

**PROBLEMS AND PROSPECTS OF HANDBALL
IN THE CASE OF SHAKISO HANDBALL
PROJECT**

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As members of the board of examiners of the M.Sc. thesis open defense examination, we certify that we have read and evaluated the thesis prepared by Fisaha Tesfaye and examined the candidate .We recommend that the thesis be accepted as fulfilling the thesis requirements for the degree of master of sciences in department of sport science handball specialization.

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Abstract

The aim of this Study was to investigate the problem and prospects of hand ball project in Oromia region at Shakiso Woreda. To this end, descriptive survey method was employed. The Data were gathered from 20 athletes, 1 head coach and 1 youth and sport office. The respondents sampling was carried out through total population of sample techniques. The data for the study was obtained through questionnaires, interview and observation techniques. Both qualitative and quantitative methods and percentage were used to analyze the data.

The result indicated that the handball project has not resources, equipments, shortage of competition, lack of care and supervision form the respective bodies, have athletes team cohesion, contributions of players family is rear. Therefore, it is recommended that depending on the result. The project should be under the community base to fulfill resources and equipments, give chance to private owner, should motivation needed to increasing athletes performance, preparing pannel discussion for the concerned body toward the project purpose or benefits, should families support to their players and also should be constructed standardized training center.

**Key words: Prospects, competition, equipments, Performance
Technique, Tactic**

CHAPTER 1

Introduction

1.1 Background of the study

Team handball was invented in Europe around the 1890's . The game that we known 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 international Amateur athletic federation. It was played in outdoor with 11 players per team. [http://en.Wikipedia.Org/Mike/Team Handball](http://en.Wikipedia.Org/Mike/Team%20Handball)

Modern handball was first played towards to end of 19th century the real impulses emanated from Denmark, Germany and Sweden. 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 1935, just three years often 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 and Indoor handball was invented in the 1940s in Denmark with 7 players per team. Holger Neilson (1955).

<http://en.wikipedia.org/wiki/handball> Shows that, 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 them 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 in the whole world.

en.m.Wikipedia.org/.../Africa, handball ... Shows that, Africa is organized much like Europe, But there is a significant spilt in the level of organization between the north Africa. Arabic nations and the sub-Saharan nations for women's hand ball, Egypt, Tunisia, morocco and Algeria have national programs and clubs. competitions that are comparable to Europe with the exception of Angola female handball is less developed in sub-Saharan Africa .

As such women's completion is principally dominate by the north African countries. For the women's hand ball, the north African nations are not as structured and the dominant nation recently has been Angola.'

<http://www.aasc.gov.et/index.php?> Option: com Addis Ababa hand ball federation Shows that, the game of handball were introduced to Ethiopia during the 1967s through university instructors. After few years, participants consisting of members from the police, military forces and various organs have been provided with the relevant courses on the subject sport ., the arrangement of which firstly laid the ground for frequenting the said sport among the countries citizens. The Ethiopia handball federation was established in 1969. One year later, 10 clubs were established in Addis Ababa for the first time, which was followed by the establishment of Addis Ababa handball federation in 1993 under the Addis Ababa sport commission. Then, Ethiopian championship, competitions were organized and conducted, in the case of which Ethiopia has been accredited as one of the international hand ball Federation members in 1971. Women's clubs were 10 in number from 1975-1982, during which tournaments under such sport had been organized and conducted in Addis Ababa. Men's club were 17 in number from 1970-1990, during which tournaments under such sport had enjoyable been organized and conducted. The sport was frequented by 5 clubs only from 2001-2011, in which case such sporting , which had once been a hotshot. It was treated with high frigidity and its popularity was receded in to the period until 2011 and the total number of clubs lowered from 17to 3. This indicates handball in Ethiopia

is did not developed yet and the game is excluded from Ethiopian academy sport.

1.2 Statement of the problem

During conducting the study at shakiso hand ball project, the project has been several problems that hinder implementation of the project center. Those problems all unable to competitive the project with other projects and influenced on the athletes performance, psychological ad their futures.

According Jesse and Williams (1964:107) in some school the shortage of facilities are very real. They also emphatically explain that there remain many sport project and institution with the most limited facilities on the influence that shortage of facilities can play claim on the athlete's performance.

While reading different literatures in this title the research is triggered to find related problems. The purpose of this paper is to investigate the problems of the project and also to examine the problems and prospects of hand ball project training center at shakiso.

1.3 Research questions

The following research questions are selected on the objective of the study

- What are the main challenges of Shakiso hand ball project?
- What role has played to develop the project by different bodies?
- What is the current status of Shakiso handball project?

1.4 Objectives of the Study

1.4.1 General objective of the study

The general objective of the study is to investigate the problems and prospects of hand ball in the case of Shakiso handball project.

1.4.2 Specific objectives of the study

The specific objective of the study are:

- ❖ To identify the role of responsible bodies in Shakiso Handball project.
- ❖ To verify the spirit of team-mates with each other
- ❖ To assess the problems of handball project in Shakiso
- ❖ To investigate the current status of the project

1.5 Significance of the study

The study would support and solved problems and prospects of handball in Ethiopia, in the case of Shakiso hand ball project. To this end the significance of the study is to:

- Serve as coaching, athletes and others guideline for the Shakiso handball project center.
- Provide a clue for further research in the area broadly.
- Provide accurate fact to coaches, athletes sport psychology consultants and researchers.

1.6 Delimitation of the Study

This study is delimitation its scope to Shakiso Handball project training center. In addition to this, the study is limited only to investigate the problems related and prospects of hand ball project in the in Shakiso Handball project. Therefore, the result of the study reflects and applicable to the hand ball project training center.

1.7 Limitation of the Study

To conduct the current research on problems and prospects of shakiso handball project, the researcher encountered:

- ❖ Shortage of resources
- ❖ Shortage of time
- ❖ Other constraints

1.8 Operational Definition of Terms

In this study, for the purpose of clarity and consistency, the following terms were defined:

Tactics:- are action or methods employed to reach a goal

Technique:- is style or form which a person uses to implement those actions or methods

Prospects;- the possibility or like likelihood of some future event occurring

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

Athletes – are persons who train for performance increment under the supervision of coaches in specific event (Gerhard: 1977)

Relation: - an abstraction belonging to or characteristic of two entities or parts together .

Team – any group of people who must interact with each other to accomplish shared objectives.

Team cohesion cohesive teamwork together to achieve a purpose or mission .Riley (1994) refers to team cohesiveness as a covenant between people. “A covenant is an agreement that binds people to gather.

1.9 Organization of the Study

This research is organized in to 5 chapters:

The first chapter deals with introduction, the second chapter reviews the review of literature, the third chapter covers the research design and methodology. Chapter four presents the analysis and interpretation of the data collected and the fifth chapter deals with summary, conclusion and recommendation.

CHAPTER 2

REVIEW OF RELATED LITERATURES

2.1 Handball History

The origins of handball are not clearly known. One opinion says that the game was invented in Germany in the late 19th century, as an outdoor sport to keep soccer players fit during the summer months. However, there are evidences that suggest that a sport very similar to handball was played in ancient times as well. However, the first match of the modern era was officially recorded on the 29th of October 1917 in Berlin, Germany. In 1906 a Danish gym teacher, lieutenant and Olympic medalist Holger Nielsen from Ordrup grammar school north of Copenhagen published the first set of team handball rules. However the modern set of rules was devised by Max Heiser, Kari Schelenz, and Erich Kc-nigh of Germany and was published on the 29th of October 1917. After 1919 Karl Schelenz improved these rules. A committee was nominated in 1926, by the Congress of the International Amateur Athletics Federation to frame international! rules for field handball. In 1928, the International Amateur Handball Federation was formed. 18 years later, in 1946, the International Handball Federation was constituted.

2.2 Historical Development of Handball in Ethiopia

Today the game of handball has been spread throughout the school in Ethiopia. It has become one of the popular sports in our country inter schools. Although it has long since the handball was introduced in Ethiopia. Participation of students at the school life for various reason such as culture, Religion, Family influence, Low devotion of sport science teachers and coaches etc for the game and which contribute for unsuccessful life in handball game at national level and in our project.

According to Mebratu B. (1986) suggested that the game of handball was started in Ethiopia in Addis Ababa University. In the first time the game was formed in Addis Ababa University. The 1960 the game was started in our country in Addis Ababa university. The Ethiopian handball game introduce by Ato Tokame Weldetsadik and other Physical education Instructors in Addis Ababa University.

The Ethiopia handball Federation found in 1962; despite its long journey and effort that have been made as compared to other ball games. The game is less popular and less development. This is due to the fact the numbers of clubs in the country has been decreasing over the past years. Our performance in the international competitions has not been satisfactory and insignificant.

The reason for the low development is that shortage of trained man power ,finance, low attention given to the sport. However there is a new approach promoting start of training children and young under different projects in different regions. More over the attention given to this sport and training of manpower has increasing .

In 1963 the committee of handball was formed as a federation in Ethiopia and 1964 the federation of handball was formed.

In 1996 formed handball project in Oromia regional state in selective areas such as Sebeta, Ambo, Jimma, Negelle Borena etc. In Recent years in Jimma and Sebeta the game is popular in terms of others and in 2004 Shakiso handball was formed

2.3 Characteristics of Handball

In the ancient time mostly used for recreational activities ,physical preparation, fitness ,no rule and regulation designed ,outdoor game and the oldest game than others. In Greek the number of players in the game were 11 players in one group and rare know the rules and regulations and also there is no education .

According to Mebartu B. (1986) suggested that the characteristics of handball :

- has rule and regulations
- it is dynamic movement
- it is permanent Olympic game
- played by both sexes
- it is charge full and fast game

2.4 Principles of training

According to Rainer martens (N.G)and Dietrich Harre (1982). Follow these 8 cardinal training principles helping to designing effective fitness program.

1. Principle of specificity suggests that your body will make adjustments according to the type of training you perform and in the very same muscles that you exercise. *How you train determines what you get.*

This principle guides you in designing your fitness training program. If your goal is to improve your overall level of fitness, you would devise a well-rounded build program that builds both endurance and overall body strength. if you want to build the size of your biceps, you would increase weight loads on bicep curls and related exercises. Goldberg (1975)

2. The Principle of Overload, implies that you must continually increase training loads as your body adapts over time. Because your body builds and adjusts of your existing training regimen, you must gradually and systematically increase your work load for continued improvement.

A generally accepted guideline for weight training is to increase resistance not more than 10% per week. You can also use percentages of your maximum or estimated maximum level of performance and work out within a target

training zone of about 60-85% of maximum. As your maximum performance improves, your training loads will increase, as well.

3. The Principle of Recovery asserts that you must get adequate rest between workouts in order to recuperate. How much rest you need depends upon your training program, level of fitness, diet, and other factors. Generally, if you perform a total body weight workout three days per week, rest at least 48 hours between sessions. you can perform cardio more frequently and on successive days of the week.

4. The Principle of Reversibility refers to the loss of fitness that results after you stop training. In time, you will revert back to your pre-training condition. The biological principle of use and disuse underlies this principle. Simply stated. *If you don't use it, you lose it.*

While adequate recovery time is essential, taking long breaks results in detraining effects that may be noticeable within a few weeks. Significant levels of fitness are lost over longer periods. Only about 10% of strength is lost 8 weeks after training stops, but 30-40% of endurance is lost in the same time period.

The Principle of Reversibility does not apply to skills. The effects of stopping practice of motor skills, such as weight training exercises and sport skills, are very different. Coordination appears to store in long-term motor memory and remains nearly perfect for decades. *A- Skill once learned is never forgotten. Jensen and Fisher (1972).*

5. The Principle of Variation implies that you should consistently change aspects of your workouts. Training variations should always occur within ranges that are aligned with your training directions and goals. Varying exercises, sets, reps, intensity, volume, and duration, for example, prevents boredom and promotes more consistent improvement over time. A well-

planned training program set up in phases offers built-in variety to workouts, and also prevents overtraining .

6. The principle of Transfer suggests that workout activities can improve the performance of other skills with common elements , such as sport skills, work tasks, or other exercise. For example, performing explosive squats can improve the vertical jump due to their common movement qualities. But dead lifting would not transfer well to marathon swimming due to their very dissimilar movement qualities.

7. The Principle of individualization suggests that fitness training programs should be-adjusted for personal differences, such as abilities, skills, gender experience, motivation, past injuries, and physical condition. While general principles and best practices are good guides, each person's unique qualities must be part of the exercise equation. There is no *one size full all* training program.

8. The Principle of Balance is a broad concept that operates at different levels of healthy living. It suggests that you must maintain the right mix of exercise, diet, and healthy-behaviors. Falling out of balance may cause a variety of conditions (e.g., anemia, obesity) that affect health and fitness. In short, it suggests *all things in moderation*,

For fitness training, balance also applies to muscles. If opposing muscles (e.g., hamstrings and quadriceps in the upper legs) are not strengthened in the right proportions, injuries can result. Muscle imbalances also contribute to tendinitis and postural deviations.

2.5 Fundamental Techniques of Handball

The game is characterized by several position changes of the players with or without the ball and these are mainly carried out by running. The reason for this is that by running, relatively long distances can be covered in a short

time and thus the player can get into an advantageous position to further his activity in attack and in defense .

According to zoltan marczinka (1993:19) state that, the progress of handball to go back thousands of years because the fundamental movements of hand ball running , throwing and Jumping developed simultaneously with evolution of human being as instruments of survival. Although the cyclic rhythm of the running movement during the game is broken by acceleration, deceleration and ball techniques, the phases of the classical running model, individually or combined, often appear and constitute the basis for special techniques.

The phases of running are:

1) Starting

Its purpose is to move the body out of basic position towards the moving direction so that the player can reach the appropriate speed as quickly as possible .

2) Running

Its purpose is to transfer the impetus boils up in starting, without breaking the rhythm, into the running movement of the players and maintaining it.

3) Changing Direction

Its purpose is to break the player's original moving direction, putting him onto a new path while maintaining body balances.

Jumping

Due to the fact that players execute more and more techniques in their space above the score dangerous area and of jumps have increased, By Jumping, the attacker can better approach the goal, he can be effective over a tight defense wall and, a defender can increase the radius of blocking with a

jump. According to this, jumping is generally connected to the movement of the ball as an instrument to gain possession of the ball or to throw it on.

During the game, attack and defense techniques give the player the possibility to execute the ump in various ways- for example; vertical jump, long jump, from one or both legs while running, from basic position and so on. The general principle however , is that to push- off from basic position, with both leg and while running, with one leg is practical.

All the umps appearing in the game are based on the characteristic phases of the athletes jump.

The phases of jumping are:

1) Building up impetus

Its purpose is to gain the necessary horizontal speed for the jump and prepare the push-off

2) Push –off

Its purpose is to get the player from a supported position (On the ground) to an unsupported position (in the air) by lifting his center of gravity to a suitable height or length.

3) Air work

Its purpose is to execute the techniques with the ball, maintaining body balance and preparing for the landing by economically utilizing the trajectory of the players.

4) Landing

Its purpose is to secure the safe landing of the players without injury by taking the impact of hitting the ground.

Throwing

The principles character of the game is the ball which the players pass to each other or shoot at the goal by throwing, so the throwing motion is one of the

most often appearing and characteristic elements with which either passing or goals hooting can be executed, it used depends on the size and the direction of the power impulse.

Although several forms of passing and goals hooting have developed, all these forms can be traced back to the classical models of throwing, to the moving process with which primitive man threw the stone, ancient man the spear and modern man the ball.

This model refined and perfected with the development of man, is built up from the following phases:

1) Building up Imputes

Its purpose is to gain a part of the speed necessary for the thro and to appropriately prepare forming the throwing position.

2) Forming the throwing position

Its purpose is, by preparing the ball into the throwing position, to form such a position from which the appropriate throwing technique can be executed optimally and economically.

3) The throwing motion

Its purpose is to smoothly transfer the kinetics energy gained by building up impetus to the ball and throw it with the appropriate muscle power

2.6 Physical Preparation

www.informedinsport.net/ppaprod.x11 Explain that, Physical preparation is an essential component of sports performance at every level. To assist athletes to achieve their optimal performances coaches should have a basic understanding of how the body functions in terms of Physical exercise and the physical requirements of their particular sport. An effective fitness training programmed should develop the energy systems appropriate for the sport. Warming up, cooling down and flexibility are also important components of the athlete's physical preparation. In addition, coaches should have basic

knowledge on nutrition to advise their athletes and further enhance their sport performance.

The essential parts of athletic preparation, physical preparation is the most extensive and comprehensive part. It consists of physical exercises intended to improve physical (motor) abilities such as strength. Endurance, speed, flexibility, and agility. These motor abilities are based on corresponding physiological prerequisites, which are also subject to improvement. There are fundamental criteria to consider when programming and organizing the physical preparation training. The physical preparation coach, as well as the technical-tactical coach, must thoroughly understand the following criteria if the athlete/team is to attain the height of human performance specifically as it relates towards improving competition results:

The sport structure (biodynamic and bioenergetics), The philosophical and tactical approach to competition(if coaching team or combat sports), The systemic function of the human organism, The temperament and physical condition of each athlete, The mechanisms of improving the required physiological and bio motor "abilities Sport Structure It is only logical that the coach possesses a scientific. Understanding of the sport in which their athletes participate.

The sport structure "is characterized by two primary subdivisions: biodynamic and bioenergetics. Bio1"l"ynamics encompasses all geometric and movement related factors associated with the execution of competition maneuvers. These factors are consistent with the Principle of Dynamic Correspondence

Accentuated regions offered production (where in the amplitude range of motion are the greatest forces produced/incurred) Amplitude and direction of movement (range of motion and direction in which resistance must be overcome) Dynamics of effort (the nature of the motion specific to the movement

with Lind without consideration of the forces involved) Rate and time of maximum force production (how fast and for how long is the maximum force generated) Regime of muscular work (type of muscular activity ergo overcoming, yielding, sustaining, explosive/ ballistic, reactive/ classic, etcetera)

Bioenergetics encompasses all energetic related factors associated with the execution of competition maneuvers (the fuel sources which mobilize human movement). These factors are specific to the biodynamic the work and rest intervals associated with the execution of the competition activity and are realized via the development of the lactic, aerobic, or mixed systems as required by the sport/positional/tactical/philosophical structure.

2.7 Technical Preparation

According to Fritz and Peter Hatting.(1979) Technique; is the specific manner of performing a physical exercise. Techniques (specific to each sport and/or position, such as hitting baseball, serving in tennis, shooting in basketball, skating in hockey, etc.), and strategies (game plans, etc.) for each sport. This type of preparation requires practice and education 'instruction through sports coaches, specialized instructors, higher level athletes, or specialized camps and clinics. Many high-level athletes have a thorough understanding of the tactical and technical aspect of his/her sport. Competition is paramount to development of this area of preparation. As an athlete learns the particular skills used in the sport, and then she/he must learn to use them in sport competition. High level competition promotes self-improvement and awareness. Athletes on teams that consistently compete against better teams will themselves get better (with the proper tactical and technical coaching). An example of tactical or technical preparation would be practicing shooting a foul shot in basketball, under the guidance of a coach, using correct technique, or learning strategic game plans for your sport. Another example would be studying the playbook or attending team meetings and practices to learn specific ice hockey strategies, and then practicing your

specific role in the system and working to perfect it. Learning the game plan if- Only effective if you execute it, beginning with your role,. Tactical and Technical trainings very specific to each sport's tactical systems and positional or sport techniques. Find an expert sports coach, ask questions, learn technique and absorb as much about the tactics of your sport and position as you can. If needed, a coach for private instruction and remember...practice, practice, practice...and engage in high level competition.

2.8 Tactical Preparation

Based on the similarity of their tactical characteristics, sports can be classified basketball-decathlon. Strategy focuses on wide spaces, long periods of time and large movements of forces, Tactics refers to something on a smaller scale of space, and force. Strategy refers to the general concept of organizing the playoff competition of a team or an athlete. Tactical preparation refers to the means through which the athletes absorb methods and possible ways of preparing and organized offensive and defensive actions in order to fulfill an athletic objective. Technique is a limiting factor for| tactical maneuvers; or tactics is a function of an athlete's. Technique is one of the determinant factors of success in team sports, wrestling, boxing and fencing. But not in sports such as gymnastics, figure skating, shooting, weight lifting and ski. jumping, where the athlete's psychological profile assumes greater importance than tactical preparation. Fritz and peter Hatting (1979)

2.8.1 Tasks and Specificity of Tactical preparation

1. Study the general principles of the sport's strategy.
2. Study competition rules and regulations in the chosen sport/event.
3. Investigate and be aware of the tactical abilities of the best athlete(s) in the chosen sport.

4. Research the strategy of future opponents as well as their physical and psychological potential.
5. Study the specifics of the facilities and environment of the future competition.
- 6- Develop individual tactics for the up-coming competition, based on personnel strengths and weaknesses, in light of No.4 and 5 above.
7. Analyze past performances in view of future opponents.
8. Develop an individual tactical model with variations.
9. Learn and repeat this model in training until it becomes a dynamic stereotype.

2.8.2. A strategy is designed achieve:

1. The perfection of equal distribution of energy through steady pace
2. The perfection of a variety of technical means to solve precise tactical tasks:
3. Maximization of cooperation with teammates:
4. The perfection of the team's ability to switch effectively from one system of play to another.

2.8.3. Game and Tactical Plan

1. To realistically and correctly evaluate the opponent, as well as himself/herself.
2. To instantly recall tactical skills combinations to be used under specific game situations.
3. To anticipate the opponent's tactics and to counteract them.

4. To disguise or conceal tactics which should prevent the opponents from sensing and counteracting the plan of attack.
5. To coordinate perfectly individual actions with team tactics.

2.9 Psychological Preparation

According to Hoffman, J.(2014) indicated that psychological preparation is the nature of Psychological Preparation Program consists in offering psychological services to the athlete-individual, resolving not only the problems related with his/her preparation and sport performance, but also athlete's problems in everyday life. The program targets in practicing athlete to psychic and mental skills in order to face negative emotions, such as anxiety, etc, increasing self-confidence, resolving learning problems, developing athlete's intrinsic motivation, self-awareness and control, setting goals ,improving interpersonal relations and communication, etc. The Structure and characteristics of psychological preparation programs is presented below;

Periods- phase psychological preparation program is composed, of three psychological preparation phases which are the followings:

(a)Basic Psychological Preparation: It is the first period of the *Psychological Preparation Program*. The content of this period is mainly targeted _on athlete's training regarding psychological skills and techniques, such as concentration, progressive muscle relaxation, mental relaxation, imagery rehearsal, dissociation, and detachment training.

(B) General Competitive Psychological Preparation: The general competitive psychological preparation corresponds to the competitive period of the sport. The duration of this phase is analogous to the sport and the program of athlete's competition. This phase includes the application and practice of learned psychological skills in training and competition, such as

mental training, problem solving, motivation, goal setting, self-confidence, attitude in training and competitions etc.

(c) Specific Competitive Psychological Preparation: This period refers to the preparation for a specific competition, aiming at the athlete's achievement of optimal psychological situation. The athlete practices psychological skills before the competition, during and after competition. Some of the techniques which athletes learn during the Psychological Preparation Program are the followings:

Mental training. The content of training consists of technical elements, stress management, thought stopping, and self-confidence improvement. The athlete visualizes situations in training and competition (e.g., mental rehearsal of a technically sound skill execution using video or pictures, modeling a confident performance, imagining success, recalling past successful performances and internalizing positive feelings).

Relaxation technique. The relaxation technique is a combination of progressive muscle relaxation and breathing control.

Cognitive restructuring. Cognitive restructuring includes changes from negative thinking to positive thinking, using self-talk etc.

Meetings; Each meeting has specific content which is determined mainly by the period of Psychological Preparation Program. However, the content of PPP can change in order to serve things, such as (a) what the coach or the athlete wants to be practiced and (b) what sport psychologist has pointed out. The frequency of the meetings is one per week. *Daily individual application.* In the frames of Psychological Preparation Program the athlete should make daily practice in the psychological skills that have learned. The daily practice constitutes a necessary condition for learning and automation of psychological skills. The duration of practice is from 10 to 20 minutes approximately, taking place initially in the house. However, the athlete should learn to practice

psychological skills before, during or after training, in order to use them during his/her competition. *'Psycho diagnosis'*; Basic element of Psychological Preparation Program constitutes the process of psycho-diagnosis. The purpose of psycho diagnosis is to provide information regarding athlete's psychological and emotional characteristics (general, and/or specific) The psycho diagnosis includes emotional measurements (e.g., self-confidence, Stress, worry, goal setting, coping, concentration etc) and psycho-kinetic (e.g., perception, attention ,reaction time) . Athlete's psychological assessment comprises of the following

Measures: (a) General Measures (profile of mood state, general trait anxiety, general self-esteem, social desirability etc.), and (b) Competitive measures (competitive trait anxiety, competitive trait self-confidence, goal orientation, competitive worries, ways of coping, Concentration etc.)

Duration; A short-term Psychological Preparation Program can last for about 10 to 12 months (psychological support for an important competition or for a specific period of training and competitions).However, a more effective Psychological Preparation Program does not have a time limit and the cooperation between sport psychologist, athlete and coach lasts longer than one period (1-4years). Psychological skills and the psychological techniques that will be used during the psychological preparation program.

2.10 Phases of Hand ball Game

- 1) Changing from defense to offence
 - The moment where a team intercepts the ball and starts moving up the court.
- 2) Moving up the court
 - Phase where the team is moving directly towards the opponents goals area.
- 3) Getting within shooting range

-moving close to the goal for an opportunity to score.

4) Team attack against organized defense

Trying to score a goal against the opponents organized defense

5) Organized phase and defense starts

Returning to own defense area while trying to regain the ball by putting pressure on the offence

6) Organized defense

- Preventing the opponents from getting good scoring chance

Principles of Training

2.11. Motivation

Motivation is the ability to initiate and persist at task and the foundation all athletic effort and accomplishment without your desire and determination to improve your sport.

Performance, all of the other mental factors, confidence, intensity, concentrate and emotions are meaningless. To become the best athlete you can be , you must be motivated to do what it takes to maximize your ability and achieve your goals.

2.11.1. Types of Motivation

- 1) Intrinsic motivation refers to doing an activity for the pleasure and satisfaction derived from engaging in the activity. (Lepper et al, 1973 , Deci 1975 and Ryan 1985).
- 2) Extrinsic motivation: athletes engage in their sport not out of pleasure but for external outcomes that will result from activity participation Vallerand (2001).

Example :- money prizes, acclaim, status etc.

2.12. Developing a plan for motivating your athletes and your teams.

1) Get input from your athletes (and most importantly your leaders) - check with your athletes to determine if what you are communicating to them is understood, what they need, and what they want. Encourage your leaders to make suggestions as to how things (e.g., practices, travel, game day preparations, etc.) might be improved. Remember; if you are asking for input... at least be willing to incorporate something (a suggestion) at some point.

2) Keep your athletes informed as to when, where, how, and why (and WHY is most important) - people are not generally motivated to start (or finish) a task that is not clear in terms of when, where, how, or why. Take away any questions or doubts that your athletes may have by clearly and consistently communicating your expectations and intentions. Be clear as to when, where, and how . . . but most important, be sure your athletes know "why" they are being asked to do something.

3) Create an environment that allows for

Challenge, recognition, appreciation and quality - some of your athletes will be motivated by a **challenge**, some by **recognition**, some by **appreciation**, and some by **quality** of performance. It is important to know your athletes and what their primary motive might be. Challenge some (1 v 1 against a teammate), recognize others in front of their teammates (at the end of practice or in the locker room), appreciate others in private (in your office or the hallway), and provide others with a chance to show you a quality performance (quality over quantity of work). Remember, different athletes are motivated by different situations and feedback.

4) Give your athletes a reason to want to work hard - take the time to develop genuine, honest, caring, and trusting relationships with your players. Athletes will work harder (and longer) for someone they know genuinely believes in

them, cares about them, and is committed to helping them achieve their potential. At the heart of player motivation . . . is the quality of the coach-athlete relationship

- 5) Model what you want to see** - be motivated yourself. If you want someone to work hard, you better be working hard. If you want someone to put in extra time, you better be putting in extra time. Athletes do what they see. This is why the motivation of the coaching staff is so important and why it is so important to have quality team leaders who can lead by example, hold accountable, and promote a climate of motivation and inspiration. Set a motivational "standard" by what you do, say, and expect. Say it, expect it, but also make sure you do it!

2.13. Guidelines for Coaches

Coaches of all age and competitive levels should be obliged to know more about sport injuries and. how to deal with Injured athletes (e.g. Barnes, 1983; Gordon et al., 1987; Weidner, 1989). Compulsory accreditation of coaches should be given full consideration by all sport governing bodies which would ensure that coaches receive at least some formal training in on-site treatment of injuries. The information provided to coaches should include psychological as well as physical aspects of injury occurrence and should deal with the psychological recovery process from sport injury as well as physical recovery. Complacency or ignorance of factors relating to sport injuries on the part of coaches can lead to law suits and claims of negligence as well as diminished trust and respect by athletes.

The specific implications for coaches from the present studies include an acknowledgment first of all of the steps or stages athletes will likely endure, as outlined above. In addition, coaches should consider the following recommendations which would enhance both their understanding and professional conduct.

- A. Be alert to symptoms of "denial" and "bargaining" in injured athletes, particularly prior to important competitions.
- B. All injuries require significant psychological adjustment on the part of athletes who may conceal their 'grief through elaborate psychological defenses. Even experienced coaches, trainers and doctors may find private anxiety and depression difficult to detect. But don't be fooled. Keep communication channels open and give athletes opportunities to talk with you privately.
- C. Ensure that athletes don't isolate themselves from the team. Encourage your fit and healthy athletes to visit injured athletes and to include them in normal social activities. During rehabilitation injured athletes can 'work out' during normal training times and possibly assist in some coaching activities.
- D. Work in conjunction with therapists, doctors and especially athletes themselves when deciding whether or not an injured athlete is ready to return to competition. Do not assume that absence of pain, full strength return, full range of motion (physical recovery) is synonymous with athlete readiness to return to competition (psychological recovery). In spite of all fitness tests athletes should have the final say on their confidence to return to full competition.

2.14 Construction and Design

The opportunities to be involved in the design and construction of sports facilities are limited, but there is little doubt that a well-designed facility can make the job of injury prevention easier. In addressing the significance of design and construction on sports facility safety, it has been noted that poorly planned, designed, or constructed sports and recreation facilities often lead to an increase in the exposure to hazardous conditions for the participants.[^] In addition, these hazardous conditions may make facility maintenance and daily operation more difficult and can increase liability.

Problems commonly encountered in the design and construction of sports facilities include the use of improper building materials, poor access control and security, poorly planned pedestrian traffic flow through activity areas, a lack of proper storage space, inadequate lighting, and inadequate safety zones around courts and fields. It should be noted that once construction on a sports facility has been completed, these problems can be difficult to correct.

2.15. Leadership and coaching behavior

According to Chelladurais multidimensional model of leadership (1990, 1993), leadership effectiveness is a function of three interacting aspects of leader behavior actual, preferred, required behavior. When these aspects are congruent, it should result in desirable performance outcomes and athletes satisfaction. Empirical studies were primarily concerned with the relationship of leadership's behavior and athletes' satisfaction. Athletes seem to be satisfied when coaches emphasize training and instructions as well as positive feedback (Chelladurai, 1993).

Barrow (1977) defined leadership as "the behavioral process of influencing individuals groups towards set goals"(P.232).

The definition is important because it places emphasis on the vision of a leader (i.e. goal, objectives) while also highlighting the necessary interaction between the leader and group members. Effective leadership will encompass an understanding of motivation and is likely to minimize any loss of productivity through the development of both task and group cohesion, allowing a group to operate at, at or close to its potential. Indeed, Carron and Chelladurai 1993 found that cohesion was confident upon player and coach relationships.

The act of leadership attempts to influence and convert others into followers' (Lannenbauxn, Wchler, &Massarik, 1961)and may be persuasion and

manipulation Leadership requires an understanding or respect for the power dynamic between the influencer and the follower. Relationship recognizes that every act between the two parties is a "political act with potential coercion (miller,1985).

Researchers have suggested that the interpersonal dynamic at play between player and coach are Complex (bloom, Schinke, & Salmela, 1998; martens, 1990) and this complexity is also likely to Extend to player and Manager Relations.

Indicate effectively with their players may inadvertently exacerbate problems due to a lack of understanding from their perspective. Perceptions and interpretation of information conveyed by the manager may have its origins in the formative stage of an individual's development (Seligman, 1991), To improve the intellectual exchange between player and manager it may be necessary.

To integrate specialist sports psychology consultants into the team to facilitate from Parties.

To understand leadership it is important to transcend the superficial and retrospective lay Misperceived which tends define success in terms of winning. For some clubs, with limited access might be defined in terms of maintaining their status (i.e. avoiding relegation to a lower division).

Recording to Weinberg and Gould (2003), leaders typically have two functions:

- (I) To ensure the demands of the organization (club) are satisfied by the group effectively meeting its targets and
- (II) To ensure the needs of group members are satisfied. Clearly, those individuals who are responsible for appointing leaders / managers need to ensure that the visions and targets of both the club and potential leader are compatible and that the qualities of the leader and group members (players) are not incongruent.

2.16. Coaching Behavior and youth sports

Coach Behavior has been found to be a significant influence on young athletes' psychological profiles (Cheliadurai & Reimer, 1998; Smoll & Smith, 1991). Smith et al. (1978) and Smith, Zaney Smoll, and Copped (1983), for example, compared little league baseball coaches' CBAS profiles to player measures/ interviews and found that players responded more favorably to coaches engaged in high frequencies of supportive and instructive coaching behaviors. Players were found to respond negatively to coaches who resorted to a disciplinary or punitive manner to mistakes. A supportive environment was linked to a higher level of self-esteem.

A Child's enjoyment of sport. Black and Weiss found that coaches were perceived favorably, if they provided information more frequently after a desirable performance. Black and Weiss concluded that young athletes' perceptions of themselves and their motivation are:

"Significantly related to the quantity and quality of coach feedback received on performance and errors.

2.17. Importance of Supervision in Minimizing Injury

Practical Techniques; A critical ingredient for quality youth-serving programs is that supervisors be trained to interact with program youth.

The actions and behaviors of managers and staff are vital to program success and sustainability. Research in the sports and leisure literature concludes that supervision goes beyond simply watching youth; it encompasses several

Common components (Appenzeller, 2005; Hronek, Spengler, & Baker, 2007; Kaiser, 1986; van der Smitten, 2007). Kaiser (1986) has suggested that supervision duties include:

- Inspecting the facility « Planning for an activity

- Providing adequate and proper equipment
- Evaluating participants' abilities and skills
- Warning participants of inherent dangers in an activity
- Instruction on proper techniques
- Closely controlling the conduct of activity
- Providing first aid and access to medical facilities

Afterschool leaders protect youth from unreasonable risks of harm by assessing the program area for safety, deciding on age-appropriate activities, interacting with youth, instructing proper techniques and skills, and closely monitoring conduct during the activity. Too often, once youth become engaged in an activity, supervisor become stationary. After school programs can be creative in designing and implementing multiple activities that can occur simultaneously in a variety of environments. Although each program component or activity has its unique setting, a standard of supervision must apply. For instance, in programs that have small spaces, the room may be designed so that all children can fully participate and enjoy the experience. Creative planning among staff may aid in rearrangement of the room offer enjoyment and_ a safe environment

2.18 Role of coaches

The role of coach is to create the right conditions for learning to happen and to find way of motivating the athletes. Sports coaches assist athletes in developing to their full potential. They are responsible for:

- Training athletes in a sport by analyzing their performances
- Assist athletes to develop new skill by providing encouragement
- Be positive , fair, and consistent with the athlete
- Be a good communicator with parents and athletes

- Protect the safety of all athletes
- Guidance of the athlete in life and their chosen sport therefore role of the coach will be many and varied, form instructor, adviser, supporter, motivator, anorganizer, planner and the fountain of all knowledge.

2.19. Role of players

- Be positive and have a good attitude
- Support your team mates.
- Always work hard
- If they have any questions, asks the coach "The only dumb question is the one that you do not ask"
- Know and follow school and team rules.
- Challenge themselves as a student, person and athlete.
- Meet everyday classroom expectations.
- Notify the coach of any scheduling conflicts in advance.
- Talk to the coach about any special case

2.20. Luck of Proper Facilities

Physical education learning experience becomes more memorable through the proper use of supplementary demonstration aid each coach should have a variety of good instructional materials but should remember that the more exposure to learning. All such materials should assist players to learn and should not be used as a means of entertainment where properly used such aids can increase the depth and speed of their Technique and skills.

In regard to the above concepts Home (1985:232) noted that "the physical education program needs demand of mind the quality and quantity of needs dictate the quality and quantity of facilities needed"

According Jesse and Williams (1964:107) in some Sport project the shortage of facilities are very real. They also emphatically explain that there remain many Sport Project 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 meagre 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.

2.21 . Shortage of Funding

In many schools Lack of or shortage of funding to provide the proper materials or instrument for the students to develop the fundamental techniques and tactics of skills in handball. A small budget might mean that class room lack of martial tools like SMART board or that common device like over head are not kept in a good working order schools might lack of the money to per chasing books for every Students. The funding g also that affect the class size and increase the number of classes a teacher must teach each day.

Physical education learning experience become- more memorable through the proper of supplementary teaching aid each coach should have a variety of good

instructional materials, but should remember that the more exposure them will ensure learning.

In regard to the above concepts Harne (1985: 232) notes that physical education programs need to dedicate the quality and quantity of the quality and quantity of the according to Jess and William (1964:107) in some high schools the shortage of facilities are very real. They also emphatically explain that where there are many communities and instruction with the most limited facilities. On the influence that shortage of facilities can play on them they further suggest, when facilities are asking or merge as innumerable schools then classes in physical education are held in classrooms corridors and basements. Such place limits the program and when facilities are lacking children do not learn the skill and coordination that is essential for their development.

When handball facilities are in shortage required teachers will also be a problem on this issue they write it follows inevitable that lack of facilities has its effect upon the morale of the teachers or coaches as well as teaching learning process or during training the problem can in part be tackled if the necessary materials are available on this issue Perstraits and Sinclair (1998:210) wrote a high priority must be assigned to facilities that can meet the challenges since overcoming obstacles means creating a better situation without the help of facilities the realization of the objective of physical education seems impossible on this regard.

2.22. Phases of team development

A team is a living and dynamic entity. It could progress from an early to a mature phase, independent of the nature of the team or the task it must perform. Tuchman's (1965) model proposed the following typical phases in team development:

- I) **Forming** : this is the initial orientation period. The team is unsure about what it is supposed to do; members do not know each other well or are not yet

familiar with the way the team leader and the other members function. This stage is complete when the members begin to see themselves as a part of the group.

- II) **Storming:** During this stage members begin to find their place as team members . The team members now feel more comfortable giving their opinion and challenging the team leader's authority and recommendations. Some members may become dissatisfied and challenge not only the tasks of the team and how these will be carried out , but also the leader's role and style of leadership. This is the start of intra-group conflicts.
- III) **Norming:** in this team members begin to use their past experiences to solve their problems and pull together as a cohesive group. This process should result in the team establishing procedures for handling conflicts, decisions, and methods to accomplish the team projects .
- IV) **Performing:** In this stage the team working effectively and efficiently toward achieving its goals. Leadership is provided by the team members best suited for the task at hand. Members have learned how to work together, manage conflict and contribute their resources to meet the team's purposes .
- V) **Dissolving or Reorientation:** the team dissolves when the team has completed the project. It may be reoriented to continue on a next phase of the project.

2.23 Seasons of Training

http://www.teachpe.com/gcse_training/sessions.php Shows that,

There are many sports which have season. For example soccer and handball. The type of training you do will be affected by the time of year and here in the sporting calendar it is.

Out of season- during this time training should be mainly aerobic and strength oriented to develop a good fitness base. You should also be stocking up on carbohydrates for energy.

Pre-season- in the fun up to a new season, training needs to shift to incorporates more skills training and focusing on specific parts of fitness which need work.

Competition- throughout the competition phase the emphasis should be noncompetition. With training aimed at maintaining fitness and small adjustment to techniques or attics. You must also get enough rest

Recuperation- this stage involves a lot or rest and only light training. Or even a complete change in training (a change is as good as a rest!)

CHAPTER 3

3. Research Design and Methodology.

In order to have clear problems and prospects of handball projects the descriptive method is implied. The method is appropriate to describe understand and define the problems. And also prospects in handball project.

The objective is to investigate the study problems and the prospects of athletes by analyzing the relationship between athletes, coach, families, respective bodies, field materials, Sport experts care and supervision, using the descriptive method, the research undertook the investigation on problems of hand ball project.

3.1 Source of Data

- Primary source of data:- athletes of the project coach of the project a youth and sport affairs
- Secondary source of data:- legal documents, reference books and encyclopedia

3.2 Total Population of Sample Technique

There are 20 athletes in Shakiso handball project center and all the 20 athletes are selected by purposive compressive technique.

The researcher was decided to take all the athletes in the project center as they are manageable in number. In addition there are one head coach and Youth and sport office in the project and they are also taken as sample of the study.

3.3 Instrument for data collection

The study employed the following instruments of data collection questionnaire, interview and field observation. The use of this instrument proved to be helpful

since it facilitated triangulation of information from the different sources. This multi-method approach reduce the changes that any inconsistent findings are attributable to similarities of method (Cohen et al.: 1991:101) .

Questionnaire were prepared to be filled by the athletes of the project center, the questionnaire was distributed to 20 athletes.

The questionnaire prepared to the athlete had 10 items, all of which were with close – ended questions.

Then an interview was conducted with head coach, captain of the athletes and Youth and sport office. The interview had 10 items structural question and some of the question had similarity with the questions in the questionnaire to cross check it there is similarity with what the athletes , coach and the Youth and sport office .

Additionally, field observation was made just to see what was actually happening regarding the problems and prospects of athletes in the practical training session and the researcher observed the problems of the project, prospects of the athletes and relationship among coach-athlete.

3.4 Procedures for the Data Collection

The athlete's filled 10 questionnaires through close ended and also all are collected back. Then, an interview was arranged through open ended questions with the head coach, captain and head of youth and sport office. Finally, field observation is done by the researcher during training session.

3.5 Methods of Data Analysis

In this study, the data collected through close-ended and open-ended questions which contains both qualitative and quantitative were used to analyze the information collected using different instruments from different sources.

The data obtained from the questionnaire filled by 20 athletes was tallied , change into percentage and put in to table . then, it is analyzed in words. The results from the interviews was also properly arranged and discussed in the study.

Lastly, the data gathered by field observation as written down in dairy form the main results of the observation are discussed in the study.

CHAPTER 4

4. Data presentation and Analysis

To complete this study properly its necessary to analyzed and interpretation the data collected from different instruments in interpretation the data collected from different instruments in to tangible and meaning full outcome of information in base of the available study. The data gathered through questionnaire, interview and filled observation.

Furthermore, the main findings of the study are presented with the help of the tables followed by descriptive statements for analysis to give answer to basic question set in the study.

The total number of populations of this study as indicated below table is 22 . 20 players of the handball project, one youth and sport office and 1 head coach of the handball project.

All of the above respondents were selected according to their usability that is compressive technique and purposively. And all the questionnaire were returned to the researcher. The questionnaire prepared to the players 10 items or questions all of which were close ended questions.

They an interview was conducted with the captain of the players, head coach of the hand ball project and head of the youth and sport office. The interview had 10 questions all of which were open- ended questions and some of the question had similarity with the questions in the questionnaire helps to cross check it there is what the athletes, the coach and youth and sport office said.

In addition, field observation was made by the researcher during the training session. The researcher were focused on the core of the problems of project, the relationship between athletes and coach, team spirit and their skills .the

researcher were written the interesting points in the form of daily and prepared check list.

Table 1: Research setting and participants of the research

Participants	Number	Methods of data collection
Shakiso handball project players	20	Questionnaire , interview and observation
Coach of Shakiso handball project	1	Interview
Youth and sport office	1	Interview
Total	22	

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 description of the results.

4.1.1 Athletes Respondents Background

Hand ball players attending in different grade level in 2006 were used as a sample of compressive technique.

Table 2: Information of athlete's respondents

Sex				Age				Grade				Family's occupation							
M		F		13-14		15-17		5-6		7-8		Government		Farmin g		Merch ant			
NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
		20	100	14	70	6	30	7	35	13	65	7	35	2	10	11	55		

As indicated in above table 2, 20 athletes were involved in the study , as shown in table 2: 20(100%) of the athletes respondents are female concerning the age of respondents 14 (70%) of them are between 13-14 years of age, 6(30%) of them are between 7-8 years of age if can easily be concluded that the majority of the respondents are between the age of 13-14 years . with regarding to educational level of athletes respondents 13(65%) are grade 7-8 and also 7(35%) are grade 5-6 . families occupation of athletes respondents 7(35%) are government , 2(10%) are farmers , 11 (55%) are merchants .

4.1.2 Coach, Head of youth and sport office background

To obtained evidential information's through the interview and the researcher using the above respective bodies. Conserving their qualification the coach has first degree holder and the head of youth and sport office has diploma holder in other field.

Table 3: Coach, head of youth and sport office respondents

Sex				Service years				Qualification			
M		F		7		10		Degree		Diploma	
No	%	No	%	No	%	No	%	No	%	No	%
2	100			1	50	1	50	1	50	1	50

According to table 3, 1(50%) of the coach interview and 1(50%) the head of youth and sport office respondents are male. with regard to their qualification 1(50%) of the coach has first degree holder and 1(50%) of the head of youth and sport office has diploma holder. As to the service years 10(50%) the coach served 10 years and 7(50%) of the head of youth and sport office served 7 years.

Questionnaires for athletes

Table 1 Shakiso handball project training center problems

No	Item	Respondents response								total	
1	What are the main problems of Shakiso handball project training center?	Sport wear		Field equipment		Care and supervision		All			
		<u>No</u>	%	<u>No</u>	%	<u>No</u>	%	<u>No</u>	%	<u>No</u>	%
								20	100	20	100

According to above table 1, 20 (100%) of the respondents were said all are the main problems of Shakiso hand ball project. Because one club without sport wears, field equipments, care and supervision it's difficult to expected success. But, the player are by challenging the above mentioned obstacles they take training by having the big ambition for the future.

Table 2: Table that shows the shortage of field materials

No	Items	Respondents response						Total	
2	To what extent the players are victim due to the shortage of field materials?	High		Medium		Less			
		No	%	No	%	No	%	No	%
		12	60%	5	25%	3	15%	20	100%

From the above table 2. Shows that, 12 (60%) of players responses were said high, 5(25%) of the respondents were said medium and 3(15%) of the respondents were said less. This result on the above table 2 mentioned indicates that, most of the players response are shortage of field material has been influence on the players in their psychological negative impact and in their performance.

Table 3: Athletes feeling towards respective body's

No	Items	Respondents response								Total	
3	What you feel about administrative bodies?	Very good		God		Fair		Poor			
		No	%	No	%	No	%	No	%	No	%
								20	100%	20	100%

The above table 3 shows that, 20(100%) of the all the respondents were said poor. this result shows that, the administrative bodies have weak approach with the players. Because the respective bodies play a great role on the players motivation by giving encouragement provide care and supervision and also give the opportunities to show their skill and performance in different competition

Table 4: Table that shows players and youth and sport office smooth communication.

No	Item	Respondents response						Total	
		High		Medium		Less			
		No	%	NO	No	No	%	No	%
4	What extent you have smooth communication with youth and sport office?	1	5%	16	80%	3	15%	20	100%

According to above table 4 shows that, 1(5%) of the respondents were said High, 16(80%) of the respondents were said medium and 3(15%) of the respondents were said less. which shows most of they have smooth communication with youth and sport office .Because youth and sport office serve as a bridge with the respective bodies and also light materials supported.

Table 5: Advantages of handball project for athletes and their country.

No	Item	Respondents of response						Total	
		High		Medium		Less			
		No	%	No	%	No	%	No	%
5	What do you think that the advantage of hand ball project for you and four country	15	75%	4	20%	1	5%	20	100%

From the above presented table 5 shows that, 15(75%) of the players responds were said high,, 4(20%) of the respondents were said medium and 1(5%) of the respond said less the result of the above table 5 indicates that the most of the respondents are the project has vital advantages on their future life and to their country wee be created new generation.

Table 6: Table that concerning training schedule

No	Item	Respondents response						Total	
		Yes		No		Sometimes			
		No	%	NO	No	No	%	No	%
6	Do you attentively follow your training always ?	16	80%	1	5%	3	15%	20	100%

According to above table 6 indicates that , 16 (80%) of the players respondents were said yes, 1(5%) of the respondents were said no and 3(15%) of the respondents were said sometimes . by regarding the above table the most of players are respond attend their training always even if the project has several problems, the players were taking their training appropriately by seeing their future ambitions.

Table 7: Table that concerning athletes – Athletes relationship

No	Item	Respondents response				Total	
		Yes		No			
		No	%	NO	No	No	%
7	Do you have smooth relationship with your team mates?	18	90%	2	10%	20	100%

According to above table 7 indicates that , 18 (90%) of the respondents were said yes and 2(10%) of the respondents were said No . In order to the above table 7 shows that, most of they have critical integration among them including their coaches. Because the project has lots of facilities absent and replacement of players sweat but they were too obey or voluntary when the coach providing different tasks.

Table 8: Table that shows players competition and facilities degree

No	Item	Respondents response						Total	
		High		Medium		Less			
		No	%	NO	No	No	%	No	%
8	To what extent training without less competition and facilities makes you happy?					20	100%	20	100%

The above table 8 shows that, 20(100%) of players responds were said less. This result from the above table all the respondents were less happy. Because full facilities and conducting competitions are the most interesting issues in any sporting events .therefore, if the interesting materials and competition available might be makes psychology build-up increasing their performance, help to know their status and get experience via competition.

Table 9: coaching methods used by coach

No	Item	Respondents response						Total	
		In group		Individual		The whole team			
		No	%	NO	No	No	%	No	%
9	What types of coaching method most of the time your coach Appling?					20	100%	20	100%

The above table 9 shows that, 20(100%) of the respondents were said the whole team. This result shows the number of players is 20. Therefore comfort to manageable and smaller than other clubs and also the training center is narrow in size or not standard. Further the project has shortage field equipment's or materials

Table10: Table that shows the benefit of Shakiso handball project training center.

No	Item	Respondents response				Total	
		Yes		No			
		No	%	NO	No	No	%
10	Do you benefited from the Shakiso handball training center?	20	100%	-	-	20	100%

According to above table 10, 20 (100%) all of the respondents were said yes. Because the handball project play an important role to save themselves from child street, chewing chat, robbing, developed their fitness level and also it helps to be consciously.

Interview

Structured interview question was employed as an instrument to collect the significance and relevant information's structured open-ended interview questions was prepared in Amharic, the interviewee was asked to the below mentioned organs or body's based on their appropriateness.

Face to face interview through structural open-ended questions was conducted:-

- A) captain of the handball project:- most of the questions were focused on the purpose of the project towards, role of respect bodies to the athletes and project, the impact of remoteness, the hinders of players equipments and relationship among their self's .
- B) Coach of the hand ball project:- Most of the questions deal about the obstacles to implement, shortage of necessary materials, lack of follow-up from the respected bodies , the purpose of the project towards and the role of youth and sport office experts
- C) Head of youth and sport office:- The most of questions was focused on the problems of the project, contributions of administration bodies, benefit of the project to the young group, how to build up the project and how to serve as a bridge between the respected bodies and with the members of the project .

Observations Check List

Name of the training center _____

Region _____ Sub city _____ kebele _____

Type of training _____

Number of players _____

No	Activities	Yes	No	Remark
1	Are there sufficient field equipments?		√	
2	Is there standard handball playing area?		√	
3	Is there enough players sport wear?		√	
4	Method of coaching that the coach used to make the training enjoyable and attractive?	√		
5	Is the training center comfort to dribble the ball?		√	
6	Are the athletes participating actively?	√		
7	Is the coach always informing the objective of training lesson to their players?	√		

8	Does the youth and sport office support to athletes and supervise during training session?	√		
9	Is there enough periodical competition?		√	
10	Is there care and supervision from the respective bodies?		√	
11	Is there team cohesion on the project?	√		
12	Is there relationship between coach and athletes?	√		
13	Is there talented players on the project?	√		
14	Is players used after training Replacement of sweat?		√	

Observation

Field observation was made just to see what was actually happening regarding the problems and prospects of Shakiso handball project during training sessions.

The data gathered by field was written down in a diary form the main results of the observation are discussed in the study .

When the researcher observed on the regular training sessions, the project has several problems and a certain strong side of the athletes as follow:

- No enough sport wears
- No enough field facilities
- Shortage of competition either with other handball projects and friendly with nearby district or zone club.
- The training center is not standardized and very narrow in size and also not conducive to dribble the ball
- The players have a great team spirit. When the researcher observed in regular training session , the athletes are at the end of the training separate by made circle singing and dancing expressed their team spirit. Further, the athletes are very obey when the coach gave demand.
- Some of the players are showed impressive movement
- Most of the time method of coaching of the coach is the whole athletes
- Sometimes youth an sport office supervise and support a light materials like balls, serviced T- shirts.
- The relationship of coach and players are very smooth
- The coach always telling them the objective of the trainings.
- No care and supervision from the respective bodies .
- Athletes are actively performing their training.
- No replacement of sweat at the end of the training

CHAPTER 5

Summary, conclusion and Recommendation

5.1 Summary

This paper was to investigating on the problems and prospects of hand ball in Ethiopia, in the, in the case of shakiso hand ball project training center. The study employed a descriptive survey method and it was conducted in one handball project training center which is located in Oromia region by selected with sample e of compressive technique the project of the study was 20 athletes, one (1) head coach and head of youth and sport office.

The information was obtained from sample compressive respondents through questionnaire, Interview and observation.

The data were analyzed using percentage and frequent. Further the data obtained through interview and observation were properly arranged and discussed. Based on the data analysis the following major findings were obtained.

- Problems of shakiso hand ball project training center, the findings in the study indicates that the whole of the respondents responded that, the project has no resource and equipments and also care and supervision. Similarity, the coach and youth and sport office responded, the project has no the above stated
- The advantage of the handball project for athletes and for their country. The most of athletes are responded attend their training always even if the project has many problems, they were taking their training by having big ambition for the future.
- More competition and facilities are may be influenced in the players performance and could not competitive the project with other projects. the relationship among athletes, the most of the respondents responded

that, the athletes have been smooth relationship among them including their coach .

- The feeling of athletes with respective bodies, The whole respondents responded that the respective bodies have weak approach with the athletes . Because, The administrative (Respective) bodies play great role on the players performance and motivation.
- The interview items were focused on the main obstacles of the project like contribution of respective bodies, absence of facilitates and sustain of the project.
- Field observation was made just to see what was actually happening during training session;
 - o No care and supervision
 - o Shortage of competition
 - o No enough field Equipments
 - o The training center is not standardized
 - o The players have good team spirit when the researcher observed singing and dancing together at the end of the training.
 - o Shortage of sport wears.

5.2 Conclusion

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

1) Shakiso hand ball project training center has many problems such as :

- Lack of follow-up from the expected bodies
- Lack of care and supervision
- Shortage of sport wears
- Shortage of periodical competition
- Lack of field equipments
- No standardized training center .

2) All the above mentioned problems are the main hindrances to implementation of shakiso hand ball project and athletes performance. These problems indicated comes from :

- The respective bodies not give equal perception with the other team games like football.. etc
- Poor educational background of the game .
- The concern body not give attention to the game

3) The relationship among athletes were very impressive when at singing and dancing with their coach .

4) The majority of athletes were have not good feeling about their respective bodies . therefore, it is possible to conclude that,

- Not give motivation before, during and after training
- Not include the game during the inter woredas competition.
- Not support and offered necessary facilities to the project and athletes .

5.3 Recommendation

Based on the finding the following recommendation was put forwarded:

- 1) The coach should be invite to the responsible bodies during training sessions to aware them the problems
- 2) Youth and sport office should be create opportunities to compete the players with nearby Woreda or Zone handball players
- 3) Athletes should be always attend their training by seeing their future goal and should be make up their behavior and also should be shaped ethically.
- 4) The project shall be community based
- 5) Give chance to respective bodies and private owners during training sessions.
- 6) Preparing bazaar (means of income generating) .
- 7) Preparing panel discussion for the administrative staff or bodies to sustain the project for a long period of time .
- 8) To increase athletes performance should be need motivation from the respective bodies .
- 9) During observation some of the existing field facilities in adequate, Therefore, be facilitated by the government and private owners should be constructed standard training center, building cloth changing room, making available water supply and also other hand ball materials .
- 10) Preparing friendly competition with nearby distinct woreda and zone . this may be help to know athletes performance and gain experience from the model of athletes .
- 11) The players family should be support and the respective bodies should be give or prepare care and supervise as much as possible before, during and after training .

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Appendix I

**ADDIS ABABA UNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE**

Questionnaires for Athletes

This questionnaire is designed to collect information for research purpose only. Its objective is to assess your position a study on the problems and prospects of shakiso handball project. I kindly request you to give your genuine response for each of the question. All information and data you provide will be used only for the aim of this study

Direction:-

- No need of writing your Name
- Circle the correct answer

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

Age group : 13-14 Years of Age _____

15-17 Years of Age _____

Grade: 5-6 _____

7-8 _____

Thank you in advance for your co-operation.

1. What are the main problems of Shakiso handball project training center?
A) Sport wears B) Field equipments C) care and supervision
2. To what extent the players are victim due to the shortage of field materials?
A) High B) Medium C) Less

3. What you feel about administrative bodies?
A) Very good B) Good C) Fair D) poor
4. What extents you have smooth communication with youth and sport office?
A) High B) Medium C) Less
5. What do you think that the advantage of hand ball project for you and four country?
A) High B) Medium C) Less
6. Do you attentively follow your training always?
A) Yes B) No C) Sometimes
7. Do you have smooth relationship with your team mates?
A) Yes B) No
8. To what extent training without less competition and facilities makes you happy?
A) High B) Medium C) Less
9. What types of coaching method most of the time your coach Applling?
A) In group B) Individual C) The whole team
10. Do you benefited from the Shakiso handball training center?
A) Yes B) No

Appendix II
ADDIS ABABA UNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE

Interview questions for a coach, captain of the players and youth and sport office.

Dear: coach captain of the players, youth and sport office

The main purpose of this interview is to gather information for the study to investigation the problems and prospect of handball in Ethiopia, in the case of shakiso handball project.

For this research to be effective, your kindly and genuine response is reburied and highly appreciated.

Instruction:-please write and tick your background information on the space provided

Sex _____

Qualification _____

Work of experience or service _____

Thank you in advance for your co-operation.

Respondent's response of the interview

- 1) What is the purpose of Shakiso handball project towards?
- 2) What is the role of youth and sport office to enriching the project?
- 3) What is the contribution of respected bodies especially to athletes?
- 4) Have they gain benefit being under the project?
- 5) Why not the administrative bodies prepared important facilities to the athletes and project?
- 6) What is the negative impact of culture to the project?
- 7) What are the main obstacles of the project?

- 8) Do you think that the remoteness of the Project has a negative influence?
- 9) What seems the relationship between coach and athletes?
- 10) Have you any plan to improve the project by different means of income generating like bazaar, panel discussion etc?

Observations Check List

Name of the training center _____

Region _____ Sub city _____ kebele _____

Type of training _____

Number of players _____

No	Activities	Yes	No	Remark
1	Are there sufficient field equipments?			
2	Is there standard handball playing area?			
3	Is there enough players sport wear?			
4	Method of coaching that the coach used to make the training enjoyable and attractive?			
5	Is the training center comfort to dribble the ball?			

6	Are the athletes participating actively?			
7	Is the coach always informing the objective of training lesson to their players?			
8	Does the youth and sport office support to athletes and supervise during training session?			
9	Is there enough periodical competition?			
10	Is there care and supervision from the respective bodies?			
11	Is there team cohesion on the project?			
12	Is there relationship between coach and athletes?			
13	Is there talented players on the project ?			
14	Is players used after training Replacement of sweat?			

Declaration

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

Name _____

Signature _____

Date of submission _____

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

Name _____

Signature _____

Date of submission _____