers need good balance and stability to develop a consistent block jump. The better a blocker is at jumping up and not floating, the better they was at staying out of the net and penetrating their block into the opponent's space.
- **Wide fingers and thumbs up when blocking**. Keep the fingers spread wide and tight and thumbs pointing up to prevent jamming your finger. Spreading your fingers wide will also allow you to take up more space.
- **Volleyball techniques for your blocking hands** Angle your hands to block the ball into your opponent's court. The outside blocker should reach and penetrate a little more with the outside hand. This give hand a little better angle for blocking the ball into the court and not out of bounds. If you're confident you won't block the ball back out of bounds, it's always a good idea to surround the ball with your hands when blocking.

2.1.4 Digging

Start in a defensive position lined up around the block. Know what area your blockers are going to take up (line or angle). The basics of volleyball technique for digging ball:

- Be up on your toes and on the balls of your feet, not on your heels.
- Be ready to get in a stable position to dig a hard driven ball.
- Be ready to move to run down a shot or tip.

- Arms are bent and in front of you ready to react to dig a ball with your forearms or to play a ball overhead.
- Eyes are focused on the hitter watching for any hint as to what they are going to do.

2.1.5 Setting

Volleyball techniques for setting consists of the following steps:

- **Get to the target.** The second ball is always the setters. Seeing as though they know this ahead of time, setters should be lined up properly and ready to move to the target.
- **Be ready to move from the target.** If possible, take your first step directly to where the ball is being passed. The better judgment the setter has, the better job they will do in moving straight to where the ball is going. If they leave too early or they make a bad judgment, they'll step in the wrong direction and not make it there as quickly.
- **Beat the ball to the spot.** Setters should try anticipating where the ball is going to be passed. By paying attention to how tough the serve is and watching the way their passer is handling the ball, they may get a good read on the pass.
- **Stop and set.** Everything done up until now dictate how well the setter is able to stop and set. Obviously, in many situations the setter will need to be moving while setting. But ideally, the setter should get there and transfer weight from the left to right foot when setting the ball.
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ideally, the setter should get there and transfer weight from the left to right foot when setting the ball.

2.1.6. Attacking at the Net

Develop consistent footwork. Volleyball techniques for the approach consist of 3 or 4 footsteps. The 3 step approach would be, left-right-left for right handed attackers, right-left-right for left hander attackers. volleyball techniques player approaching Before training players to develop a consistent 4 step approach or 3 step approach, it may be best to first work on just the last two steps. Your last two steps are the ones that matter the most. First, concentrate on learning the last two before working on 3 or 4 step approaches. Volleyball techniques for executing an attack hit include:

1. Approaching quick. To jump high, you've got to move fast. Really focus on stepping quickly (especially the last couple) in order to maximize your jump height.

2. Swing your arms back. By swinging your arms back you will take advantage of elastic energy and your nervous systems stretch reflex which can add inches to your vertical.

3. Bring both your arms up. By bring both your arms up you will continue with the momentum of going up which will help maximizing your height. Also, you will be in a better body position to hit.

4. Contact the ball in front of your hitting shoulder. It's best to contact the ball at the same spot every time you hit. This develops a consistent arms wing.

Volleyball techniques of a hitter's footwork (jumping from the correct spot) have a big influence on you hitting the ball in your sweet spot.

5. Put top-spin on the ball. Being able to put top-spin on the ball when you hit allows you to have better angles when hitting, thus more court to hit into.

This is often called snapping the wrist when contacting the ball.

2.2. Major determinants of female student participation toward volleyball practical activity

2.2.1 Psychological preparation

Psychological preparation is sometimes referred to as mental imagery or visualization, the process of practicing a skill in the mind. It can create a positive mental attitude, re-establish the skill's goal in the mind and help develop the motor program me to some degree.

Guidelines for mental practicing:

- Attain a sense of deep relaxation.
- Set your mind up for the activity; convince yourself that you are actually performing the skill.
- Practice only one skill at a time.
- Practice only successes.
- Practice every day for about 20 minutes once you are relaxed

2.2.2 Feedback

It is widely accepted that information feedback is the most important variable controlling learning and performance. The coach or physical educator can give feedback from two sources:

- Intrinsic:- Visual, Auditory, Proprioceptive, "Error detection" mechanism
- Extrinsic: - Augmented by the teacher, coach, etc.

A feedback should be specific, reinforcing sometimes positive, sometimes negative results. In high intensity drills it is better to give positive or motivating, general feedback. The coach should not overload the player with information. He should let the player work on one or two things and give the player two or three practice trials to try before giving more feedback.

Information feedback about performance is helpful to maintain practice behavior for long periods. There are ways to increase information feedback in practice situations: goals, competitions and by increasing the learner's awareness of intrinsic feedback.

2.2.3 Volunteer Motivation

Volunteers who are eager to participate in events are typically those who are most effective in fundraising; these people must be kept in mind when developing strategies that support motivation and retention (Trachtenberg, 2006).

Volunteers have many reasons why they give up their time to help an organization. Studies have been conducted to investigate those motivations (Cnaan & Goldberg-Glen, 1991). A study found that recognizing what a volunteer's participation has done for the organization (and in turn, the cause) can also be a motivating factor on its own (Trachtenberg, 2006).

Boezeman and Ellemers (2008) found that the NPOs would be more successful if the volunteers believed the work they were doing was important and impactful. Thinking of their work as important led to volunteers having pride in their work and respect for the organization (J. Garner & L. Garner, 2011). The stronger the commitment a volunteer has towards the organization, the more likely they are to continue volunteering (Tschirhart, Mesch, Perry, Miller, & Lee, 2001). Bouchet and Lehe (2010) found budget, marketing, volunteer recruitment and retention, and fundraising to be major concerns for sport organizations. Among these concerns volunteer retention was found to be of most importance.

Organizational commitment has been linked to volunteers feeling as though they have a voice (Kassing, 2000; J. Garner & L. Garner, 2011). NPO sustainability is dependent on the goodness of fit between participant's motivations, and the organization's way of rewarding volunteers for their efforts (Karr & Meijs, 2003). The SOF currently offers both tangible and intangible rewards. Tangible awards include trophies, plaques, certificates, and scholarships. Intangible rewards given to participants include public recognition, titles, and the lasting impact S-O's research has on the breast cancer community. Knowing what motivates participants will allow S-O to tailor the awards to best match individual participants' needs.

In a study conducted by Bailey and Barron (2008), a volunteering agency was found to be successful as a result of the organization allowing student ownership and control while maintaining a fun and flexible volunteering environment. The SOF is set up in a similar manner; participants have the option of making the event anything they would like it to be and are able to fundraise in any way they choose. Allowing such creativity gives the participants the flexibility many volunteers look for in an NPO.

The present study will focus on two types of motivation: cause motivation and social motivation. Cause motivation focuses on those who are motivated to participate in DPE because of The

SOF's mission to end breast cancer. Those who are socially motivated participate as a result of the opportunity to interact with others and be viewed by their peers differently.

2.2.4 Training assessment and evaluation

Feedback provides the coach with information for the correct planning and application of this process. It also gives valuable information to players who want to correct their activity and motivation. A good training assessment is conditioned by full and precise records about the training course, as well as by systematic and regular measurements of developed training.

Training assessment should be thorough and precise and should be done with the same parameters the coach has already used in planning. The records should cover two types of information: the structure of contents and the dynamics of training load.

The structure of contents is recorded by the time devoted to its individual components; it should contain data about the following: conditioning; technical and tactical preparation; matches, including play in training units; psychological preparation (if any); assessment and various check-up measurements; controlled recovery and reconditioning; theoretical evaluations and meetings.

The coach or one of his assistants takes notes during the training unit. They specify the discrepancies in the planned activities or particular data that was not previously planned. Only after the training unit is completed can the record be finalized on specially prepared sheets or into a training diary.

The cumulative training effects (permanent bodily changes in players) are recorded through the results of matches, various tests, special motor tests, other measurements and examinations, especially permanent biological parameters. Level II – Coaches Manual

CHAPTER THREE

METHODOLOGY

3.1. Description of study area

This study was conducted in Wolkite University, which is found in Southern Nation Nationalities and Peoples region Ethiopia, 167.5km away from Addis Ababa. Wolkite University comprises more than 38 departments in various field, among this departments sports science department is one of the lately opened department where the research study was conducted. In sport science department there are more than 120 students attending sport science for Bsc. degree. Therefore, the focus of the study was examining the determinants of female students in learning volleyball practical class.

3.2 .Study design

Descriptive design is used to gather data from a relatively small number of populations and describe the distribution of characteristics; hence, the research study employed descriptive survey design. Therefore, by using, quantitative and qualitative approach was used to gather appropriate data.

3.3 .Population of the study

The study was conducting in Wolkite University sport science female students who are engaging in volleyball skills at Wolkite University. Currently a sport science female student has 40 in 2011 E.C academic year. From those students 14 students are first year, 13 students are second year and 12 students are third year. From this, the researcher took 25 students as a sample from second year and third year students.

3.4. Sources of Data

The study was used qualitative and quantitative data from educational experts of Wolkite University sport science students, teacher, and female students', as the primary source and secondary source.

3.5. Data Collection tools

To gather necessary information from the participant's female students,and sport science teachers the researchers was used open ended and closed ended questionnaires for both teachers and students to dig out the major problems.

3.6. Sampling techniques

This study was determined using purposive sampling technique. The reason why the researcher used this non-probability sampling techniques are due to fewer members of subjects and to get more reliable information. The sampling of this study was both second year and third year female students and three sport science teachers.

3.7. Method of data analysis

The data collected through structure questionnaires are present in tables and analyzed by one of statically acceptable tools (percentages) and descriptive statements. In addition, qualitative data are analyzed by summarizing responses of the open-ended items in the questionnaire and the interview

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1. Analysis and Data Organization, Interpretation

This part of the research study deals with quantitative and qualitative interpretation of data collected through questionnaires. The data were collected from female students and their teachers in Wolkite University Sport science department. The data collected were analyzed in table form. The data was collected from the total of 25 female students and 3 sport science teachers.

4.2. Analysis of questionnaires from female students

Table1. Background information

Item	Alternative of Female student	Number of Respondents	Percent (%)
Number of student's and year of study	Second year	13	52%
	Third year	12	48%
	Total	25	100%

As it was indicated above in table (1), the obtained result shows that, among the total female student participants, 13 or 52% of the respondents are second year sport science students, the remaining 12 or 48% of respondents are third year students.

Table2: rating the attitude of female students to participate in volleyball

Item	Alternative	Number of Respondents	Percent
How do you rate the attitude of female students to participate in volleyball?	High	7	28%
	Medium	14	56%
	Low	4	16%
	Very low	0	0%
	Total	25	100

As mentioned in table 2 above female students with high attitude to participate in volleyball accounted 7 or 28% of the respondents. Whereas, 14 or 56% of them replied that they have medium attitude and the remaining 4 or 16% of the respondents replied, as they have low attitude towards volleyball participation. From the results obtained this researchers believed that the attitude of female students to participate in volleyball is above average.

Table 3: Availability of materials to teach volleyball skill practical class

Item	Alternative	Number of Respondents	Percent
How do you rate the availability of materials to teach volley skill practical class	High	10	40%
	Medium	11	44%
	Low	4	16%
	Very low	0	0
	Total	25	100

Based on table 3, regarding the provision and availability of material to teach volleyball indicated that, 10 of the respondents or 40% of them agreed that there is lack of availability of material for volleyball practical class. Besides, 11 or 44% of the respondents replied that the availability of material for volleyball practical class considered medium and the remaining 4 or 16% of the respondents replied that there is low availability materials. Generally, the majority of the respondents indicated that the availability of materials to learn about volleyball skill in practical class is more than average.

Table4: Motivation of your teacher in helping female students

Item	Alternative	Number of Respondents	Percent
How do you rate the motivation of your teacher in helping female students to get enough skill in volleyball?	High	5	20%
	Medium	15	60%
	Low	4	16%
	Very low	1	4
	Total	25	100

As it is shown in the above table 4, female students accounted 5 or 20% of the respondents responded that they got enough motivation from their teachers; whereas, 15 or 60% of the

respondents responded that they got medium motivation from their teacher. In addition, 4 or 16% of the respondents responded that they got low motivation from their teacher and the remaining 1 or 4% of the respondents replied as very low motivation our teachers. Generally, the result indicated that the more than half of female student's respondents responded that they get enough motivation from their teachers.

Table 5: Extra time given to train

Item	Alternative	Number of Respondents	Percent
How do you rate the role the extra time given to train for volleyball skill practical session?	High	5	20%
	Medium	6	24%
	Low	10	40%
	Very low	4	16%
	Total	25	100%

As it can be seen from the above table (6), obtain the result show 5 or 20% of the respondents responded that extra time given to train for volleyball skill practical session is high; whereas, 6 or 24% of the respondents responded that, they consider medium extra time is given to train for volleyball skill practical session. Besides, 10 or 40% of the respondents responded that the extra time given is low, the remaining 4 or 16% of respondents response is very low

Table 6: Positive attitude of Wolkite University community

Item	Alternative	Number of Respondents	Percent %
How do you rate the positive attitude of Wolkite university community about volleyball?	High	10	40%
	Medium	6	24%
	Low	7	28%
	Very low	2	8%
	Total	25	100%

In the above table 7, the result show that 10 or 40% of the respondents indicated that the positive attitude of Wolkite university community about volleyball game is high; whereas, 6 or 24% of the respondents replied that the community has medium attitude towards volleyball. Besides, 7 or 28% of the respondents responded that they have low attitude; the remaining 2 or 8% of the respondent's response is very low. This indicates that more than half of female students believed that they have a high attitude towards volleyball. Therefore, the majority of the university community has more interest towards volleyball participation.

Table 7: Role of religions in affecting the participation of female students

Item	Alternative	Number of Respondents	Percent
How do you rate the role religions in affecting the participation of female students in volleyball?	High	8	32%
	Medium	9	36%
	Low	6	24%
	Very low	2	8%
	Total	25	100%

In the above table 8, the result show that 8 or 32% of the respondents responded the religions influence affects volleyball participation is high whereas, 9 or 36% of the respondents responded

have medium effect on volleyball skill participation. Besides, 6 or 24% of the respondents responded that have low the remaining 2 or 8% the respondents responded is very low. This indicates that majority of female students responded that the religions influences affect volleyball participation. Generally, from this table female student respondent that obtained religions have medium influence on volleyball skill participation.

Table 8**: Activities given in volleyball practical class to increase female participation**

Item	Alternative	Number of Respondents	Percent
How do you the rate activities given in volleyball practical class to increase female student's participation?	High	6	24%
	Medium	10	40%
	Low	9	36%
	Very low	0	0%
	Total	25	100%

As it can be easily understood from the above table 9, 6 or 24% of the respondent's responded activities given in volleyball practical class is high; whereas, 10 or 40% of the respondents responded that activities given in volleyball practical class to increase female participation is medium. The remaining, 9 or 36% of respondent’s response is low. This indicates that most of the female student respondents responded that activities given in volleyball practical class to increase female student's participation is low.

Table9. Rate the skill and knowledge of volleyball teacher to teach volleyball practical class.

Item	Alternative	Number of respondent	Percent %
How do you rate the skill and knowledge of volleyball teacher to teach volleyball practical class?	High	7	28%
	Medium	11	44%
	Low	7	28%
	Very low	0	0%
	Total	**25**	**100%**

As it can be seen from the above table 10, 7 or 28% of the respondent responded that the skill and knowledge of volleyball teacher to teach volleyball practical class is high. Whereas, 11 or 44% of the respondent responded that skill and knowledge of volleyball teacher to teach volleyball practical class is medium and the remaining 7 or 28% of the respondent's response is low. Generally, this result implies that most of female students responded that the skill and knowledge of volleyball teacher to teach volleyball practical class is medium.

Table 10: The role of volleyball course content to support female students'

Item	Alternative	Number of Respondents	Percent
How do you rate the role of volleyball course content to support female students' participation in volleyball?	High	4	16%
	Medium	12	48%
	Low	9	36%
	Very low	0	0%
	Total	25	100%

As it is shown from the above table, 4 or 16% of the respondents responded that the role of volleyball course content to support female student participation in volleyball practical class is

high; whereas, 12 or 48% of the respondent replied that it is medium. Besides, the remaining 9 or 36% respondents responded that the course contents are considered low to support female student's participation. This indicates that the most of role of volleyball course content to support female student for the participation in volleyball is medium.

Table 11: Importance of giving extra support to increase female students'

Item	Alternative	Number of Respondents	Percent
How do you rate the importance of giving extra support to increase female student's participation in volleyball practical class?	High	5	20%
	Medium	13	52%
	Low	5	20%
	Very low	2	8%
	Total	25	100%

As it can be seen from the above table12, the result show that, 5 or 20% of the respondents responded that importance of giving extra support to increase female student's participation in volleyball practical class is high; whereas, 13 or 52% of the respondents believed that students require medium extra support to increase female student's participation in volleyball practical class. Besides, 5 or 20% of respondents responded that they believe female students require low extra support the remaining 2 or 8% of respondents responded is very low. Generally, most of female student's respondents responded that they require support to increase female student's participation in volleyball practical class.

4.3. Analysis of students for open ended Questions

1. What are the major factors you think effect female students participation in volleyball?

- The students responded that there are the major factors that affect female's student's participation in volleyball skill. These are like lack of experience, economic influence, social influence and lack of enough time for practice, social attitude, environment, menstrual cycle, interest, lack of family support, cultural, religion, lack of materials to train volleyball practical class, which is used for practice such as net, post, court etc.

2. What should be the role of female students to increase to volleyball skill participation?

- Every time for practice
- Telling to university to fulfill sufficient material
- To avoid feeling of inferiority,
- Motivate to participate in volleyball skill,
- Understand the benefit of participation in volleyball skill,
- Having the interest to participate practical classes,
- Understanding female students equal demonstrate with male student.

4.4. Analysis of response from teacher questionnaires

Table 12: Personal information of teachers

Item	Alternatives	No of respondent	Percentage
Sex	Male	3	100%
	Female	-	-
Total		3	100%
Age	20-30	-	-
	31-40	3	100%
Total		3	100%
Academic qualification	Diploma	-	-
	Degree	-	-
	Msc Degree	3	100%
Total		3	100%
Job experience	1-3	-	-
	4-6	-	-
	7-9	2	67%
	Above	1	33%
Total		3	100%

As shown in the above table, the respondent is male which only three in number is. The age of the teacher is in between 31-40 his qualification is Msc. and two teachers had a job experience between 7-9 and 1is above ten.

Q1. Do you have interest to teach and participate in female students volleyball practice skill and why?

From the above question teacher responded answer is yes, I am interested in teaching and participate because I have experience in teaching volleyball at University level and taken short term training for officiating volleyball. This implies that if female students have a good interest as their teacher, it is possible to improve the performance of female students in volleyball skill and as the teacher, generally if the participation of females are good in training volleyball practical class gradually it is possible to bring changes. In generally the teacher have a good interest for helping female students in volleyball practical class.

Q2 what do you think are the major determinants for females students to participate in volleyball practical class?

From the above question teacher responded answer is:-

- Well organized teaching materials
- Repetition of teach skill demonstration
- Teacher communication and positive feedback

Q3. How do you describe the attitude of female students to participate in volleyball?

According to teacher responded answer is:- Among ball games female students have great interest in participation of volleyball games

Q4. Do you think that sport science teachers have interest to teach volleyball for female students in their extra time and why?

According to teacher responded answer is:- According to my experience the teacher are not organized additional practical classes to support female students. The teachers already decide that the female cannot improve their skills even if additional support.

Q5. What measure /solution/ should be done to increase female student's participation in volleyball practical class?

Teachers responded as follows:-

- Providing additional tutorial classes
- Arrange them in group with good performance students
- Modify evaluation critical based on their performance
- Providing minor competitions for females
- Using motivational words like good, better, keep it up instead of reinforcement.
- Providing skills simple to complex during practical demonstration
- Department shall provide extra time for female training.
- Need extra support to increase their participation.
- Teach negative societal attitudes towards female participation.

4.8 Discussion of Findings

According to response of teachers and students as well as from result of data, we discuss the results of the findings as follow:

- As the majority of students and teacher responds the university has lack of sport materials.

- According to the respondent's response through close ended and open ended questionnaire Sufficient availability of teaching materials, repetition of teaches skill demonstration; teach communication and positive feedback, voluntary motivation and psychological preparation is the determinants of female student which is frequently seen in active participation volleyball practical class in our university.

- According to this study The interest of females' students to participate in volleyball skill can be increased by motivation, providing minor competition for female, providing additional tutorial classes, arrange them in group with good performer students and during menstruation period in activities their feeling performs the decrease performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

This study mainly focused on the major determinants of female students from the findings the researchers summarized as the following points. Sufficient availability of teaching materials, repetition of teaches skill demonstration, teach communication and positive feedback, voluntary motivation, voluntary motivation, psychological preparation, psychological preparation, family support, confidence of female students, interest of female student towards volleyball, understanding the benefit of playing volleyball, enough time for practice .All the above mentioned findings are the reason for the determinants of female student's participation in volleyball practical class.

5.2. Conclusions

As mentioned in chapter one the purpose of this study was to find out the major determinants of female student's participation in volleyball practical class in case of Wolkite University sport science students. From the data that are obtained from the respondents in which is analyzed and discussed in chapter four the following responses are obtained from the selected sport science students and teachers in Wolkite university. Sufficient availability of teaching materials, repetition of teaches skill demonstration; teach communication and positive feedback, voluntary motivation and psychological preparation is the determinants of female student which is frequently seen in active participation volleyball practical class in our university. Facilities and equipment play a great role in volleyball practical class. It helps the students to know and understand the technique and perform the skill easily in a proper manner. The students show progress in their performance if the facilities and equipment are available.

In order to find those determinants of female students participation in volleyball practical class, 25 student and 3 teachers. The data was gathered through questionnaires the response of both students and teacher for the open ended and closed ended questionnaires was presented in the

table. These data were analyzed and interpreted by using simple mathematical calculation, which is percentage. After analyzing the data the followings were finding were obtained.

- As the majority of students and teacher responds the university has lack of sport materials.
- According to this study culture, religious, family and parents do have less attitude towards the participation of females in volleyball skill
- The interest of females' students to participate in volleyball skill can be increased by motivation, providing minor competition for female, providing additional tutorial classes, arrange them in group with good performer students and during menstruation period in activities their feeling performs the decrease performance.

5.3. Recommendations

Depending on the analysis and conclusions of the study, the researcher recommended the followings

- The teacher should motivate females student to participate in volleyball practical class
- The teacher should train females by arranging the group during practical class of volleyball.
- The university should be sensitive to fulfill enough materials, which are necessary for volleyball practical class.
- The teacher should advice females to participate in volleyball skill regardless of influence of culture and family support.
- The female students themselves should avoid the feeling of inferiority.
- parent should understand the benefit of participation in volleyball and
- The teacher and anther concerned bodies should highly organize the volleyball for females.Students must encourage and oriented to avoid frustration and stress of psychological on volleyball skill the practice hour must be increase per week.

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APPENDIX A

Wolkite University

College of natural and computational science

Department of sport science

Questionnaire for sport science student

The purpose of this research questioner to assess determinants of Wolkite university sport science female students participation in practical class; hence, you're honest and positive response for question has a great value for the success of this study .Therefore, you are kindly requested to fill the questionnaire thoroughly.

I. Background information

Dear respondents please encircle your answer among the given alternatives

1. Year of study A/First year B/Second year C/Third year

Part one; closed ended and open-ended Question items

1/ How do you rate the attitude of female students to participate in volleyball?

A/High B/ Medium C/ Low D/ very low

2/ How do you rate the availability of materials to teach volley skill practical class?

A/High B/ medium C/ low D/ very low

3/ How do rate the motivation of your teacher in helping female students to get enough skill in volley ball?

A/High B/ medium C/low D/very low

4/ How do you rate the role of materials to support female students participation in volley ball skill?

A/High B/Medium C/ Low D/Very low

5/ How do you rate the extra time given to trainee for volley ball skill practical session?

A/High B/Medium C/low D/very low

6/ How do you rate the positive attitude of wolkite university community about volley ball?

A/High B/ medium C/Low D/very low

7/ How do you rate the role religions in affecting the participation of female students in volley ball?

A/High B/medium C/ low D/very low

8/ How do you the rate activities given in volleyball practical class to increase female's participation?

A/High B/medium C/low

9/ How do you rate the skill and knowledge of volley ball teacher to teach volley ball practical class?

A/ High B/ medium C/low D /very low

10/ How do you rate the skill and knowledge of volleyball teacher to teach volleyball practical class?

A/High B/medium C/low D/very low

11/ How do you rate the importance of giving extra support to increase female students participation in volleyball practical class?

A/High B/medium C/low D/very low

B. Open ended Questions

1/ what are the major factors you think affect female students participation in volley ball?

……..

…….

2/ what should be the role of female student to increase volley ball skill participation?

..……..

APPENDIX.B

Wolkite University

College of natural and computational science

Department of sport science

Questionnaires for sport science teachers

Dear respondent the major objective of this research study is to asses determinants of female student's participation in practical class. Hence, you are kindly requested to fill this research questioner as a result you're honest and positive response for the question will have great value for the success of study.

I. /Background information

1/sex, A/Male B/Female

2/Age A/20-30 B/31-40

3/Academic Qualifications A/Diploma B/Degree C/Msc. Degree

4/Job experience A/ 1-3 B/ 4-6 C/ 7-9 D/Above 10

II. Open ended Questioners

Dear respondent you are kindly requested to clearly describe your idea

1/ Do you have interest to teach and participate in female students volley ball practice skill and why?

……
……

……
……

2/ What do you think are the major determinants for females students to participate in volleyball practical class?

……...……
…..……..……
…….. …….

3/ How do you describe the attitude of female students to participate in volley ball?

……
……
……
……

4/ Do you think that sport science teachers have interest to teach volley ball for female students in their extra time and why?

……
……
……
……

5/ what measure solution /should be done to increase female students participation in volley ball practical class

……
……
……
……
……
……

Thank you for your cooperation!!!