

**PRACTICE AND CHALLENGES OF HANDBALL
TEACHING IN SOME SELECTED PREPARATORY
SCHOOLS OF ADDIS ABABA REGION**

By

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ADDIS ABABA UNIVERSITY

COLLAGE OF GRADUATE STUDIES

June 30 /2011

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**A THESIS SUBMITTED TO COLLAGE OF GRADUATE STUDIES
ADDIS ABABA UNIVERSITY**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTERS OF EDUCATION IN HANDBALL COACHING**

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Acknowledgement

Above all I thanks the ALMIGHTY GOD and Apostolic church of Ethiopia specially Kotebe local apostolic church for my achievement.

I would like to thanks my advisor Ass. Prof. Mebratu Belay for his humble approach and unreserved support in commenting and providing advice on the whole study from the beginning to the end.

My special thanks go to Addis Ababa University, Sport Science Departement, directors and handball teachers of all the sample school, Regional and Sub-city administration educational and youth and sports experts who co-operated me during the study and data collection process.

My heartfelt thanks also goes to Ato Meles Kheshen and his wife w/ro Sintayehu Nigane and Ato Berhanu and his wife w/ro Asnaku Nigane and to Ato Nigane Kere w/ro Bizunesh Gudissa Ermias and Eyerusalem Nigane Kassahun and Bertukan Nigane for their unreserved moral, economic and materials support for me during study

My special thanks goes to my family w/ro Tewabech Feleke w/ro Berhane Lemma Bereket, Aycheluhim and Ahunem Matewos Amedemicaeal, Amare, Eshete and Alemtsehay Lemma for their unreserved moral, economic and materials support for me during study.

Finally, I would like to express my deepest gratitude to my best family w/ro Tsehay Nigane Abenezere, Heldane and REJOICE Belay and to all others whose names are not mentioned here for their unreserved spiritual, moral, economic and materials support for me during study.

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Acronyms

AD _ After Death

BC_ Before Christ

IAFF_ International Amateur Athletics Federation

ICDR_ Institute of Curriculum Development and Research

IHF_ International Handball Federation

Abstract

Education is a vital one for social, cultural and economic development of a society. It is a very important instrument in the creation of modern economy. In preparatory school, Handball is given as a separate subject who is important like other subject. However, the students performance in hand ball is influenced by the complex set of out of and in school related factors.

This study was investigate a study on the problem of Handball teaching and student's interest in Addis Ababa Region preparatory school. The main issues considered are students in Handball activities, student's interest in Handball teaching and finally the factor that affects students in Handball activities. To this end descriptive survey method was employed. Data were gathered from 16 teachers and 200 students and interview of director, sub-city education bureaus experts, and Regional educational and youth and sport experts. The respondents sampling was carried out through random selection techniques. The data for the study was obtained through questionnaires, interview and observation techniques. Both qualitative and quantitative methods and percentages were used to analyze the data. The result indicated that the students are not interested in the Handball teaching ,lack of encouragement for family, teachers and other concerned bodies, inadequacy of school facility and teaching materials. Therefore it is recommended that depending on the result concerned bodies such as parents, teachers, Regional and sub-city educational bureau etc have to encourage the students participation in Handball activities ,to fulfill school facilities, to give equal opportunity like other subject, to provide different services for the students, to involve teachers and curriculum experts in curriculum development ,to develop the students interest in Handball activity and to give regular counseling for the students on the bases of their performance.

Appendix -1

ADDIS ABABA UNIVERSITY

COLLEGE OF LIFE SCIENCE

DEPARTMENT OF SPORTS SCIENCE

Questionnaires for Grade 12 Preparatory Students

Dear Students:-

This questionnaire is designed to collect information for research purpose only. Its objective is to assess your opinions a study on the problems of handball teaching and students interest in selected preparatory school of Addis Ababa Region. I kindly request you to give your genuine response for each of the questions. All information and data you provide will be used only for the purpose of this academic study.

It is not necessary to write your name in this paper

Thank you in advance kindly cooperation

Instruction: - Write your own background information on the space provided

Name of the school _____

Sex _____

Grade level _____

Age _____

Region _____ Sub-city _____ kebele _____

Parent level of education

Level

Mother

Father

No schooling any kind

Read and write

Primary (1-8)

Secondary (9-12)

Certificate, diploma, degree or above _____

Part one

Instruction: - Please respond for the following questions either by circling the letter of your choice and or writing a complete answer on the space provided.

1. Do you have interest to study the handball profession in future?

- A. Yes B. Partially yes C. no

Please, give your reason for your answer _____

2. To what extent to use references book for studying of handball course from the school library?

- A. Frequently B. Rarely C. Not at all

3. Can you ask teacher when they explain and demonstrate theory and practice to repeat the practical activities and class work?

- A. Yes B. No C. Sometimes

4. Do parents support available handball material, to their daughters to participate in sport activities?

- A. Yes B. No

5. Does your handball teacher start lesson on time

- A. Yes B. No

6. How often do you discuss issues related to the teaching learning process of handball teachers?

- A. Frequently B. Rarely C. Not at all

7. Do you have a positive attitude towards learning of handball?

- A. Yes B. Partially yes C. No

Please, justify the reason for your answer _____

8. How often does the handball teacher relate their lesson with your life activities or environmental realities?

- A. Frequently B. Rarely C. Not at all

9. How does your handball teacher know whether or not you understand the lesson he teach in the class room?

- A. By asking questions one by one
- B. By writing for “yes” answer
- C. By asking “are these questions?”
- D. If there is any other mechanism please specify it _____

10. Is there enough handball teaching material during teaching learning process and practical class?

- A. Yes
- B. No
- C. Not enough

11. How do you rate the availability of reference for handball course in the school library?

- A. Adequate
- B. Inadequate
- C. Not existent

12. To what extent is participation in handball activities especially in practical session?

- A. Very high
- B. Medium
- C. Low
- D. Very low

13. Do you believe that the participation of students in handball activities can contribute for your health and improvement of the country?

- A. Yes
- B. No
- C. partially I believe
- D. I don't know

14. What is your feeling or perception about teaching learning process of handball in your school? Please specify in brief _____

15. What do you recommend to improve the teaching learning process of handball? _____

Part two

Direction: - please mark with a tick (✓) your response in only. One of the three alternatives by assessing the availability of facilities and materials in school

No	Item	Adequate	Inadequate	Not existence
1	Handballs and net			
2	Water facilities			
3	Desk and chair in the library			
4	Chalk board in the school			
5	Clinic and room for changing clothes			
6	Student text book			
7	Whistle, cone and other practical work material			
8	Desk and their in the classroom			
9	Handball field			

Part Three

Direction:- Rate the activities of students in handball class in comparing with the other discipline such as, football, basketball, volleyball ... etc.

No	Activities	High	Average	Low
1	Students participation and answering questions, and forwarding ideas in the class and in the field compared with other discipline			
2	Participation of students in group activities compared with other discipline			
3	Encouragement of teachers to handball students success in theoretically and practical activities compared with other discipline			
4	Handball students participation, interest and, self confidence to be successful compared with other disciplines			

Appendix -2

ADDIS ABABA UNIVERSITY

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Questionnaires for Grade 12 Preparatory Teachers

Dear Teachers:-

The purpose of this questionnaire is to gather the available data a study on the problem of handball teaching and student interest in selected preparatory of Addis Ababa Region aimed at detecting the major problems in handball teaching and student interests.

Hence, you are kindly requested to fill in this questionnaire that accommodates genuine response to the questions.

Thank you in advance for your cooperation

Instruction 1:- Please write background information on the space provided

Name of the school _____

Sex _____

Age _____

Qualification _____

Grade level _____

Work of experience _____

Region _____ Sub-city _____ Kebele _____

Part One

Instruction: - Please respond for the following questions either by circling the letter of your choice and for writing a complete answer on the space provided.

1. Do you expect handball course was designed and organized in the curriculum properly? A. Yes B. Partially C. No D. I don't know

If your answer to question "1" is "C" which one of the following will the problem?

- A. Not giving due attention to the subject area
- B. Instructional materials
- C. Skilled man power
- D. Lack of syllabus relevance with the existing condition

2. What is your opinion about student interests in handball activities both theoretically and practically

- A. Very high
- B. High
- C. Medium
- D. Low

If your answer "C" or "D" to the above question number "2" please mention

The problems _____.

3. How do you examine the number of periods you teach in a day or a week with your teaching effectiveness?

- A. Over load
- B. Fair loads
- C. Under load

Based on your response for the above question number "3" mention the advantage or disadvantages of it _____

4. Do you believe handball course had equal perception from the other courses by school administrators and school community?

- A. Yes
- B. Partially yes
- C. No
- D. I don't know

5. Is there enough handball playing area during practical class?

- A. Yes
- B. No
- C. Not enough

6. What do you recommend in order to enhance the participation of students in school and with in the country?

- A. Change of attitude at school level
- B. Encouraging students to participate handball activities
- C. Inviting role model know handball player in sharing their experience through mass media
- D. Arranging handball competitions at school level

7. Do you believe handball activities can integrate with the community interest?

- A. Yes B. No C. I don't know

8. How do you often suggest or instruct students to use reference materials for your respective handball class?

- A. Frequently B. Rarely C. Not at all

9. How did handball students perceive the discussion, question and answering held in the classroom and practical work?

- A. Very high B. High C. Medium D. Low

10. To what extent is the participation of students compared handball activities with other discipline

- A. Very high B. high C. Medium D. equal participation E. low

11. How do you often hold department meeting in relation to the teaching learning of your respective subjects? A. Frequently B. Rarely

- C. Not at all

If your answer "A" or "B" to the above question number "11" describe the advantage your gain from it _____ .

12. Are there adequate materials for students to participate in handball activities?

A. Yes B. Partially yes C. No D. I don't know

13. How do you rate the problem of equipment and facilities of handball when compared with other courses? A. Satisfactory B. Not satisfactory

If your answer to the above question No "13" is "B" please, describe the problems _____

14. In your school, what are the major challenges that hinder the effective teaching learning process of handball? _____

15. What do you recommend to improve the teaching learning process of handball and to change student interest in your school? _____

Part Two

Direction: - Please mark with a tick (✓) your response in only one of the three alternatives by assessing the availability of facilities and materials in the school

No	Item	Adequate	Inadequate	Not existence
1	Chock and board in the classroom			
2	Handballs, posts and net			
3	Whistle, cone and other practical work material			
4	Room for changing clothe			
5	Teachers guide			
6	Notice board in the school			
7	Handball field			
8	Student text book			
9	Desk and chair in classroom			
10	Tables and chairs for teachers			
11	Clinic			
12	Des and chair in the library			
13	Water facilities			

Part Three

Direction:- Rate the problems (factors) that hinder students not to participate in handball activities?

No		High	Average	Low
1	Negative attitude of the community, the religion and the culture forwards participation of students in handball activities and competitions			
2	The attitude of teachers towards the participation of students in handball activities and competition			
3	Negative attitude of the community, the religion and the culture forwards participation of students in handball activities and competitions			
4	The encouragement and understanding of administration employs towards students participation in handball activities and teaching			
5	The attitude of teachers towards the participation of students in handball activities and competition			

Appendix -3

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DEPARTMENT OF SPORTS SCIENCE

Addis Ababa Region an interview guideline prepared to preparatory school handball teachers and school directors, Regional and Sub-city education youth and sport experts and officers.

1. What is specific assistance that is given to improve and develop the handball students in your school?
2. What do you suggest with regards to students activities and the necessary facilities that is crucial for the teaching learning process?
3. Do you think that the society, family, school administration workers, teachers principals have the roles to motivate the participation of handball students in school and out of the school competition?
4. Is there a place for students where they can change their cloths where they can wash their body, toilets and other necessary materials in your schools to make them participating in handball activities?
5. Is there any problem that the teaching materials and other sources of teaching aids affect students in the teaching learning process? What do you suggest as a solution to those problems affecting handball teaching learning process_____.
6. What do you think about the role of non-governmental organizations, parents and the society in designing handball curriculum?
7. Do you have additional comments or suggestions on the over all learning process handball in preparatory grade level?

Observation Check List

N.B. 1= Excellent

2= Very good

3= Good

4= Poor

Name of the school _____

Region _____ Sub-city _____ Kebele _____

Subject _____

Grade _____ No of class observed _____

No	Activities	1	2	3	4
1	Skill of asking questions with simple language				
2	Method of teaching that the teacher used to make the lesson attractive and participative				
3	Clarity of objectives				
4	Ability to explain issues which are not clear				
5	Encouraging students to relate theory with practice and skill of participation of the practical activities				
6	Adequate equipment and facilities in the school				

Chapter one

Introduction

1.1. Back Ground of the Study

Handball is a team sport in which two teams of seven players each (six field players and a goalkeeper) pass a ball to throw in to the goal of the other team. The team with the most goals after two periods of 30 minutes wins.

In general there are many problems in the handball and student interests that govern handball are also a drawback for its complexity and lack of interest by the students.

The focus and concern of handball is development of physical, social, emotional and teaching of skills, the acquisition of knowledge and the development of attitude through movement and as a result it contributes much to the education process.

The invention of different kinds of games activities with no doubt had a profound effect on the current level of physical education. Today hand ball is recognized as one of the major parts of physical education program in most high schools and is incorporated in the curriculum.

Students are more interested to learning activities that they perceive to be relevant to their lives in selecting activities for instruction, the potential of the activity to education should be considered as well as its ability to meet the needs and interests of students. As students become involved in the physical education program, teachers should seek to expand their interests by offering new activities and broadening curricular opportunities.

Teaching learning process of hand ball is most commonly used to denote they have participated in the subject area rather than studied it hand ball trends have developed gradually to incorporate more activities in to hand ball

introducing students to life time activities at an high school level can help students develop hand ball skills.

1.2. Statement of the Problems

The brief study of handball and its relationship to the general education is needed more appreciate understanding, a through study of its component parts together with identifying the problem that hindered it further development and favorite's progress.

Hence it is necessary to get clear understanding and to find out the problems of hand ball teaching and student interests to improve the student's participation and knowledge, through a research.

In the preparatory school, especially in yeka Gulele and Arada sub city teaching learning process of handball is sound and favored by many problems. And the atmosphere of the school conductive for teaching learns of handball. So, what are the interests of students towards teaching learning process of hand ball lesson and with an ultimate aim of developing the physical and mental qualities the learner, what does the teaching learning process of handball contribute to the realization of the objective of physical education program.

Hence, this research is the issues that the researcher needs to deal on selected yeka Gulele and Arada sub city preparatory school in Addis Ababa region.

1.3. Objective of the Study

The objectives of this study was the effective teaching learning process of hand ball, which should avoid the obstacles and which prevent the development of hand ball lesson and student interests in preparatory school by searching for the real problems and trying to give some relevant solutions.

1.3.1.General Objectives

- ❖ To look the major problems we faced when teaching hand ball and student interests in selected yeka Gulele and Arada sub city of Addis ababa.

1.3.2.Specific Objectives

The specific objectives are:-

- ❖ To initiate the physical education teachers to find out problems and to suggest the necessary solution in hand ball.
- ❖ To develop the students interests in handball lesson.

1.4. Basic Research Questions

The study would answer the following basic research questions

- ❖ How teaching learning process is given handball class?
- ❖ What is the interest of students towards hand ball teaching?
- ❖ Does available equipment and supplies facilities for teaching and learning process of handball?

1.5. Significance of the Study

This study has the following significance:-

- ❖ This study may contribute to the teaching learning of hand ball and student interests in selected preparatory school.
- ❖ It gives an opportunity for education policy maker to be aware of the problems and help them to design strategies for implementing the suggested recommended points.
- ❖ It can also be used as the reference for study of similar subject for the next generation.

- ❖ The result of the study indicates the problems of handball teaching and student interests.

1.6. Delimitation of the Study

It is difficult and unmanageable to conduct research on the problems of handball teaching and student interests in many preparatory schools because of resource, time and other constraints. Therefore, the researcher restricted himself to four preparatory schools. The researcher purposefully selected yeka Gulele and Arada sub city in Addis Ababa region. These sub cities are selected due to the interests of the researcher to examine the real situation in the topic. This study is delimited in selected preparatory school in yeka Gulele and Arada sub city.

- ❖ Kokebe Tsibah preparatory and secondary school (yeka sub city).
- ❖ Degazemach wondyerad preparatory school (yeka sub city).
- ❖ minilik II preparatory school (Arada sub city).
- ❖ Yekatit 12 preparatory school (Gulele sub city).

1.7. Limitation of the Study

In conducting this study, the researcher has faced the following problems, which contributed to the limitation of the study.

- ❖ shortage of reference and research materials in the title
- ❖ Financial constraints have limited the scope and depth of the study
- ❖ Time limitation.

1.8. Operational Definition of Terms

- ❖ **Hand ball:** - is a dynamic, popular and exciting sport that requires athleticism strength and stamina, great fitness and most of all, team work.

- ❖ **Physical Education:** - is an integral part of the total educational curriculum it is the only area of the school curriculum that teaches motor skills and an understanding the human movement and provides opportunities to facilitate their development.
- ❖ **Sports:-** is an organized competitive form of play.

1.9. Organization of the Study

This study consists of five chapters. Chapter one deals with introduction, statement of the problem, its significance, delimitation limitation of the study and definition of key terms. Chapter two deals with the review of related literature. The methods are deals within chapter three. Chapter four pertains to the discussion and analysis of data.

Chapter five deals with conclusions and recommendations of the study. Lastly, a list of reference materials questionnaires, checklist and appendix that was in the study was attached at the end of the paper.

CHAPTER TWO

Review of Related Literature

2. History of Physical Education and Sports

2.1. History of sport

<http://en.wikipedia.org/mike/team-handball/>

The **history of sports** probably extends as far back as the existence of people as purposive sportive and active beings. Sport has been a useful way for people to increase their mastery of nature and the environment. The history of sport can teach us a great deal about social changes and about the nature of sport itself. Sport seems to involve basic human skills being developed and exercised for their own sake, in parallel with being exercised for their usefulness. It also shows how society has changed its beliefs and therefore there are changes in the rules. Of course, as we go further back in history the dwindling evidence makes the theories of the origins and purposes of sport difficult to support. Nonetheless, its importance in human history is undeniable.

Sports that are at least two and a half thousand years old include hurling (similar to field hockey) in Ireland, harpist (similar to rugby) in Rome, cuju (similar to association football) in China, and polo in Persia. The Mesoamerican ballgame originated over three thousand years ago.

There are artifacts and structures that suggest that the Chinese engaged in sporting activities as early as 4000 BC. Gymnastics appears to have been a popular sport in China's ancient past. Monuments to the Pharaohs indicate that a number of sports, including swimming and fishing, were well-developed and regulated several thousands of years ago in ancient Egypt. Other Egyptian sports included javelin throwing, high jump, and wrestling. Ancient Persian sports such as the traditional Iranian martial art of Zourkhaneh had a close

connection to the warfare skills. Among other sports that originate in Persia are polo and jousting.

Depictions of ritual sporting events are seen in the Minoan art of Bronze Age Crete (from approximately 2700 to 1450 BC), mainly involving religious bull-leaping and possibly bullfighting. Homer tells us that sport was practiced in Mycenaean times, between 1600 BC and 1100 BC. In the Iliad there are extensive descriptions of funeral sports games held in honour of deceased warriors, and engaging in sports is described as the occupation of the noble and wealthy, which have no need to do manual labour themselves. In the Odyssey, king Odysseus of Ithaca proves his royal status to king Alkinoös of the Phaiakes by showing his proficiency in throwing the javelin. It was predictably in Greece that sports were first instituted formally, with the first Olympics recorded in 776 BC in Olympia, where they were celebrated until 393 AD. Initially a single sprinting event, the Olympics gradually expanded to include several footraces, run in the nude or in armor, boxing, wrestling, *pankration*, chariot racing, long jump, javelin throw, and discus throw. A variety of informal and formal games were popular in Ancient Greece, with the most prestigious ones achieving Panhellenic status. Some games, e.g. the Panathenaia of Athens, included musical, reading and other non-athletic contests in addition to regular sports events. High-profile athletes were major celebrities in Ancient Greece. City walls were torn down when victors returned home, as a city of such men was said to be in no need for walls to defend it. They were often granted lifetime pensions or dining rights at public expense. Regardless of such material rewards granted afterwards, the most prestigious games were strictly *stephanítai* (from the Greek: στέφανος, *stéphanos*, a wreath or crown of plant branches), i.e. the only prize awarded was a wreath and the athletes competed for glory alone.

2.2. **Modern history of sport**

The influence of British sports and their codified rules began to spread across the world in the late 19th and early 20th century, particularly association football. A number of major teams elsewhere in the world still show these British origins in their names, such as AC Milan in Italy, Grêmio in Brazil, and Athletic Bilbao in Spain. Cricket became popular in several of the nations of British Empire, such as Australia, South Africa and India. The revival of the Olympic Games by Baron Pierre de Coubertin was also heavily influenced by the amateur ethos of the English public schools. Baseball became established in the urban Northeastern United States, with the first rules being codified in the 1840s, while American football was very popular in the south-east. With baseball spreading to the south, and American football spreading to the north after the Civil War. In the 1870s the game split between the professionals and amateurs; the professional game rapidly gained dominance, and marked a shift in the focus from the player to the club. The rise of baseball also helped squeeze out other sports such as Cricket, which had been popular in Philadelphia prior to the rise of Baseball. American football also has its origins in the English variants of the game, with the first set of intercollegiate football rules based directly on the rules of the Football Association in London. However, Harvard chose to play a game based on the rules of Rugby football. Walter Camp would then heavily modify this variant in the 1880s, with the modifications also heavily influencing the rules of Canadian football. Some historians—notably Bernard Lewis—claim that team sports are primarily an invention of Western cultures. The traditional teams sports, according to these authors, springs from Europe, primarily England. This ignores some of the ancient games of cooperation from, paragliding, canyoning, BASE jumping, Parkour(or free-running) and more genteelly, orienteering. The history of sport education is an important topic of the political history.

There are many sports whose *modern* rules were formulated during the mid- or late- 19th century. World-wide, this certainly includes many different football codes, lawn bowls, lawn tennis and others. The major impetus for this was the patenting of the world's first law in 1830. This allowed for the preparation of modern ovals, playing fields, pitches, grass courts, etc.

2.3. **Development of modern sport**

Writing about cricket in particular, John Leech (2005a) has explained the role of Puritan power, the Revolutionary War, and the Restoration of the monarchy in England. The Long Parliament in 1642 "banned theatres, which had met with Puritan disapproval. Although similar action would be taken against certain sports, it is not clear if cricket was in any way prohibited, except that players must not *break the Sabbath*. In 1660, "the Restoration of the monarchy in England was immediately followed by the reopening of the theatres and so any sanctions that had been imposed by the Puritans on cricket would also have been lifted." He goes on to make the *very important point* that political, social and economic conditions in the aftermath of the Restoration encouraged excessive gambling, so much so that a Gambling Act was necessary in 1664. It is certain that cricket, horse racing and boxing (i.e., prizefighting) were financed by gambling interests. Leach explains that it was the habit of cricket patrons, all of whom were gamblers, to form strong teams through the 18th century to represent their interests. He defines a strong team as one representative of more than one parish and he is certain that such teams were first assembled in or immediately after 1660. Prior to the English Civil War and the Commonwealth, all available evidence concludes that cricket had evolved to the level of village cricket only where teams that are strictly representative of individual parishes compete. The "strong teams" of the post-Restoration mark the evolution of cricket (and, indeed of professional team sport, for cricket is the oldest professional team sport) from the parish standard to the county standard. As he rightly says, this was the point of origin for major, or first-

class, cricket. 1660 also marks the origin of *professional team sport*. A number of the English Public Schools, such as Winchester and Eton, introduced sports for their pupils, particularly variants of football. These were described at the time as "innocent and lawful," certainly in comparison with the rural games. With the coming of the Industrial Revolution and the movement of the populace from the country to the cities, the rural games moved to the new urban centers and came under the influence of the middle and upper classes. The rules and regulations devised at English public schools began to be applied to the wider game, with governing bodies in England being set up for a number of sports by the end of the 19th century. The rising influence of the upper class also produced an emphasis of the amateur, and the spirit of 'fair play'. The industrial revolution also brought with it increasing mobility, and created the opportunity for English public schools, and universities in Britain and elsewhere, to compete with each other. This sparked increasing attempts to unify and reconcile various public school games in England, leading to the establishment of the Football Association in London, the first official governing body in football.

2.4. **History of Physical Education**

“Historically, physical education programs focused on teaching children and youths in the school setting. The expansion of physical education beyond its traditional realm to nonschool settings and people of all ages requires a more inclusive definition to encompass the diversity of programs and the wide range of goals achieved by participants.”

Siedentop asserts that “there is probably less agreement today on the basic meaning of physical education than there has been at any time in our professional history”. However, he states that the mostly widely accepted meaning for physical education is based on the developmental model. This model is based on the belief that all school subject, including physical

education, should contribute to the development of the whole child. Carefully structured physical activity is recognized as a means through which educational goals can be achieved.

Ziegler, in discussing the increasingly specialized and diverse nature of the field, argues that

“Development physical activity that is, some sort of planned physical activity in sport, exercise and related expressive movement” are our common focus. As professionals, we are working to promote “developmental physical activity for people of all ages” abilities, and needs, Ziegler states” we have a ‘comb to tomb’ responsibility for the developmental physical activity for all citizens throughout their lives.

To encompass the rapidly changing and ever expanding scope of the field, physical education is defined as an educational process that uses physical activity as a means to help individuals acquire skills, fitness, knowledge, and attitudes that contribute to their optimal development and well-being. In this definition, the term education is broadly defined as the ongoing process of learning that occurs throughout lifespan. This definition recognizes that education, just like physical education, can and does take place in a variety of settings and is not limited to a specific age group. Home schooling continuing education through professional organizations, in-service education, distance learning, adult education, and preschools are just some of the expanded settings for education.

Teachers today may be described by various labels such as “instructors”, “leaders”, or “facilitators”. Today’s students are people all ages, spanning the range from the very young attending a preschool to the elderly taking courses at a university?

Physical education uses physical activity to enhance the development of the whole person. Physical education includes the acquisition and refinement of motor skills, the development and maintenance of fitness for optimal health and well being, the attainment of knowledge about physical activities and exercise, and the fostering of positive attitudes conducive to lifelong learning and lifespan participation physical education is concerned with the promotion of active lifestyles for people of all ages and abilities. Physical education program under qualified leadership enriches participants' lives.

To more fully understand physical education, it has a relationship to play, game, and sport must be examined. Physical education, play, games, and sports are different entities, although they may share some common elements. Play refers to activities engage in freely from amusement. Play is spontaneous, and the act of playing is rewarding itself.

Sport occupies a prominent position in our culture. Sport is tremendous in its scope. Sport participants number in the millions.

Participants' involvement encompasses recreational to professional levels participants vary in age, ranging from the very young to the aged. Their involvement extends from youth spots to master's competitions. Interscholastic, intercollegiate, and professional athletics involve millions more participants. Spectating is a popular leisure pastime, attracting millions. Media coverage of sport is extensive, drawing millions of views and readers. As sport has grown, so have opportunities for individuals who want to work in spots related areas. Athletic trainers, sports managers, sports promoter's equipment developers, sports sales personnel, strength and conditioning specialists, sport psychologists, coaches, and officials, are just some of the many professionals involved in the sport enterprise.

Since the early 1970s, there has been an enormous interest in the scholarly study of sport. Its significant role in our society, its massive impact on our

culture, and its far reaching involvement of millions as participants and spectators has drawn the attention of scholars. Scholars have studied the philosophical, sociological, and psychological dimensions of the sport experience.

The realm of physical education and sport today embraces many different programs, diverse settings, and people of all ages. This recent growth of physical education and sport has been accompanied by an increased interest in its scholarly study. This research has led to the development of specialized areas of knowledge. The subsequent increase in the breadth and depth of knowledge provides a foundation for professional practice. The expansion of physical education and sport has led to a tremendous growth of career opportunities for enthusiastic and committed professionals.

2.4.1. Physical Education as an Academic Discipline

Educators in the field like Bucher (1972:212) argue that;

Education and physical education are passing through a period of change and transformation from traditional roles to modern, purposive roles in accordance with the increased productivity of today's world through competition and production.

Besides, isolation and segregation of physical activities has had many unhealthy setbacks like developing an inferiority complex in the physical educators with members from other teaching faculties usually referring to them as non-teaching staff. It is suggested that any organization of physical education should start with developing a positive attitude and self-confidence among physical educators themselves and make them feel that physical education should extend itself to the classroom and become the focus or centered point of the educational system.

Another scholar sientop (1998:225) discusses that;

Physical education is a field of action, rules and of persons. The significance of self involving physical participation and movement is really a planned exercise in growth and awareness not possible in other areas of learning. Khtese facts are theoretically known to many people but are not explicitly expressed them or teach them to other. In other words physical activities needs a theoretical framework where ideas can be collected, judged and then formulated in to laws; hence we need a strong theoretical orientation for physical education so that the accumulated information can be consolidated and stabilized.

In our interest of helping the student to the maximum, improving our own image, and cutting down the routine and traditional curriculum of the school. The amount the knowledge is not the criterion of successful life but the way in which an individual faces the physical realities of the world and problem of life. There is no doubt, offers and educational dimension to the activity and tries to bridge the gap between school and the physical world (Ram and et.al. 1996, 13-14).

2.4.2.Physical Education as Part of General Education

Physical education is the integral part of the total education process which enhances and integrates those physical, social, and psychological aspects of an individual's life, through directed physical activity (Arnold, 1976:69) very often the natural relationship between general education and physical education is forgotten, with the result that the two exist physically together but functionally apart. This has resulted in reducing the scope of the school program in two respects firstly the educational function of physical education has been neglected and secondly, the physical functions of education are not recognized.

Arnold (1976:69) also views that;

Through a well directed physical education program students develop skills for the correct use of leisure time by undertaking activities which are conducive to healthy living social development and a sense of civic responsibility.

Bucher (1972:45) cited in Ram and et.al. (1996:45) defines physical education as:

“An integral part of the total education process a field of endeavourer that as its aim the development of physically, mentally, emotionally, and socially fit citizens through the medium of physical activities that have been selected with a view to realize these outcomes.”

The above definition depicts that physical education is a process which utilizes activities that are inherent in each individual to develop a person organically, neuron muscular, intellectually, and emotionally. These outcomes are realized whenever physical education activities are conducted in such places as the playground gymnasium and swimming pool.

The relationship between physical education and general education provides opportunities for exchange of views between the physical education teacher and the subject teacher about the abilities, interests, limitation and scope of each individual student and his/her participation in the school program. In this way, good physical education teacher ascertains how well participation performs the necessary motor skills before permitting him/her to take part in physical activities.

The same authors explicitly elaborated that physical education has been accepted as an essential part of general education and no educational authority, state or organization questions the justification or need for it. But still there is a considerable confusion in interpreting the scope and the nature of a physical education program and its academic relationship with general education or the contributions of general education to physical education.

The physical education teacher is a model to the students because of his/her concerns with his/her pupils' physical health as well as their intellect and emotions. The development of cognitive and recreational abilities can thus become the guiding force and the outcomes. This widens the educative scope of physical activity and help to give a global definition to education and an educational orientation to physical education (Ibid).

Physical education program is nothing but an application of sound philosophical, educational, psychological, physiological, anatomical and biological principles. The physical educator should consider psycho physical needs and problems of boys and girls and fit the program to suit the children instead to trying to adapt every boy and girl to the program. rigid syllabus has no place in physical education except as guidelines or outlines which can be altered or even completely dropped according to various factors like climate, time, environment type of group, purpose of activity, and so on.

Therefore, the relationship between physical education and education is natural. It is a fact that we cannot conceive of physical education without education value as it cannot exist in and educational vacuum.

For centuries, the ideas of a separate mind and body influenced education and the school practice which led to plan for training the mind disregarding the body. But today, the educational orientation has changed and physical education is conducted as a real part of the entire educational process. The basic fact of integration of mind and body, ideas and action, knowledge and application has taken place (Arnold, 1976:68).

“The prime responsibility of physical education is to conceive of its work as related to all the reactions that participants experience, to be concerned for interests, moods, manners, morals, habits, and ideas as well as strength, skill, agility, speed, safety and endurance. The whole person participates: the whole person must be served (Ibid)”.

In line to this idea, Bucher, (1972) cited in Ram and et.al (1996: 112) states

“Physical education and health not only affect social development but emotional development as well. Games provide release from tension after long periods of study; furthermore, achievement in physical activities gives students as sense of provides which pays dividends in emotional satisfaction and well-being.

2.4.3.Physical Education and Need of Society

Ram and et al (1996:126) also states,

“physical education plays an important role in the students development of the individual as a useful member of the society and the objective of satisfying the needs of the society being a worth aim in our complex society made up of social imbalance, it is important for our students to become aware of the need of the society and their responsibility towards it so that they equip themselves with positive skills and tools needed to satisfy the societal obligations in this respect physical education has a duty to create awareness among the students of social needs.”

According to Arnold (1976:35), in modern society problems like tension, uncertainty low morality, lack of family cohesiveness, competition, emphasis on materialism and misuse of leisure are to be solved positively. These contribute to the society to create a totally healthy. Physical environment and understand the influence that are playing up on the personality of a student.

Whether an item of physical education or sport is popular in colleges and schools largely it depends up on public interest, spectator approval and media popularity. Similarly, young people are exposed to a certain type of sport environment only because society has accepted it rather than because of its real contribution to their individual growth (Leanardll and Marcellus, 1984; 14).

2.5. Historical Background of Handball

The game of handball that we know today originated in Germany at the end of the nineteenth century, when it was introduced to the world by a gymnastics master, Konard Koch. However, the development of the game since its introduction has not been some first it was not have its own governing body it came under the jurisdiction of the International Amateur Athletic Federation (IAAF).

There are records of handball style games going back to antiquity. The game of “urania” played by the ancient greeks (and described by Homer in the Odyssey) and “Harpaston” played by the Romans (and described by the Roman doctor Claudius Galenus in (300 to 200 A.D) as well as in the “fangballspiel” (or catch ball game) featured in the songs of the German Mevial poet Walther von der Vogelweide (1170-1230) all contained features that can be described as ancient forms of handball.

From 1904, handball developed steadily under the watchful eye of the IAAF. To keep pace with the progress of handball and other developing sports, the IAAF appointed a special committee, presenting the countries where it is played, the look in to the possibility producing a standardized set of rules for the game.

Modern handball was first played towards the end of 19th century. The real impulses emanated from Denmark, Germany and Sweden. The founding fathers of field handball were probably German physical education experts who gained recognition for field handball as a separate sport at the turn of the century, based on the game of introduced his country to a certain sport named “handball” in 1910.

In 1928, eleven handball playing nations met in Amsterdam on the occasion of the Olympic Games and as a result of this meeting, the international amateur handball federation was formed.

In 1931, just three years after attaining a separate entity, handball was included in the program of the games by the international Olympic committee. This game was first included in the Olympics held in Berlin in 1936.

Indoor handball was invented in the 1940s in Denmark. This is a 7-a-side game, played on a court slightly larger than a basketball court with smaller goals than its outdoor counterpart, again, this sport flourished in the Germanic nations where it was hoped that it would appeal to a wider audience. With rules from other sports like basketball being introduced, this made the game simpler to play, it had action and excitement and higher scores than soccer. Handball has always been a sport dominated by the European nations. In its formative years as an outdoor game, Germany, Austria and Denmark dominated in the international sphere, even though not many other nations outside Europe were playing the game.

When we are looking at the development of handball, at the early stage in Egypt, they were starting handball by throwing wood from one place to distance, like a short-put, only for physical fitness and strength competitions, but after a long time they changed to using leather substance like a basketball dimension with grass in it and they made a group and played as they liked without goal areas as recreations for physical fitness. So in this way it was transferred to the Greek and Roman empires and other countries.

Handball began in Czechoslovakia by giving the name checky-handball 7:7 players the court as competitive sport. The credit for starting real handball with same rules in Germany the exact origin of court handball was played by Greeks and Romans in the school. It was certainly played in Ireland about played by Greeks and Romans in the school. It was certainly played in Ireland about thousand years ago. Irish emigrants took their four wall game to America in the nineteenth century.

An international handball match for the first time was played in Germany, it was highly popular among other countries after some years the participant countries develop a head than Germany in the Olympic game, for example: Yugoslavia, Rumania, Russia, Bulgaria, Poland, Hungary etc are highly popular in the world

The indoor game is now the more popular of the two types of handball. The outdoor variety is really played these days – mainly for special occasions or by phrists.

In recent year, a new outdoor version has emerged called beach “handball, naturally on the lands of a breach. This variety is now recognized by the IHF and now has formal rules and regulation.

Handball is now played on every habitable continent on this planet. It is estimated that about of million players are registered with a club. Many of the European clubs are professional and some have players who are worth hundreds of thousands of dollars professional clubs in Asia (in South Korea, China and Japan) are becoming established and are considerate as very competitive on the international stage. Africa, Americas and Oceania mainly comprise of amateur clubs but are very enthusiastic.

<http://en.wikipedia.org/mike/team-handball/> shows handball is a team sport in which two teams of seven players each (six field players and a goalkeeper) pass a ball to throw in to the goal of the other team. The team with the most goals after two periods of 30 minutes wins.

Modern handball is usually played indoors but outdoors variants in the form of field handball/which was more common in the past/ and beach handball.

The game is quite fast and included body contact as the defenders try to step the attackers from approaching the goals. Contact is only allowed when the defensive player is completely in front of the offensive player i.e. between the

offensive player and the goal. This referred to as a player sandwich. Any contact from the side or especially from behind is considered dangerous and is usually met with penalties. When a defender successfully stops an attacking player, the play is stopped and restarted by the attacking team from the spot of the infraction or on the nine meter line. Unlike in basketball where players are allowed to commit only 5 fouls in a game handball players are considered good defense and disruptive to the attacking team's rhythm.

2.5.1. The Characteristics of Handball Teachers

Deborah Wuest (1994:16) states that

“Teachers that there are many exciting directions in secondary school physical education today. Outstanding programs and exemplary teachers provide direction for young professionals seeking to provide their students with quality physical education”

The teacher's efforts are coordinated and focused on fulfilling their program's mission. These teachers reflect a strong commitment to their students and a sense of pride. They are effective spokespersons for handball teaching because of their quality programs. There is congruence between what teachers say physical education can accomplish and contribute to the total development of the individual and what actually happens in handball class. Students achieve in handball and are excited about their accomplishments furthermore, these students communicate a positive image of handball to their parents, school, and community.

Handball teachers involved in the programs serve as positive role models for students to emulate. They are active, fit, and enthusiastic, and they “practice what they preach” and share their experiences with their students. They are excited about teaching, are genuinely concerned about their students as well

as their achievements, and put forth that extra effort that so often makes a difference they are committed to excellence.

2.5.2. Effective Teaching in Handball

Wuest Bucher (1994:390-392) states that;

“Teaching can be defined as those interactions of the teacher and the learner that make learning more successful. Although it is possible for learning to occur without a teacher’s involvement, it is generally accepted that teachers facilitate the acquisition of knowledge skills, and attitude.”

Teachers who are effective use a variety of pedagogical skills and strategies to ensure that their students are appropriately engaged in relevant activities a high percentage of the time, hold positive expectations for their students, and create and maintain a classroom climate that is warm and nurturing.

Expertise in the use of various instructional media techniques is a quality of effective teachers use of transparencies, slides, movie projectors, and videotape equipment are skills that should be mastered early in one’s career. Appropriate use of media can enhance and accelerate student learning.

Effective teachers are able to maintain an orderly, productive learning environment, handling discipline problems appropriately while encouraging and providing opportunities for students to learn responsibility and to be accountable for their actions, wide variety of teaching methods and instructional strategies are judiciously employed to maximize students’ active and successful engagement in relevant tasks. The ability to present clear explanations and offer accurate demonstrations contributes to learning.

The communication of high expectations for each student is also important. Teachers should hold high expectations for both student learning and behavior positive expectations, including the belief that all students are capable of

learning, are important in establishing a warm, nurturing classroom climate and a productive learning environment.

The ability to motivate students to perform to their potential is the goal of every teacher. Skillful teachers use a variety of teaching techniques to stimulate interest in participation and seek creative techniques to involve students in the learning process. They also use appropriate reinforcement techniques to maintain student involvement and promote a high level of student involvement and promote a high level of student effort. These may include checklists, contracts, award system, and verbal and nonverbal feedback. Praise is used thoughtfully; it is contingent on the correct performance, specific in its nature and intent, and sincere. Successful teachers continually update their lessons in an effort to meet students' needs and to make the material presented relevant and challenging to the students.

Effective teachers possess superior human relations skills. They listen to students and accept students as individuals treating them as such. They strive to instill in each student a sense of self-worth. Effective teachers show concern for the well-being of each student in their classes and endeavor to provide students with opportunities that will enhance their self-confidence.

The ability to establish and maintain rapport with students and staff and readiness to acknowledge one's own mistakes are also characteristics that many successful teachers possess. A sense of humor is a welcome attribute as well.

In general, effective teachers are able to successfully utilize a variety of skills pertaining to organization, communication, instruction, motivation, and human relations. However, effective teaching requires more than these skills; it requires the teacher to respond to the needs of the moment and to tailor these skills to the specific context and situation. Although many of these skills appear to be innate to

certain individuals, all of them can be developed or improved by individuals who desire to become effective teachers.

2.5.3.The major Problems of Handball Teaching

Deborah Wuest (1994:14) states that;

Problems are numerous in all areas of teaching handball as one major part of the physical education program shares the advantages, disadvantages and the problems in all respects equally.

“Secondary school physical education programs have been criticized by the public and professionals. Criticism has focused on the worth of the subject matter, the outcomes realized, the manner in which the program is conducted, and its contribution to the education of students. Unfortunately, this criticism obscures the fact that there are many outstanding programs of secondary school physical education being conducted throughout the nation. Dedicated teachers work hard toward achieving the desired outcomes for their programs, using a variety of approaches that adhere to the basic tenets of curriculum and instruction and are sensitive to the context in which they teach”. The following are the main problems of Hand ball teaching.

1. The Arrangement of Activities
2. Lack of Proper Facilities
3. Large Class Size
4. Time Allotment
5. The Teaching Method
6. Conducting Handball Lessons
7. Student Problem
8. Student Interests

2.5.3.1 The Arrangement of Activities

Deborah Wuest (1994:15) states that:-

“The various arrangements of instructional time are used in these programs. Typically, short instructional units of 3 to 4 weeks in length are used at the junior high-school level to allow students to become familiar with a variety of activities. This short exposure introduces students to many activities and allows them to indentify activities and allows them to identify activities in which they have an interest. At the high-school level, longer instructional unites are offered, ranging from 4 weeks to semester. To increased length of time devoted to an activity helps students attain competency in an activity suited to their ability and interest and furthers chances for continued participation. Mastery appears to be closely associated with the development of desired affective outcomes such as personal satisfaction self-esteem, and self-confidence.”

This shows providing opportunities for students to achieve mastery appears to be critical if we to promote integration of activity into one’s lifestyle. In addition to using units of increasing length to accomplish this objective, some schools have chosen to offer activities for different ability levels, such as beginning, intermediate and advanced. This approach allows students to start at an appropriate level as well as receive more focused instruction according to their needs.

Additional opportunities for student practice are also provided. Drop-in program and intramural opportunities further students. Skills as well as encourage students to make a decision to incorporate physical activity consciously into their life style.

2.5.3.2 Luck of Proper Facilities

Physical education learning experience becomes more memorable through the proper use of supplementary teaching aid each teacher should have a variety of good instructional materials but should remember that the more exposure to them will insure learning. All such materials should assist students to learn and should not be used as a means of entertainment where properly used such aids can increase the depth and speed of teaching learning activity.

In regard to the above concepts Horne (1985:232) noted that “the physical education program needs dictate the quality and quantity of needs dictate the quality and quantity of facilities needed”

According Jesse and Williams (1964:107) in some high schools the shortage of facilities are very real.

They also emphatically explain that there remain many communities and institutions with the most limited facilities. On the influence that shortage of facilities can play claim they (Ibid: 441) further suggests, when facilities are lacking or meager as in innumerable schools then class in physical education are held in classrooms corridors and basements. Such places limit the program and when facilities are lacking children do not learn the skill and coordination that is essential for their development.

When handball fell shortage of the facilities required teachers will also be in a problem on this issue they (Ibid) write it follows inevitably that lack of facilities has its effect up on the moral of teachers as well as on the teaching learning process the problems can in part be tackled if the necessary materials are available. On this issue perstarises and Sinclair (1978: 210) wrote “a high priority must be assigned to facilities that can meet the challenges since overcoming obstacles means creating a better situations without the help of

facilities the realization of the objective of Physical education seems impossible on this regard.

Evidently school facilities play an important role in creating conducive atmosphere to the overall quality of teaching-learning process. As explained by Sidentop (1991) a major responsibility of every handball teacher is to provide a safe learning environment for students. Safety should be considered when planning but it is in the implementation of a lesson that safety must be foremost Darly Sidentop (1991: 209

2.5.3.3 Large Class Size

There are the problems that large class size is believed to be responsible according to Bucher (1975:319) these are it takes time, discipline may be a greater problem, and the administrative structure of the class will be informal.

Also Knapp and Leonhard (1968:388) stated that the type of program, teaching methods and available facilities affect that the size of the class.

Bucher and Koeing (1974:211) states that:-

“The sizes of classes affect the number of teaching stations the supplies and equipment, the size of the area, and the number of available teachers. They further suggested (Ibid: 212) that the effectiveness of teachers will be seriously hampered if there is an excessive number of students.”

2.5.3.4 Time Allotment

Bucher and Koeing (1974:213) suggested that the time advantage can be achieved by longer period.

“In some situations it may be advisable to have physical education on fewer days with longer periods” (Bucher and Koeing Ibid: 212)

Knapp and Leenhard (1968:385) stated

“On a daily period requirement it the developmental and skill need of students is to be meeting with reasonable adequacy that is to say it will help to form a basis for further participation in worthwhile activities.”

The longer the periods the higher the percentage of time available for handball activity “no program of activities can operate successfully unless a proper amount of time is allotted to it” Voltmer and Esslinger (1967:111).

Voltmer and Esslinger (Ibid) further suggests that;

The time requires by most school physical education laws is totally inadequate for a well balanced program. When engaged time is far less than allotted time, the teacher usually has a problem managing and organizing students. Research has shown that there is large range of students engaged time, as low as 10-15% to a high as 70-80% of class time. The average amount of engaged time is 25-30 percent. But the amount of engaged time that is actually functional for learning is always lower, sometimes a great deal lower. (Daryl Siedentop: 1991:4) research findings has reported, and average class of students gets no more than 10-20% of class in functional engagement in activity.

In a recent study of effective high school physical education specialists (Jones, et al, 1989) it was found that weekly allotted class time was between 45-80 minutes will below what is through to be appropriate for the high school. However each teacher studies have found way to extend his or her program to non attached time Daryl Siedentop (1991:182).

Teachers often plan a certain amount of time for students to be engaged in lesson activities they also no doubt expect most of that engaged time will be functional for their learning. But time planned by the teachers does not always translate will in the functional learning time for the students (Daryl Siedentop 1991:43).

2.5.3.5 The Teaching Method

Team sports like handball are favorite of boys and girls. But there are certain teaching and student interest problems which require special method.

According to Bucher and Koeing (1974:257) states that:-

“The problems are method of dividing between the teaching of game skills and actual playing of the game itself and problems in the method of specifying certain position on team sports like handball and method on the problem of providing opportunities for creative thinking.”

If the teaching-learning process is to be effective, class organization is the key to success.

The organization problem revolve around failure to manage with limited equipment and facilities to a large size classes and failing to combine boys and girls during instruction (Ibid: 261) they further suggest (Ibid: 350) on the problem of class organization that flexibility in management of classes should be a by word for all teachers because many unforeseen occurrences create interaction problem in the already established school routine.

To avoid the problem that can possibly arises on the teaching-learning process Clyknapp and Leonhard (1968:277) suggested the criteria that should be set in selecting methods. These are is the method compatible with the goal sought? Are the methods used to best possible means of achieving the goal sought? Are the methods used adaptable to the type of activities involved? Are the method interesting to students:

2.5.3.6. Problem of Conducting Handball Lessons

According to Bucher (1975:4) students do not want to be required to perform the same activities as other students where abilities, needs and interests may be different from their own.

That means they tend to like to activities which are widely recognized and have many funds. Bucher further states (Ibid: 410) that too many students unfortunately do not recognize the need for attending handball classes. So the class will stubbornly pass over with many reluctant and disinterested students attendance.

Another problem that teachers face while conducting a class. According to Bucher (Ibid: 409) revolve around disruptive students “if physical educators are faced with many disruptive students in a single class the entire class program will be affected”.

2.5.3.7. Student Problem

Student’s attention is also drawn to sports which are of their own favorite as Bucher (1975:4) wrote students do not want to participate on activities whose abilities, needs and interests may be different from their own.

Students with low motor ability are often ignored by the physical education (Bucher, 1975:407) students are not aware of the objective of physical education. They would rather prefer to play than to learn. As one student suggested or saying “we should be able to participate instead of doing dumb drill and year” (Bucher 1975:3).

Some students think that physical education has little value for them they life several differences that resulted in the experience having little value for them (Bucher 1975:2).

2.5.3.8. Student Interests

Different students have different interests towards handball teaching. Some students believe that psychological education has great benefit for them Bucher (1975:2) states as follows

“... in learning physical skills, the exercise it supplies for becoming physical fit, the social contributions such as the development of sportsmanship qualities learning here to get along with others and team work this psychological benefit is the form of self confidence and outlet for mental frustration; improvements of personality and development of qualities coverage and self discipline and the knowledge learned inter respect to the role of sport in the culture of world ...”

Even though some students accept the importance of physical education as mentioned in above paragraph education negligible number of students think that physical education has very little value for them.

This may be because of a bad experience, like poor instruction; absence of planning and organization, large number of students in one class and poor availability of facilities and equipment.

All evidence suggests that students who experience success in meaningful activities in physical education in a nurturing learning environment will improve their attitudes towards themselves, towards school, and towards the subject matter/dary/ sedentop 1991:159 beyond that most set circumstance, teachers can promote self-growth by helping students undertaken new learning experiences with positive expectation for achievement.

Deberha Wuest (1994:145) states that

“If students are interested in a particular activity, they will be more motivated to learn student’s interests vary widely. Athletic ability is highly valued by our society some students may be interested in learning an activity order to be a member of a sports team”.

Physical ability may also be important for being included in a desired peer group a desire to lean skills for leisure time pursuits, to maintain one’s health, or to improve one’s appearance are other reasons students may be interested in

an activity. In many secondary schools, elective programs are offered in the upper grades so students may select activities according to their interests.

One important goal of handball is participation in meaningful physical activity throughout one's life span.

In attempting to accomplish this objective, teacher must assist their student, in acquiring the necessary motor skill and knowledge pertaining to physical activity. However, the likelihood those students will continue to participate in physical activities. Once they have left school is strongly influenced by their attitudes. Thus fostering favorable interest towards handball activities is desirable outcome of handball teaching programs. Teachers must not only be concerned with the development of positive interest, but also with changing negative interest held by some students.

CHAPTER THREE

Research Design and Methodology

3. Research Methodology

In order to have a clear picture about the problems of handball teaching and student interest teaching materials the descriptive survey method is implied. The method is appropriate to describe understand and define the handball teaching problems around the course.

The objectives is to know the study problems of handball teaching and student interest by analyzing the relationship between teachers, students, directors, educational bureau experts, families, and teaching materials. Using the descriptive survey method, the researcher undertook the investigation on teachers of handball in classroom and in the field.

3.1. Sources of Data

The Addis Ababa Region has 10 Sub-cities. I select three Sub-cities purposefully based on their access to transport and availability of the time to collect the data. These are: - Yeka, Gulele and Arada Sub-cities. The data sources for time study were:-

- ❖ Preparatory school handball teachers
- ❖ Preparatory School students
- ❖ Region and Sub-cities education bureau officials

3.2. Population and Sampling Techniques

In this study three Sub-cities were selected by simple random selection technique out of 10 Sub-cities. These Sub-cities were:- Yeka, Gulele and Arada and The school were:- Kokebe Tsibha preparatory and secondary school from Yeka Sub-cities, Dejazm Wonderad preparatory school from Yeka Sub-cities

Minilik ii preparatory school from Arada Sub-cities and Yekatit 12 preparatory school from Gulele Sub-city administration.

The total population of handball students 20% and handball teachers 40% were selected as a simple random method only grade 12 preparatory level.

3.3. Data Collection Instrument

The instruments used for data collection were questionnaires, interviews, and classroom and field observation.

To ensure the appropriateness of the items, a pilot study was carried out in one selected preparatory school for 15 handball students. Questionnaire was also administered to two handball teachers who were selected for the pilot study.

Based on the response obtained from the pilot study, correction and revision was made in order to avoid ambiguity of the questionnaire items and to maintain the validity and reliability of the language coherence. After that the questionnaire were distributed to handball students and handball teachers of 4 preparatory schools in Addis Ababa Region who were selected for the study.

3.3.1. Questionnaire

As the major data collecting instrument closed-ended and open-ended questionnaires were employed both handball teachers and handball students. Closed-ended questionnaires consists questions that offer respondents a set of answers to choose the one that reflects their views. Open-ended questionnaire consists of questions which invite respondents to write their ideas, views, and beliefs. Both types of questionnaires were developed to be used in providing clear understanding to the knowledge of sampled respondents related to the problems of handball teaching and student interests.

The content of each questionnaire was composed of statements related to handball teaching problems, student interests, lack of facilities and materials.

3.3.2. Interview

Face-to-face interview was conducted with four governmental school directors, and three Sub-city, and Regional educational bureau representative as well as experts. To this end, a set of unstructured open-ended interview questions were prepared in Amharic and distributed finally, it was translated into English. The interview items were mainly focused on the problems of handball teaching and student interests, handball facilities the relationship of teachers and students regarding the teaching learning process in the handball teaching, the involvement of society and implementation of handball subject to promote and facilitate for the successful participation of handball students.

The data obtained from the interview consists of responses of the directors and the experts about their knowledge, experience, opinions, perception, and intervention concerning the development and promotion of handball.

3.3.3. Observation

The purpose of classroom and field observation in handball activities was to obtain and acquire information on how do teachers of handball implement and transmit knowledge and practical skills to their students in general and to support handball students. Getting information whether teachers understand student's self-confidence or not participating and performing the skills of handball activities.

The data collected from the observation consists of detailed descriptions on student's activities, actions and the full range of interpersonal interactions that are part of the observation. Students were observed to get the full information during the teaching and learning process in the class handball field. Narrative method of writing was used for classroom and field observation.

3.4. Data Collection Procedures

To gather the necessary data and ease of understanding, questionnaires were prepared in English and Amharic languages. Questionnaires prepared in Amharic were distributed for handball students and in English for handball teachers.

Interview was conducted in Amharic language and interview and observation took place at the physical presence of the researcher himself. Then, the gathered data was tallied by hired individuals while the open-ended question items and interview responses were summarized and systematized by researcher alone.

3.5. Data Analysis

In the study, both quantitative and qualitative methods were used to analyze the information collected using different instruments from different sources.

The quantitative data obtained from questionnaire analysis was analyzed using percentage and frequency and the qualitative data were first organized in to meaningful information and the data were described both as expressed by interviewees and observation by the researcher.

CHAPTER FOUR

4. Presentation and Analysis

This part of the study deals with the analysis of the data gathered through the questionnaires, interviews, classroom and practical field observation from different sources followed by discussion of the findings. Furthermore, the main findings of the study are presented with the help of tables followed by descriptive statements for analysis to give answers to basic questions set in the study.

The total population of this study as indicated at the above table was 225 and of these, 200 grade 12-preparatory students, 16 grade 12- preparatory handball teachers. 4 school directors, 3 Sub-city educational experts, 1 Regional educational expert and 1 youth and sport expert. All of the respondents were selected according to their usability that is randomly and purposively.

The researcher distributed 216 questionnaires among them 216 (100%) of the questionnaires were not returned.

Lastly, interview was made with directors, handball teacher Sub-city educational experts, youth and sports and Regional educational bureau experts respectively.

Table one: Research setting & participants of the study

Types of Participants in the study	Research instrument	Experts	Research setting &No participants					Total
			Kokebe Tsibah total	Jejasmach Wondirad	Minilik II	yekatit 12		
Grade 12 teachers	Questionnaire	—	4	4	4	4	16	
Grade 12 students	Questionnaire	—	50	50	50	50	200	
Sub- city education expert	Interview	—	1	1	1	—	3	
Region education expert	Interview	1	—	—	—	—	1	
Sub-city youth & sport expert	Interview	1	—	—	—	—	1	
Director	Interview	—	1	1	1	1	4	
Total		2	56	56	56	55	225	

4.1. Results

Applying percentage and frequency were employed in the analysis of the data gathered. The data gathered are organized using table and then followed by descriptions of the results.

4.1.1. student's Respondents Background

Hand ball students attending 12th grade in 2011 were chosen for the research as a sample.

Table Two: Information of student's respondents

Sex				Age				Grade		Family's occupation							
Male		Female		16-18		19-21		12 th		Governm ent		Farming		Mercha nt		Other	
<u>No</u>	%	<u>N</u> <u>o</u>	%	<u>No</u>	%	<u>N</u> <u>o</u>	%	<u>No</u>	%	<u>No</u>	%	<u>No</u>	%	<u>No</u>	%	<u>N</u> <u>o</u>	%
134	134 %	66	66 %	168	168 %	32	32 %	200	200 %	88	88 %	92	92 %	12	12 %	8	8 %

As indicated in the first part of this chapter, 200 students were involved in the study. As shown in table 2: 134(134%) of the students respondents are male, while the remaining 66(66%) of them are female. Concerning the age of respondents 168(168%) of them are between 16-18 years of age; 32(32%) of them are between 19-21years of age. It can easily be concluded that the majority of the respondents are between the ages of 16-18 years. With regard to educational level of students respondents 200(200%) are grade twelve pertaining to family's occupation of students respondents 88(88%) are

government employee; 92(92%) are farmers; 12(12%) are merchants and 8 (8%) of them are working in private sectors.

4.1.2. Teachers Respondents Background

The intended number of teacher respondents were 16 to fill the questionnaires all are returned. Regarding the respondents, all of the handball teachers from the four sampled schools were male. Concerning their qualification, all the teachers are first-degree holders in the field (see table 3)

Table Three 1: Teachers; Sub-city and Regional education expert's respondents

	Sex	Service year								Qualification					
		1-5		6-10		11-15		Diploma		Degree		Total			
		No	%	No	%	No	%	No	%	No	%	No	%		
Teachers	M	16	100	8	50	4	25	4	25	-	-	16	100	16	100
	F	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School director, Regional & Sub-city educational experts, and Sub-city youth and sport experts	M	9	100	3	33.33	3	33.33	3	33.33	-	-	9	100	9	100
	F	-	-	-	-	-	-	-	-	-	-	-	-	-	-

According to table Three 1, 16(100%) of the teacher respondents, 9(100%) of the school director; Sub-city and Regional education experts are male.

With respect to their qualification, 16(100%) of the teachers and 9 (100%) of the school directors, Regional and Sub-city educational experts had first degree holder.

As to the service years of the teachers, school director and Regional and Sub-city educational experts respondents 8(50%) of the teachers and 3(33.33%) of the school director, Sub-city and Regional educational experts have served between 1-5 years; 4(25%) of the teachers and 3(33.33%)of the school director, Sub-city and Regional educational experts have served between 6-10 years; 4(25%) of the teachers and 3(33.33%) of school director Sub-city and Regional education experts have served between 11-15 years.

Table Three 2: Teachers currently teaching and working load responses

Grade currently teach		Work load per-week					
12th		Over load		Fair load		Under load	
No	%	No	%	No	%	No	%
16	100%	12	75%	4	25%	-	-

As it is pointed out in Table Three 2, 16 (100%) of the teacher respondents are teaching grade 12th.

Concerning to their teaching load, 12(75%) of the teacher respondents have over load period per-week; 4(25%) of them have between fair load per-week. For this data one can conclude that most preparatory school teachers in the sample area are teaching over load which implies that they have no spare time to provide additional assistance to students that need tutoring.

4.1.3. Teachers Perception Towards the Relevance of Hand Ball Curriculum

Table Four: The organize and design Problems of Hand ball Curriculum

No	Item	Responses	
		No	%
1	Lack of instructional material	8	50
2	Not giving due to attention to the subject area	6	37.5
3	Lack of skilled man power	2	12.5

According to table 4, 6(37.5%) of the teachers indicated that the problems are not giving due to attention to the subject area; 8(50%) of the teachers are lack of instructional material and the reaming 2(12.5%) of the teachers are lack of man power.

Teachers' role was not only affecting the planned curriculum, but they should also play a significant role in developing the curriculum plan. There fore, teacher's participation in curriculum development is crucial in any educational system for it leads to higher staff moral and greater commitment. It is unrealistic to involve every teacher in each subject area in the development process but their views can be incorporated by any available means such as by conducting workshops, seminars and by gathering their views through different channels to which the curriculum is successfully implemented in the desired way.

4.2. Students Classroom and Practical Participation in Handball

4.2.1. Students Response Towards the Issues that Not Clear in Handball Practical and Theoretical Classes

The responses regarding the issue vary, 76(76%) of responded by answering yes and the other 20(20%) of them responded sometimes, while 104(104%) of the respondents are no. From the above findings, majority of the respondents indicated that, they are not interested to ask questions in theory and practical classes while they are difficulties.

Similarly, the response of teachers shows the following, 10(62.5%) say handball students participation in asking question in the class of handball is low on the other hand, 6(37.5%) of them responded it is high.

Both the responses of students and teachers opinion although, it was the teacher who provides opportunity for the students to expand their participation, the investigator also observed that during classroom and field observation there was no full participation in asking questions.

Furthermore, FAWE (1996:39) stated that, “classroom observation has shown that teachers encourage and pay more attention to boys than girls. Because of this, girls often may not answer the questions as equally as the boys not because of they do not know but, because of their socialization that does not allow them to even take the risk of being wrong.”

4.2.2. Self-Confidence and Practical Class Participation

Self-initiation is one of the issues considered in this study. Handball students responded towards self-initiation during practical activities in handball sessions, 32(32%) of the respondents responded high the other 110(110%) medium, and 52(52%) of them respond low while,6(6%) of the respondent answered very low participate respectively. The responses indicate that the

majority of the respondents rated that, they have developed and average confidence to participate in handball activities.

4.2.3.Theoretical Class Participation

Students rating towards handball class participation compared with other discipline.

Table Five: Class participation level

No	Activities	High	%	Average	%	Low	%
1	Encouragement of teacher to handball students success in theoretically and practical activities compared with other discipline	46	46	62	62	92	92
2	Participation of students in group activities compared with other discipline	42	42	60	60	88	88
3	Students participation and answering, questions, and forwarding ideas in the class and in the field compared with other discipline	60	60	50	50	90	90
4	Handball students participation, interest and self-confidence to be successful compared with other disciplines	54	54	50	50	96	96

The responses regarding the level of class participation (see table 5) reveal that 96(96%) of respondent said that female students participation and self-

confidence to be successful than other discipline is low and 92(92%) encouragement of teachers in practical and theoretical classes is still low, while 88(88%) of the respondents said participation of handball students in group activity is low and 90(90%) of the respondent answered participation in asking and answering questions and forwarding ideas in the class was low. From this it can be concluded that, some work should be done to improve handball student so confidence and teachers have to encourage handball students equally with other discipline to make them successful and mechanisms also should be designed to increase classroom interaction.

4.2.4. Practical Classes Participation

Practical class is a class where students are participating in handball activities performing handball exercise and learn skills and rules of the games. The table below summarized the result obtained.

Table Six: Students opinion towards successful participation in Hand ball

No	Activities	High	%	Average	%	Low	%
1	Students attend frequently the handball class	64	64	44	44	92	92
2	Demonstrating practical activities in front of the students	130	130	20	20	50	50
3	Receiving more priority, appreciation and encouragement given by teachers during handball class	70	70	50	50	80	80

According to table 6, 80(80%) of the respondents that received appreciation, while 70(70%) of the respondent responded that highly receive appreciation. In addition 130(130%) of the respondent responded that highly demonstrate practical activity; 50(50%) of the respondent low demonstration; 20(20%) of the respondents average demonstration, 92(92%) classes very low; while64 (64%) of the students attend the class highly; 44(44%) of the students attend averagely. From this, it can be deduced that, to reduce such assumptions and differences teachers of handball should give opportunities and priorities to handball student to increase their participation in handball activities.

Table Seven: Field and classroom observation

Observation checklist for teacher in classroom and field work

No	Teacher in classroom and field (practical) work	Excellent		Very good		Good		Poor	
		No	%	No	%	No	%	No	%
1	Skill of a asking questions with simple language	12	75	4	25	-	-	-	-
2	Method of teaching that the teacher used to make the lesson attractive and participative	12	75	4	25	-	-	-	-
3	Clarity of objective	10	62.5	6	37.5	-	-	-	-
4	Ability to explain issues which are not clear	8	50	8	50	-	-	-	-
5	Encouraging students to relate theory with practice and skill of participation of the practical activities			10	62.5	6	37.5	-	-
6	Adequate equipment and facilities in the school							√	√

Similarly, as indicated in the above classroom and field observation checklist

- ❖ In 10(62.5%) of the teachers were excellent clarity of objectives; 6 (37.5) of the teacher were very good.
- ❖ In 12(75%) of the teachers were excellent explanation for the issue; 4(25%) of the teacher were very good
- ❖ In 8 (50%) of the teacher were excellent teaching method; 8(50%) of the teacher were very good.
- ❖ In 12(75%) of the teacher were excellent asking question with simple language; 4 (25%) of the teacher were very good.
- ❖ In 10(62.5%) of the teacher were encouragement of the students is very good; 6(37.5%) of the teacher were good encouragement of the students.

Borich (1988:250) stated that, teacher who had classrooms and out of the class in which large percentage of students were off-task, talked without raising hands, talked back, moved about the room without permission, ignored, rules, disrupted other and faced to complete assignments. In addition, Jozer, Violas and Sense (1993:298), explained that large class size leads to discipline problems, less involvement of students in classroom activities and little or no support to individual students. Because of this, students may develop an atmosphere of disinterest in their learning because they do not know weather did good or not.

4.3. Contribution of Handball Activities to Health and Development

Perception of handball student towards performing handball activity in relation with their health and contribution to the development of their country is very important. Accordingly, 156(156%) agreed and believed that, handball activities have great importance to promote health and can contribute for economic development of a country; 24(24%) of the respondents partially agree and the

rest 20(20%) of the respondents were not sure of the answer. This shows that, the contribution of handball activities for health was undeniable and the issue was given emphasis by respondents, in addition to this, they believe that health person can fit and participate in many productive areas to bring an economic change to her/his country.

4.4. Family Support and Handball Students Participation in Handball Activities

Responses from handball students towards the encouragement of their families in sport materials and other supports reveal the following 94(94%) of the respondents say that they get full cooperation and support from their families while 106(106%) of them do not get material support or other cooperation to participate in handball activities. This shows that, the majority of the respondents get family support. Although the students who did not get support from their families were not a negligible number, this may contribute to low participation of handball students in handball activities.

Asking the opinion of parents about who did not make an effort to help their daughters in their schooling was not the intention of this study. However, the researcher's assumption is that families may not have sufficient knowledge about the role of handball subjects.

Table Eight: Responses of Teachers on the problems of student's participation In Hand ball

No	Items	No	%
1	Lack of educational back ground knowledge and understanding about students participation in handball activities	2	12.5
2	Lack of students understanding attitude towards handball activities	4	25
3	Lack of encouragement and understanding of administration employs towards students participation in handball activities and teaching	6	37.5
4	Low attitude of teachers towards the participation of students in handball activities and competition	4	25

The findings from table 8, indicates that 4(25%) responded low attitude of teachers towards the participation of students in handball activities and competition; 2(12.5%) of the teachers responded lack of educational background, knowledge and understanding; 6(37.5%) of teachers were responded little encouragement and lack of understanding from school administration towards handball students participation and to the subject; while 4(25%) of the teachers responded lack of students understanding and attitude towards handball activities.

Thus, it can be deduced that, the information obtained from handball students and handball teachers can be a highlight to improve the deferring factors which occurs in the school environment and in the community by taking remedial measures and by creating awareness which encourage and gives opportunities to handball students to participate in handball and sports activity it the school and out of the school. Beside on these, the school should use intrinsic and

extrinsic rewards and appreciation of handball students when they are participating in sport completion by watching the match and by giving value to create belongingness to increase and promote students participation in handball activities and competitions.

Table Nine: Responses of Students understanding about the lesson teacher Teach in the classroom

No	Item	Number	%
1	By asking questions one by one	30	30
2	By writing for “Yes” answer	40	40
3	By asking, “are these questions?”	32	32
4	Other mechanism	98	98

Pertaining to item number 1 table 9, 30(30%) of the students indicated that there understanding of the lesson by asking questions one by one; 40(40%) of the respondents understanding the lesson by writing for “yes” answer; 16(16%) of the respondents understanding the lesson by asking “are these question” the remaining 98(98%) is understand the lesson by other mechanism. Students on the open-ended question they wrote:- discussion method and lecturing method. This clearly shows that the majority of the students understand the lesson by lecturing and discussion method.

Table Ten: How Handball course is given in the class and out of class

No	Item	Students respondents	No	%
1	How often do the handball teachers relate their lesson with your life activities or environmental realities?	Frequently	40	40
		Rarely	135	135
		Not at all	30	30
2	How often do you discuss issues related to the teaching learning process of handball teachers?	Frequently	122	122
		Rarely	60	60
		Not at all	18	18
3	Does your handball teacher start lesson on time?	Yes	48	48
		No	142	142

As can be seen in the Table 10, the majority of the participant of the students in the study 135(135%) of the respondents rarely handball teacher related their lesson with life activity or environmental realities; 122(122%) of the respondents said that frequently the handball teacher discuss issues related to handball; 142(142%) of the respondents also said the handball teacher did not start the lesson on time this shows that the handball teacher is not give the lesson students life activity and environmental realities but a good discussion the lesson finally lateness of the teacher to start the lesson on time due to ineffective management of the student coming to class and too much noisy around the classroom make some how the classroom is not conducive.

**Table Eleven: Teachers and Students responses about the availability of
Material and facilities in the School**

No	Item	Adequate				Inadequate				Not existence			
		Teacher		Student		Teacher		Student		Teacher		Student	
		No	%	No	%	No	%	No	%	No	%	No	%
1	Teachers guide	8	50	-	-	4	25	-	-	4	25	-	-
2	Student text book	16	100	100	100	-	-	-	-	-	-	-	-
3	Handball reference book in the library	4	25	80	80	12	75	120	120	-	-	-	-
4	Desk and chair in the library and classroom	16	100	188	188	-	-	12	12	-	-	-	-
5	Chalk board in the school	16	100	100	100	-	-	-	-	-	-	-	-
6	Handball field	6	37.5	48	48	10	62.5	112	112	-	-	40	40
7	Handballs, net, whistle, cone and other practical work material	8	50	40	40	8	50	160	160	-	-	-	-
8	Water facilities	6	37.5	42	42	10	62.5	158	158	-	-	-	-
9	Clinic	4	25	80	80	12	75	120	120	-	-	-	-
10	Room for changing clothes	-	-	-	-	6	37.5	118	118	10	62.5	82	82
11	Tables and chair for teacher	4	25	-	-	12	75	-	-	-	-	-	-

Table 11, shows students and teachers responses the availability of facilities in the school. In item number 1 table 11; 8(50%) of the teachers respond adequate teachers guide in the school; 4(25%) of the teachers are inadequate

teachers guide in the school; while 4(25%) of the teacher not existence teachers guide in the school.

In item number 2 of table 11, students and teacher respond in the student text book 200(200%) of the students and 16(100%) of the teacher are adequate student text book in the school.

In item number 3 of table 11, 80(80%) of students and 4(25%) of teachers responded adequate handball reference book in the library, while 120(120%) of the students and 12 (75%) of teachers respond in adequate reference book in the library.

In item number 4 table 11, 188(188%) of students and 16(100%) of teachers respondents responded, adequate disk and chair in the library and classroom.

In item number 5 table 11, 200 (200%) of students and 16(100%) teachers responded adequate chalk board in the school.

Item number 6 table 11 shows, 48(48%) of students and 6(37.5%) of teachers responded. Handball field in the school adequate; 112(112%) of students and 10(62.5%) of teachers responded inadequate handball field in the school, while 40(40%) of the students responded not existence handball field in the school.

Regarding to item number 7 of the some table, 40(40%) of the students and 8(50%) of the teachers responded, adequate handballs, net, whistle, cone and other practical work materials. While 160(160%) of the students and 8(50%) of the teachers responded inadequate handballs, net, whistle, cone and other practical work materials are not adequate in the school.

In item number 8 table 11, 42(42%) of the students and 6(37.5%) of the teachers responded adequate water facilities in the school. While 158(158%) of the students and 10(62.5%) of teachers responded inadequate water facilities in the school.

In item number 9 of the same table, 80(80%) of the students and 2(25%) of the teacher responded adequate clinic in the school the remaining, 120(120%) of students and 12(75%) of the teacher responded inadequate clinic in the school.

In item number 10 table 11, 118(118%) of the students and 6(37.5%) of the teachers responded in adequate room for changing clothes in the school and 82(82%) of the students and 10(62.5%) of teachers responded not existence room for changing clothes. In the open-ended question students not satisfactory equipment and facilities compared with other discipline because in adequate materials in the course.

In general, the major problem of availability and facilities of preparatory school is in adequate reference book, handball field, handball practical work materials, water facilities, clinic and changing clothe room. The interview with the teacher and school principles also a shortage of teaching materials affect students. Amare (1998:293) “also proves the one of the major problems of preparatory schools in the country is shortage of textbook, school pedagogical center, reference book, teacher’s guide, libraries ... etc. In adequacy of instructional materials have an impact on the quality of education.” To this end, ETP (1994) guidelines, “inadequate facilities, insufficient training of teachers overcrowded classes, shortage of books and other teaching materials all indicate the low quality of education provided.”

Table Twelve: Teachers and Students responses concerning Student interest in Handball teaching

No	Item	Responses			
		Students'		Teachers'	
		No	%	No	%
1	Do you have a positive attitude towards learning of handball?				
	Yes	44	44	-	-
	Partially yes	126	126	-	-
	No	30	30	-	-
	Total	200	200	-	-
2	Do you have interested to study handball profession in the future?				
	Yes	8	8	-	-
	Partially yes	26	26	-	-
	No	166	166	-	-
	Total	200	200	-	-
3	What is your opinion about student interests in handball activities both theoretically and practically				
	Very high	-	-	-	-
	High	-	-	6	37.5
	Medium	-	-	10	62.5
	Low	-	-	-	-
	Total	-	-	16	100

According to Table 12 item number 1, 126(126%) of the students responds partially interested learning handball, 44(44%) of the students responded more

interested learning handball the remaining 30(30%) of the students are not interested learning handball. Because the students they wrote on the open-ended question lack of handball material and facilities.

In item number 2 at the same table, 8(8%) of students responded interested to study handball profession in the future, 26(26%) of the students responded partially interested study handball profession in the future, while 166(166%) of the students responded not interested to study handball profession in the future. Because the students they wrote on the open-ended question the majority of the students interested for the future other profession.

In item number 3 table 12, 6(37.5%) of teachers' responded the students highly interested in handball activities both theoretically and practically; 10(62.5%) of the teachers' responded the students medium interest in handball activities both theoretically and practically. On the open-ended, question the teachers they wrote the students poor educational background of handball course, not give attention in the course, not give equal perception in the other subject etc. From this, it can be deduced that, the majority student is not interested learning handball teaching because lack of proper facilities, poor educational back grounds, less participation of handball activities and competitions.

CHAPTER FIVE

5. Summary, Conclusions and Recommendation

This chapter deals with the highlight of each chapter of the study.

5.1. Summary

This study was to assess a study on the problem of handball teaching and student interest in some selected preparatory schools of Addis Ababa Region and to suggest possible solutions. To this end, the study tries to answer the following basic questions.

- ❖ How teaching learning process is given in handball class?
- ❖ What is the interest of students towards handball teaching?
- ❖ Does available equipment and supplies facilities for teaching and learning process of handball?

The study employed a descriptive survey method and it was conducted in four-government preparatory schools of Addis Ababa Region. These samples were selected with simple random selection technique. The subject of the study was 200 preparatory schools students, 16 handball teachers, 4 schools directors, 3 Sub-city educational bureau experts, 1 Sub-city educational bureau and 1 youth and sport experts. The information was obtained from sample respondents through questionnaires, observation, and interview. The data were analyzed using percentage and frequency. In addition, the information obtained through interview and observations were presented in complementing the data obtained by means of questionnaire. Based on the data analysis the following major findings were obtained.

1. Student's classroom and practical participation in handball, the findings in the study indicate that the majority of the handball students responded that, they do not participate in asking or answering question

in the class of handball. Similarly, teacher's respondents confirmed that, handball students have low participation in both theory and practical class.

2. The problems of curriculum designed and organized in handball; of the teacher respondent's responded lack of instructional materials the remaining one is not giving due to attention the subject area and lack of skilled work force. Regarding the curriculum development of handball, the directors and Sub-city educational experts suggested that, during developing the curriculum handball teachers and other handball specialists should take part in designing the curriculum to reduce handball issues. Thus, teacher's participation in curriculum development is crucial in any system of education, this in turn would help to promote the commitment, moral of the staff to implement the curriculum in the desired manner.
3. Family support in students participation in handball activities the majority of the respondents responded family did not get support students this may contribute to low participation of students in handball activities
4. The problems of students participation in handball activities
 - ❖ Lack of educational back ground knowledge and understanding about students participation in handball activities
 - ❖ Lack of students understanding and attitudes towards handball activities.
 - ❖ Lack of encouragement and understanding of administration employs towards students participation in handball activities and teaching.
 - ❖ Low attitude of teachers towards the participation of students in handball activities and competition.
5. The handball course is given in the class and out of the class is not properly given because

- ❖ The handball teacher rarely to give the lesson students life activities and environmental realities
 - ❖ The handball teacher is not start lesson on time
6. According to ministry of education (MOE, 2002:18) school facilities include water, clinic, library and pedagogical-center. These materials are required to be proportional to the number of teachers and students in the school. However, in most of selected preparatory school the facility and materials were very low.
- ❖ Low teachers guides
 - ❖ Shortage of practical handball field
 - ❖ Inadequate handball practical materials such as, handballs, net, whistle, cone and other practical materials.
 - ❖ Inadequate water facilities
 - ❖ Inadequate clinic facilities
 - ❖ Shortage of reference book in the libraries
 - ❖ Shortage of changing clothes room
7. The students have low perception and interests to teaching handball because most of them fell that it is not designed for them and it has little application in their occupation and little attention give from principles and administrations for the handball course. As the result of this
- ❖ The students were not positive attitudes towards learning handball.
 - ❖ The students were not interested to study handball profession in the future.
 - ❖ The students was medium interested in handball activities both theoretically and practically.

5.2. Conclusions

Based on the above summary of the study, the following conclusions were drawn:-

- 1) The students participation in both theoretically and practically is low this is indicates that;
 - ❖ Low perception to the subjects
 - ❖ Low confidence in their ability
 - ❖ Low participation handball activity's and competitions
 - ❖ Low participation asking and answering questions.
- 2) The handball teacher not gives attention for the course, not discusses issues student's life activities and environmental realities, and not start the handball lesson on time. Therefore, if may be concluded that
 - ❖ Students not interested for the subject
 - ❖ Students had little involvement in the class room and field activities
 - ❖ Less understanding of the subject
- 3) Instructional materials are resources that can assist a teacher in brining about an intended desirable behavioral change in students in this regard; the study pointed out that there was shortage of teaching materials, clinic, and water facilities, changing cloth room in handball activities for students to practice, which hinder their participation in handball activities.
- 4) The majority of the students were not interested to teaching handball, therefore, it is possible to conclude that,
 - ❖ Lack of proper facilities
 - ❖ Poor educational background
 - ❖ Less participation in handball activities and competitions
 - ❖ Not give attention in the course
 - ❖ Not give equal perception in the other subject

5.3. Recommendation

Based on the findings the following recommendations were put forwarded:

- 1) In order to make the curriculum effective, handball teachers, parents the community at large, non-governmental organizations, and other concerned governmental offices should be involved during designing the curriculum of handball, which helps to balance and avoid unnecessary things in the textbook
- 2) The majority of the selected schools were inadequate of clinic in their school compound. This creates fear in the students mind and discourages participation in handball activities. Therefore, the schools in cooperation with Regional health office, the Red Cross, Regional and Sub city educational experts, parents and other concerned bodies should establish clinic in the school to give first aid and teach about health and how to protect themselves from injury.
- 3) To increase practical and theoretical interaction, teachers have to encourage and motivate handball students to develop positive attitude and to participate in asking and answering questions in handball classes.
- 4) To increase student's participation in handball activities by giving handball course properly, by increasing students understanding and interests, encouraging students to the administration and handball teachers, by preparing handball competition.
- 5) Department heads and principles have to control, evaluate and encourage handball teacher to teach properly and start the class on time, in addition to produce and utilize relevant instructional materials which are locally made to promote the teaching learning process in the field of handball.
- 6) Handball materials and handball field discourage students in general, therefore, schools should allocate budget to purchase handball materials

to construct handball field and to prepare handball competitions and should include in their annual plan.

- 7) To develop positive attitudes of student, the handball teaching and activities should be related to their needs and interest. Therefore, as much as possible the concerned bodies should give attention and motivate the students according to the own needs and objectives of the handball course.
- 8) During observation, some of the existing facilities were inadequate. Therefore, be facilitated by using the government and society's resource investing on building classrooms to reduce over crowdedness in handball field, handball materials, making available water supply, building cloth-changing rooms, teacher guidelines, text book and other handball materials.

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Declaration

I the undersigned, declare that this is my original work, has not been presented in any university or colleges. All relevant source of materials used for the thesis are duly acknowledged.

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Signature _____

Date of submission _____

This thesis has been submitted for examination with my approval as a university advisor

Name _____

Signature _____

Date of submission _____