

**Major Factors that Affect Female Students Participation in  
Teaching Handball in Case of Degollo Preparatory and  
Secondary School in Jama Woreda**

**By**

Yonas Kassahun

**A Thesis Submitted to the School of Graduate Studies of Addis  
Ababa University in Partial Fulfillments of the Requirements for  
the Degree of Masters of Science in Sport Science**

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## **Acknowledgments**

First I would like to express my deepest gratitude to my advisor Solomon Teka (PhD) for his valuable comments and consistent following throughout the research process. I would also like to thank Degollo preparatory and secondary school principal and vice principal for their support of this research work.

My undisputable thanks go to my wife Sara Erkihun and child Rakeb Yonas for their unchangeable moral and love for being with me at the end of the research. I also so grateful to my friends, Ato Assaminew Bekele, Ato Girma Tessma, Solomon Getahun and Yonas Mindaye for their support in the process of the study. Lastly my thanks goes to my parents, my father Kassahun Woledsemayat and my sister Seblewongle Kassahun for your love and support.

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## List of Acronyms

<b>AAHF</b>	Addis Ababa Handball Federation
<b>EHF</b>	Ethiopian Handball Federation
<b>IAHF</b>	International Amateur Handball Federation
<b>IFS</b>	International Sports Federations
<b>IHF</b>	International Handball Federation
<b>OCOGS</b>	Organizing Committees for the Olympic Games
<b>PE</b>	Physical Education
<b>YMCA</b>	Young Men's Christian Association

## Abstract

The purpose of the study was to investigate the major factors that affect female students' participation in teaching handball in Degollo preparatory and secondary school. Samples were taken from grade 12<sup>th</sup> females students, from the total of 348 female students, 70 female students were selected by using systematic random sampling technique. To get supplementary information for the study area 3 subject teachers, 9 knowledgeable teachers and the 2 school principals selected purposefully. The study was carried out with descriptive survey method and both qualitative and quantitative approaches were used. Questionnaires focus group discussion and observation checklist was analyzed by using percentage and word. The major finding indicated that the performance of the teachers' ability to demonstrate during the lesson was poor; lack of adequate material and facilities also affected the females' need of participation. Physical education teachers' interactions with their students were not in admiring level. Lack of interest and motivation had also seen as problems during the lesson. It was concluded that the participation of female students with handball lesson as subject matter were highly affected by the school with shortage of facilities and equipment, attitude of female student and teachers. Therefore, based on the findings of the study, it is recommended to allow female students to participate in handball activity with the help of physical education teachers. It is also recommended that the school facilities and materials should be fulfilled to enhance females' participation with handball in addition to the community help.

**Keywords:** participation, handball, female students, physical education teachers, materials

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Jama Woreda is located in the Amhara region of south Wollo zone which is 520 kilometer distance away from the capital city of Ethiopia. There are three secondary schools in this Woreda which are Degollo, Faji and Kyeafer. Except Degollo both Faji and Keyeafer secondary schools are established in this year (2006 E.C) by the help of mention for mention which is a nongovernmental organization in order to satisfy the community needs. Now days the number of students are increasing from time to time and many of the students are come from very remote and rural areas.

In every year in this Woreda there has been taking place a very interesting some sort of sport competition with both sex in different sport games like football, volleyball, handball and athletics. Among these females cannot participate with all types of ball games and they are totally out of the competitions with those types of games. But according to ([http://www.google.com/m/of-white+headand\\_corbin](http://www.google.com/m/of-white+headand_corbin)), participating in many sports and physical activities can lead to feelings to autonomy, competence, and may produce joy, excitement, and other satisfying emotions.

Physical education is an interesting subject which contains many discipline within and which physical education, resources for developing quality physical education programs designed to provide students with knowledge and ability needed to maintain in active, healthy lifestyles. It is best to have plenty of experience and knowledge about how to perform and teach different physical activities such as, running, basketball, handball etc. this may support by the idea, physical education is an educational

course related to the physique of the human body, taken during primary and secondary education that encourages psychomotor learning in a play or movement exploration setting to promote health. (<http://wn.m.wikipedia.org>) but according to the researcher experience females in Jama Woreda especially in Degollo school had less participatory history in handball.

Handball is a sport from the category known as sport games, and is becoming more and more popular in the world. Handball is a sport that requires speed, played by two teams with six outfield players and goal keeper on each side that the game is a full contact sport. Handball discipline with the use of different teaching strategies and methodical ways play a big role for the success of effective participation of student in the field of physical education. .

However, the participation of female students in teaching handball in Degollo preparatory and secondary school was very weak, when it was compared to boys in this school. So the presence of a weak performance of female students in the lesson of handball in Degollo Preparatory and secondary school were attracted the researcher to carried out the study. Physical education teachers help not to implement the above strategies into practice.

Therefore, the purpose of this study is thus to investigate the major factors that contribute to low participation of female students in teaching handball and minimize the impact in Degollo preparatory and secondary school of Jama Woreda.

## **1.2 Statement of the Problem**

Students in Ethiopia have received several years of physical education teaching. Physical education has been given as a vital and unique subject among all, it is because of that provides movement as a primary means to give the lesson.

As it is described in the background section, handball is a team game played by two teams which is a fast and very dynamic game. The game is one part of physical education program that can be performed by boys and girls at different age levels. Different researchers and concerned bodies showed that females can have a low participation record towards handball. This is may be resulted from lack of interest or motivation on the side of student, physical education teachers, class size, students personal and family background or with other certain reasons. On the other side physical education teachers and instructors are expected to have great experience in their work with children and female students in order to accomplish the teaching learning process. Therefore, the purpose of the study is investigate, female student's participation in teaching handball and to identify the major factors contributing to low participation of female students in Degollo preparatory and secondary school of Jama Woreda.

## **1.3 Research Question**

The research of the study was mainly focused on the low participation of female students in teaching handball. Therefore, the study was tried to attempt answer the following research questions:

1. What are the major factors that affect female students' participation in handball?
2. What is the major role of the teacher for effectiveness of female student's participation in handball?

3. What is the attitude of female students towards handball?
4. What should be done to improve female students' participation of handball?

## **1.4 Objective of the Study**

### **1.4.1 General Objective**

The general objective of the study is to:

- Understand the major factors that contribute to the low participation of female students in teaching handball, in Degollo preparatory and secondary school of Jama Woreda.

### **1.4.2 Specific Objective**

The specific objectives of the study are to:

1. Identify the major factors that hinder female students' participation in teaching learning process of handball content.
2. Examine the extent to which female students were affected by school, society personal background that contribute to the low participation of handball.
3. Suggest possible measurement and forwarding the necessary recommendation for concerned bodies.

## **1.5 Significance of the Study**

The finding of the study would contribute to identify the major factors that affect female students' participation in teaching handball. Therefore, the outcome of the study had be seen as useful to contribute for making effective participation and development towards handball for female students of Degollo preparatory and secondary school of Jama Woreda. So to this effect the significance of the study are to:

1. Provide meaningful experiences to females in participating handball and in order to consider such information in curricular organization.
2. Provide information on what will be expected from female students, teachers, school and communities for young generation.
3. Contribute some basis for further study to be conducted in this area.

### **1.6 Delimitation of the Study**

This study was confined in its scope to Degollo preparatory and secondary school of Jama Woreda. Additionally the study also is delimited only to investigate the major factors on less participation of female students. So to this affect the study delimited grade 12 female students, physical education teachers, knowledgeable teachers and the 2 school principals as population of the study.

### **1.7 Limitation of the Study**

To investigate this researcher the major problems were internet access for up to date information, different reading materials like books, journals and some indexes. As anyone knows that reliable data and information is a base for any research work the researcher need to have such materials. The other thing that the researcher faced during the process of the study was financial and time constraints. And limited number of the school in the Woreda was a major problem to investigate the study.

## 1.8 Operational Definition of terms

**Demonstration:** a practical exhibition and explanation of how something works or is performed.

**Education:** the process of receiving or giving systematic instruction, especially at a school or university.

**Factor:** a circumstance, fact, or influence that contributes to a result or outcome.

**Gender:** the state of being male or female (typically used with reference to social and cultural differences rather than biological ones)

**Handball:** a game similar to fives, in which the ball is hit with the hand in a walled court. It is also a team game played by two teams.

**Interest:** the state of wanting to know or learn about something or someone.

**Knowledgeable:** having information, understanding, or skill that comes from experience or education.

**Motivation:** is the force that initiates, guides and maintains goal-oriented behavior.

**Participation:** it is the action of taking part in something.

**Physical education:** it is an education which is given mainly through physical activities to develop and maintain all aspects of personality as physical, mental and social well being.

**Performance:** the action of carrying out or accomplishing an action, task, or function.

**Sport:** it is an activity involving physical exertion and skill in which an individual or team competes against another or others for entertainment.

**Teaching:** it refers to the process of imparting knowledge and skill from a teacher to a learner.

## **1.9 Organization of the Study**

This study consists of five chapters. Chapter one deals with introduction, statement of the problem, research questions, objective of the study (general and specific) significance of the study, delimitation of the study, limitation of the study, organization and operational definition. Chapter two deals with the review of related literature. Chapter three contains research methodology. Chapter four deals with discussion and analysis of data. Chapter five deals with summary, 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

This chapter deals with review of related literature concerning on female students less participation in teaching handball. The review starts by describing physical education history, women in sport and their history in handball characteristics' of teaching in handball, effective teaching in handball. Then it proceeds to major problems and factors with their related parts.

#### 2.1 Historical Background of Physical Education

According to <http://on.m.wikipedia.org> stated that the history of physical education reflects people's attitudes about physical activity. From prehistoric times, because survival was related to physical stamina and to people's ability to find food, no separate physical fitness programs were needed. Gradually, ancient societies in china, Egypt, Greece, and Rome adopted physical education as part for military training. As the more developed societies came to value the scholarly life, physical education lost favor. Many developed countries have had to strike, a balance between physical and intellectual interests.

The history of physical education frequently shows a pattern of military, social, and political influence. Athenian Greeks came to the fore front in the era 700 to 600 BC With their quest for physical and intellectual perfection. Athenians honored the gods of Olympus, especially Zeus, with the first Olympic Games. Many historians regard Athenian culture as the height of early physical education, but like their Chinese predecessors, the Athenians felt the competing influence of intellectualism. The middle ages saws the fall of the Roman Empire brought about a denial of physical activity for anything other than manual labor. (Ibid)

In 19<sup>th</sup> century Europe, Sweden and Germany developed systems of gymnastics that were adapted internationally with Germany building the first indoor gymnasium. Physical education fulfilled a political role in early 20<sup>th</sup> century Russia after the rise of communism. Physical fitness helped insure military strength, productivity, and nationalism. Sports were viewed as a way of achieving international fame. The (YMCA) opened its first American chapter in 1851. Many sports gained in popularity around this time.

According to Siedentop (2007) "Historically, physical education programs focused on teaching children and youths in the school setting. The expansion of physical education beyond its traditional realm to non school 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 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.

Physical education uses physical activity to enhance the development of the whole person 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 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 sprat has been accompanied by an increased interest in its scholarly study. (Ibid)

## **2.2 History of Handball in the World**

According to <http://Olympics.about.com/> stated that during the early days, modern era and Olympic origins was putted as follows.

### **The early days**

Handball is believed to be one of humanity's oldest games. Some historians speculate that it predates soccer since humans have always been better at manipulating objects with their hands than with their feet.

There's strong evidence that the ancient Greeks and Romans played games that could be considered precursors t modern handball. The Greeks' game was called Urania. As depicted in Homer's odyssey, it employed a ball made out of purple wool. Later, the Romans played Harpston, in which competitors threw a ball over a line. There is also evidence that games similar to handball were played in green land, Egypt and medieval Europe. One of these sports, played in Germany, was called fungballspiel, which translates to "catch ball game".

### **The modern era**

Handball as it is played today began in northern Europe in the late 19th century, when it emerged as the successor to such regionally popular games as raffall and konigsbergerball.

Holger Nelsen to Denmark, who actually medaled in fencing and shooting at the first modern Olympic Games in 1896, and German physical

education teacher Max Heiser are credited with shaping the basic rules that would come to govern the sport. The IAHF was established in 1928; it was replaced in 1946 by the IHF, which continues today as the sport's world governing body.

Handball underwent a number of refinements during its formative years. The most significant was a more indoor version. In its first modern incarnation called field handball, teams of 11 played on fields. Because of the game's popularity in snowy Scandinavia, a scaled-down indoor version featuring seven-member teams soon arose and eclipsed field handball.

### **Olympic origins**

Despite its connection to Greek antiquity, handball didn't make its Olympic debut until 1936. As host of the Berlin games, Germany was allowed to add a demonstration sport to the program and choose field handball. The sport, primarily a European phenomenon at the time, was not included in 1948 when the summer games resumed after a 12-year hiatus.

## **2.3 History of Women Sports**

In the ancient Olympics, women were not even allowed to watch the competitions. However, the precise history of women's sports can be traced back to the late nineteenth and early twentieth century. In the early 20th century, a separate women's athletic event, the hereafter games, was eventually developed. But there were only a few women who participated in the sports. However, social changes in Europe and North America favored increased women's participation in society as equals with men, as exemplified by the women's rights movement. Although women were allowed to compete in many sports, relatively few showed interest, for a variety of social and psychological reasons that are still poorly understood. (<http://www.northnet.org>)

The women sports history reflects that the women participated in the modern Olympic from 1900 onward. They participated considerably in fewer events. Due to the lack of physical strength and stamina of women led to the disheartenment of women involvement in more physically intensive sports. From 1970s, tennis become the most popular professional female sport. But, women's' professional team sports achieved popularity for the first time in the 1990s, particularly in basketball and football. Regardless of this one can easily understand females to participate in sports especially in handball were a very big problems, even if during the pre-historic period. (Ibid)

### **Women in handball**

According to the website <http://www.en.wikipedia.org/>, in 1926, the congress of the IAAF nominated a committee to draw up international rules for field handball. The international amateur handball federation was formed in 1928. The international handball federation was formed in 1946.

Women's handball was added to the roster of Olympic sports at the 1976 Montreal games, with the soviet union winning the first gold medals, medals in men's and women's team handball have been awarded in every summer Olympics since. The women's world championship has been played since 1957. The IHF also organizes women's and men's junior world championship.

## **2.4 Handball in Ethiopia**

According to <http://www.aasc.gov.et>, the games of handball were introduced to our country during the 1967 via university instructors. After few years, participants consisting of members from the policy military forces and various sections or 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 EHF was established in 1969. One year later 10 clubs were established. AAHF was formed in 1993 under the Addis Ababa sport commission. From 1975 up 1982, women club were 10. The sport was frequented by 5 clubs only from 2001-2011, in which case such sporting which had once been a hosts hot, was treated with highly frigidity and its popularity was reduced in to the period until 2011 and the total number of clubs lowered from 17 to 3.

As indicated in the above short history there has been given no focus for the development of Ethiopia handball especially for women's, this may affect the sport development to spread out throughout the country and also affect the participation of females in handball lesson in the school.

## **2.5 The Characteristics of Teaching in Handball**

Deborach Wuest (1994) investigated that

"Teachers that are many exciting directions in secondary school physical education today. Outstanding programs and exemplary teachers provide direction for young professionals seeking to provide their student's with quality physical education" the teachers efforts are coordinated and focused on fulfilling their programs mission. These teachers reflect a strong commitment 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 in positive image of handball to their parents, school, and community. Handball teachers involved in the programs, serve as positive role models for students to be efficient. 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.

## **2.6 Effective Teaching in Handball**

When physical education teachers teach the subject, for example in handball lesson to enhance the females participation level physical education teachers need to implement effective teaching methods, because applying effective teaching method in the content handball may provides for improvement of female students participation in teaching handball.

According to <http://www.glbal-partnership.org> stated that educating girls has benefits not just for themselves but for their families, communities and countries. With a quality education, girls can make informed choices, improving their country's social and economic well being by promoting the health and welfare of the next generation.

Communicating in a good manner with female students is especially important at the beginning of units during the lesson because presenting the content would increase students' participation, since each student has different needs and interests, the more relevant and meaningful benefits present, the more students will be creative.

Wuest Bucher (1994) suggested that "Teaching can be defined as those interactions of the teacher and the learners 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." A relatively rigid learning of this game based on natural human motion, has allowed it to be popularized quickly.

During handball lesson physical education 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.

According to <http://www.supportrealteachers.org> indicated that Checking for understanding is a quick way to know that the teacher is communicating the instruction with his students in clear manner. In order to point out the basic types for checking for understanding are: Recognition check, verbal check and performance check. In order to give handball lesson for female students clearly fully get attention from them during the practical time, the physical education teachers should demonstrate according to the condition of the learners which may help to enhance female participation level and increase their interest and motives.

The identification of possible factors which contribute to female students overall participating towards handball has varied. The handball game may not only be influenced by physical fitness. As the activity is very fast and intense, it requires a good physical preparation, so the competitors playing handball have a good physical ability because all the body's muscles are involved in a game and permanent motion where all the joints of upper and lower limbs work. So it indicates that it requires a hard ship and strong work in handle all movement and activity which the boys can be involved and participated well better than girls.

This may be supported with Wuest and Lombardo (1994) suggested that, demonstration play a significant role in achieving the objective of health and physical education. If demonstration employed wisely physical education teachers can increase the effectiveness of the lesson by maximizing the students conceptualization of the nature of the skill, thereby enhancing student learning.

Demonstrations' in physical education are both motivational and instructional. Seeing a specific skill or combination of skills in action can motivate the students to want to learn the skill or combination of skills.

Breaking the skill down instructs the students on how to perform the skill. Effective demonstration incorporates memorable cues that remind students of the skill's key components. Congruent feedback is another effective teaching strategy. Feedback should match the cues that were given and be specific to each student. Feedback can also be given using the sandwich approach: tell them one thing they did well, one thing to improve, and end with another positive comment. (Ibid)

Therefore, in handball lessons, theoretical issues are presented in classrooms for students. It is practically proved that students get the most out of them when they are supported by teaching materials.

### **2.6.1 Major Problems on Teaching Handball**

Teaching the subject makes a teacher physically active and smart, but there are problems with physical education teachers having too many classes to teach in a week/day and very large classes that make it so difficult to determine the teaching strategies and methods, especially at the secondary level. Sometimes there is a lack of respect from others about the profession of physical education. Therefore, the strategies and other important things mentioned in handball positively for the effective teaching-learning process task to be accomplished.

There might have been so many problems that hinder handball teachers from not implementing the teaching and learning process effectively. This is supported by Deborah Wuest (1994), "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."

Lack of proper facilities could be one problem for physical education teacher to teach handball lesson. 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 and teaching equipments. All such materials should assist female students to learn and should not be used as means of entertainment where properly used such aids can increase the depth and speed of teaching learning activity with handball lesson.

With regard to the above statements, Horne (1985) noted that "physical education program needs dictate the quality and quantity of needs dictate the quality and quantity of facilities needed."

Also he describes that any discussion of classroom organization must begin with some attention to recourses and facilities that specific set up demands for its implementation .when there is no lack of equipment and materials that appear geographically to the understanding of the people, teaching cannot be challenged indeed.

According to Mitzel (In Azeb, 1998) in some high schools the shortage of facilities are very real. They also explain that there remain many communities and institutions with the most limited facilities. On the influence that shortage of facilities can play claim they further suggests, when facilities are lacking or merge 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.

Time allotment for physical education is also a problem for PE teachers in handball lesson. Bucher and Koeing (1974) suggested that the time advantage can be achieved by longer period. So, time allotment is one of the most important factors that influence the female students during handball lesson to participate efficiently.

Knapp and Leonhard (1968) stated that "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." Therefore according to the above sentence, the period allotted for physical education can affect the female students' participation in handbill lesson for them to be effective.

So that the long the time allotment the higher the students to participate in activities of handball lesson. With regard to this Knapp (1968) noted that physical educators are almost unanimous in the believes that a daily period is required in both elementary and secondary schools of the development, recreational, and skill needs of young people are to be meet with reasonable adequacy. Not all physical activity needed for health growth and development can be provided during one school period daily. This is because of the shortage of time and for participating all female students with in the give time is not enough.

Handball as a team sport, it is an interesting game to be played in competitions where as in schools with both sex. But in school areas there are certain teaching and student interest problems which require special method.

According to Bucher and Koeing (1974) stated that: "The problems are method of dividing between the teaching of game skill and the 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." There for in order to make

the teaching and learning process effective, class organization and the method that the teacher going to use is the key to success for females to participate in handball lesson effectively.

### **2.6.2 Factors Affecting Females Participation**

According to <http://www.teachpe.com/> indicated that at the ancient Olympic Games, women were not allowed to watch the activities let alone participate in them. By the end of the nineteenth century, English women's, from the middle classes, were taking part in sport a Victorian attitudes meant that women often played in Cumber some dresses making movement difficult. In the early twentieth century, the national governing bodies of some sports were formed and there were organized competitions for women, usually separate from men.

So as explained in the above some sports are still, considered male sports and so it is sometimes harder for women to get involved in these sport (eg. Rugby and handball) that is why females were far away from being participated in handball when it is compared to males

As indicated in several studies, in most developing countries at all educational levels, girls' enrollment and participation was usually below that of boys. While the benefits of educating girls for sustainable social and economic development are numerous, African still lags behind other continents in terms of provision of participation to all children and particularly for girls (Kasente, 2000). The reasons for females' low enrollment and participating can be attributed to different factors. Current studies in sub Saharan African countries also indicated that obstacles to girls' participation are low public expenditure on education lack of commitment to implement gender related interventions, school related constraints and demand side constraints (Ibid). Therefore one of the reasons for low participation of females in handball could be come from their gender related or school related problems.

In the same way Sutton (1998) stated that, implication of girls' participation in education systems, both concern economic, house hold, and socio-cultural and school system factors.

According to (Kasente, 2000) stated that other factors that influence the gender disparities in participation included socio-cultural benefits and practices, opportunity costs, relevance of education, school environments, safety and security and teaching and learning activity.

According to Stromquist,(1989) stated that Studies from a number of countries identified many factors that hindered females from being participated in different activities. They include family factors, and school factors that limited girls access and performance with in nations the main sets of factors explored in the literature's as determinants of female participations include economic conditions of the household, cultural and religious values, parental aspirations for female education, distance to school, and various other factors . Therefore the findings of Okoje (2000), showed that factors inhibiting girl's access for participation are family factors, individual which is personal factors, community factors, school factors and cultural factors. Thus it implies that there may be many factors that affect the participation of female students in teaching handball. That could be come from family, school, community, culture and student's personal conditions.

### **Factors related to teachers**

Physical education teachers are basic elements for the development of sport activities and for enhancing student's participation in different sport games and activities. So as far as teachers are concerned, the international Bureau of education (1993) remarked that, "no one is in any doubt that the chief agent in the process of educational reform is the teacher." Therefore in order to implement the teaching learning process, teachers play a decisive role, which also the same for physical education

teachers that, they are a role model for their own students to enhance the participation level.

Posner (1992) also stated that teachers play crucial role in determining the success or failure of curriculum implementation. Thus the teacher with his or her skill, and experience attitude is the most important of all in determining the success or failure for the process of teaching and learning with enhancing female students' participation in it. PE teacher's attitude is the basic ground to act in a positive or negative way towards the participation of female students in handball. They are very responsible in giving a good lesson for their students in the school. This is supported by Cooper (1986), that he suggested teacher's attitude towards students in every important aspects in helping to improve the development of their participation level.

### **Factors related to schools**

Schools are the main parts of educational systems, which are considered as a source of educated people. However, a number of studies indicated that, the participation and enrollment of female students in school; particularly in the rural areas could be affected by different school related factors.

As Kasente (2000) examined that, with related to school the total working environment, distance to school, teacher attitudes, and teaching practice, gender basis in curricula and classroom culture all affect female attainment and persistence in schools.

Therefore school could be the other factor for the low participation of female students in teaching handball. Since the school working environment, distance, attitudes of the teacher and other related factors are engaged in school problems.

### **Factors related to family**

Family plays a very important role in determining the degree of access that female students have good education and their level of achievement in the area they are participated. Kasente (2000) noted that, father can be a player in enhancing girls access to education and in urban as well as in some rural areas, mother also either jointly or with the father or singly can influence the decision for a girl to enroll in school. Thus, there are many family related factors including parental schooling, house hold responsibilities, family size, parent's educational level and background, and area of residence, family income and so on.

This can be supported with Rose and Tembon (1999) also reviewed that female students poor enrollment and participation in school could be related to their life styles too, that is, most of them do house chores such as: cooking, taking care of younger brothers and sisters, generally helping their over burdened mothers.

### **Factors related to socio culture**

The socio cultural beliefs and practices are the other main factors that affect the participation of females several studies indicated that a number of socio cultural related factors tend to limit the value of female students in physical education.

According to Pennycuick, (1998) reviewed that, in the Middle East and North Africa, religious or socio cultural traditions such as early marriages and child bearing explain low participation in education. Therefore socio-cultural factors that, may affect the participation of female students in teaching hand ball where it came from, early marriage, abduction (Safety and security), lack of female role models religious beliefs, priority for boy's education, awareness of parents towards females participation in physical activities and attitudes of females themselves towards physical activity and education.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 Description of the Study Area

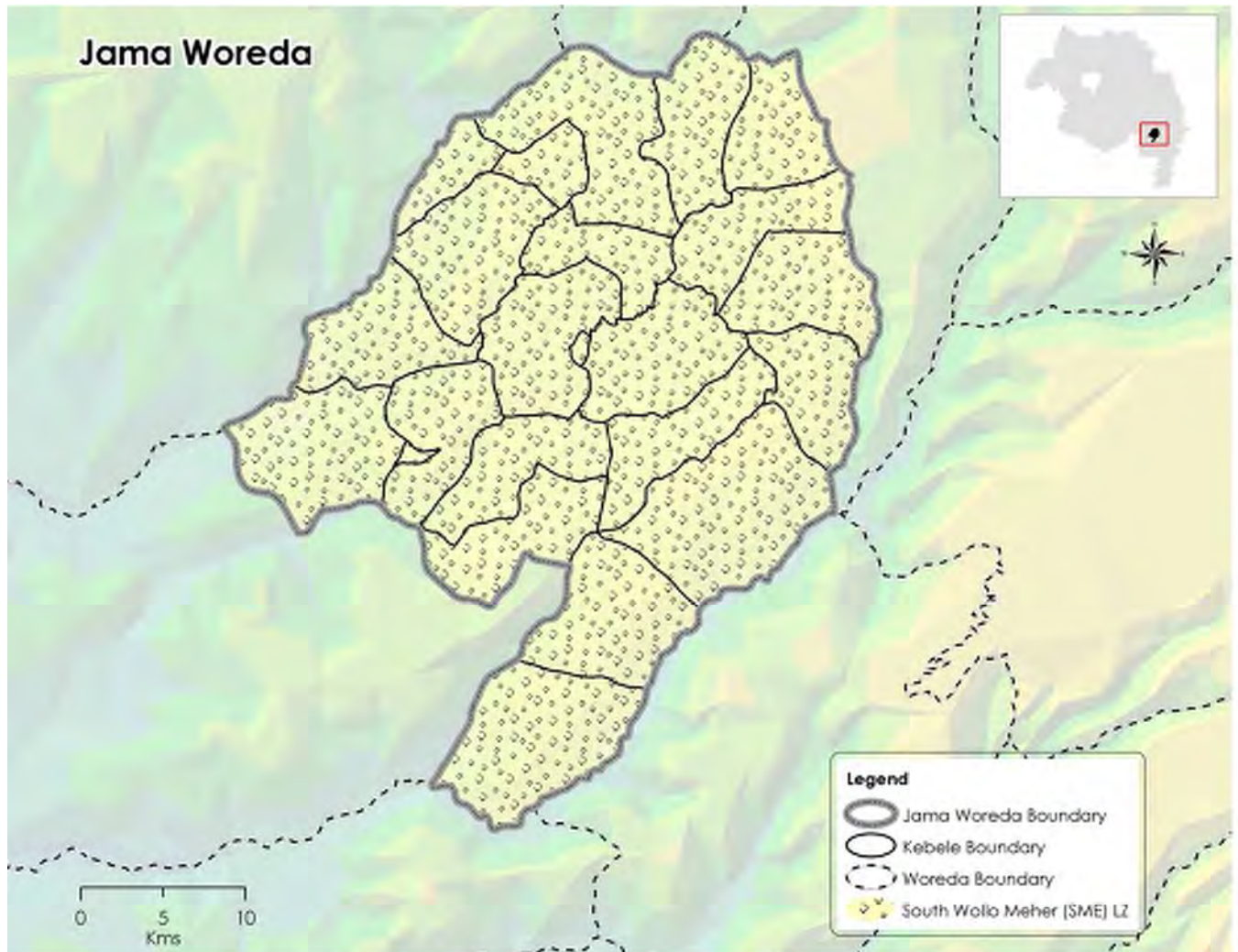
##### 3.1.1 Physical Background

The study area is known as Jama woreda, it is found within Amhara region. Amhara region have got 11 zones and every zone have its own Woredas. Among those Jama was one of the woreda which is found with in south Wollo zone and its main town is known as Degollo. Jama Woreda is located west of Dessie and 120 km far from this town. And it was surrounded by other Woredas like Woreilu in the north, Mida in the south east.

##### 3.1.2 Population and Economic Background

According to the Woredas static, the total population of Jama Woreda reached to 142,323 peoples who 70813 were males and 71510 were females until 2005 e.c. Agriculture was the major source of their economic back ground especially Jama is known for wheat production along the region, also cattle were their secondary economical activity throughout the year.

The main economy is crop production (wheat, teff, red sorghum, barley and pulses) supplemented by livestock rearing (sheep and cattle). The main sources of cash for the middle and better-off are sale of crops, livestock and eucalyptus trees. Migrant, local/urban labor and the sale of eucalyptus tree are the major economic activities for the poor/very poor wealth groups.



Map 1: Map of Jama Woreda

## **3.2 Research Design**

The study was aimed at investigating the major factors on less participation of female students in handball lesson in Degollo preparatory and secondary school. To this effect, it was used the descriptive survey method since the study investigated many factors as reason for hindrance of females participation in teaching handball. The researcher also used quantitative and qualitative design method to analyze data which were collected from questionnaires, focus group discussion and observation checklist.

## **3.3 Sources of Data**

Jama Woreda has three high schools. The researcher select one preparatory school purposefully since the school is the only place for grade 12 students was found. So Degollo preparatory and secondary school selected to investigate the study area the data sources were grade 12 female students, teachers and document analysis.

### **3.3.1 Primary Data**

In order to collect information about female students and their educational background primary data was used through questionnaires, focus group discussion and observation chick list.

### **3.3.2 Secondary Data**

Secondary source of information were used for this study collected from both published and unpublished materials like books, journals and web service.

### **3.4 Sampling Technique**

Degollo preparatory school consists of 813 female students in 2006 academic year. Among them 348 were grade 12<sup>th</sup> students. So from the total number of 348 female students of grade 12<sup>th</sup>, the researcher was selected 70 female students as samples by considering 20% of the population can be enough to get information using systematic random sampling. Then the researcher took all 3 physical education teachers, 9 knowledgeable staff teachers and the school principals using purposeful sampling method.

### **3.5 Data Collection Instrument**

In order to get the problems on females' students' participation in teaching handball the instruments used for data collection were questionnaires and observation checklist.

#### **3.5.1 Questionnaires**

To collect the information from female students and teachers 17 items of closed ended questions were designed. The questionnaires were provided for 70 female students, 3 physical education teachers and 9 knowledgeable staff member teachers. The questionnaires were prepared in English since the respondents were preparatory students and teachers they can easily understand it.

#### **3.5.2 Focus Group Discussion**

In this study, to get additional information for the process of the research, focus group discussion was carried out as source of data. Individuals who considered as knowledgeable and experienced teachers on the area of the subject plus the school principals were identified purposely and discussed in groups.

### **3.5.3 Observation Checklist**

In order to collect supplementary information regarding to the study the researcher used selective and useful observation check list that can identify female students participation and their teachers interaction with the teaching learning process and used to know the overall situation.

### **3.6 Procedure of Data Collection**

First the researcher was prepared the questionnaires with English and then distributed to 70 grade 12 female students and 12 teachers which were 3 of them physical education teachers and 9 knowledgeable staff members. Then the researcher returned back all the questionnaires from the sample population. Secondly focus group discussion was conducted with 9 knowledgeable and experienced teachers plus the 2 school principals. Then the researcher also used twice field observation with in checklist. Finally the researcher interpreted all the collected data from questionnaires, focus group discussion and observation.

### **3.7 Method of Data Analysis**

In this study the researcher used both quantitative and qualitative analysis. By using quantitative analysis, the open ended questionnaires were analyzed with frequency and percentage. With the help of qualitative analysis all the data collected from questionnaires, focus group discussion and observation were analyzed using words.

## CHAPTER FOUR

### DATA INTERPRETATION AND ANALYSIS

This chapter deals with data interpretation and analysis of the study. The data were collected through questionnaires, focus group discussion and observation checklist from female students, teachers and the school principals. Here the data is presented in tables and analyzed using frequency and percentage in order to give full information about the study.

#### 4.1 Interpretation and Analysis of Female Student Response Closed Ended Questionnaires

**Table 1:** The Performance of the Teacher

Responses	Respondents	
	Frequency	Percentage
High	9	13
Good	11	16
Medium	21	30
Poor	29	41
Total	70	100

According to the above table most of the students which 41% responded that, teachers have a poor performance, 16% of them respond as good, 21% of them respond medium and the rest 13% of students response that their teacher performance is high so here we can say that most of the students concluded that there teacher performance were poor. That may cause less participation in the lesson handball for female students

**Table 2:** The Ability of the Teacher to Demonstrate Well

Responses	Respondents	
	Frequency	Percentage
Yes	23	33
No	47	67
Total	70	100

The above table shows that most of the respondents are 67% of the total sample population responded, teachers during practical session cannot demonstrate well and others 33% of them respond, teachers demonstrate nicely. So this implies that the demonstration ability of teachers during practical session were somewhat poor, according to the majority respondents.

**Table 3:** Availability of Material in the School to Teach Handball

Responses	Respondents	
	Frequency	Percentage
Adequate	10	14
No sufficient	35	50
None	25	36
Total	70	100

As the above table shows 50% of the respondents are said there are no sufficient materials in the school and 36% of the students responded that there are no materials at all which can be useful to teach handball and the rest 14% of them judge the school has enough material for handball lesson. According to the above table we conclude that most of the respondents put the school compound have a shortage of material for handball lesson.

**Table 4:** How Far the Teacher Allowed Participating in Handball Lesson

Responses	Respondents	
	Frequency	Percentage
More	6	9
Less	35	50
Not at all	29	41
Total	70	100

The above table shows 50% of students replied that the teacher allowed less participation for females, 41% of the respondents respond that teacher is totally give no chance to participate females and 9% of students respond the teacher give more time for females to participate. According to this table most of the teachers are not allowed to give more time for females to participate in handball but some teachers may give a chance to participate which is good way for initiating females to participate widely during the lesson.

**Table 5:** Teachers' Absents in Handball Lesson

Responses	Respondents	
	Frequency	Percentage
Always	-	-
Sometimes	13	19
Never	57	81
Total	70	100

According to the above table 19% responded that teachers are missed their class sometimes but 81% of respondents replied that their teachers used classes effectively. Many of the respondent concluded that physical

education class were not totally miss by their teachers but sometimes it may be missed by physical education teachers.

**Table 6:** Good Relationship between Physical Education Teachers and Female Students

Responses	Respondents	
	Frequency	Percentage
Yes	21	30
No	49	70
Total	70	100

This table shows that 70% of the students responded as there are no good relationship between physical education teachers and females but 30% of them replied there is a good relationship. Therefore, according to the respondents there had been some problems regarding to the interaction of females with their teachers.

**Table 7:** The Main Problem That Female Students Faced to Have a Low Participation in Handball

Responses	Respondents	
	Frequency	Percentage
Culture	21	30
Economy	10	14
Attitude	18	26
Family	21	30
Total	70	100

As shown in the above table 30% of the students respond culture and also the same number of the sample population which is 30% replied family, 14% of students respond economy and 26% of the respondents respond

that attitude is a problem which can be a reason for female students to have a low participation for handball lesson. So that according to this family, culture, attitude and economy related problems could be a factor for the hindrance of female student participation in teaching handball in Degollo preparatory and secondary school.

**Table 8:** Different Teaching Approach Used By the Teacher in Training Handball Lesson

Responses	Respondents	
	Frequency	Percentage
Yes	28	40
No	42	60
Total	70	100

According to the above table most of the students replied that, who are 60% of them, the teacher not used different mechanisms of teaching approach but 40% of the students respond that some teachers can use different kinds of teaching approach in training handball.

**Table 9:** Feelings of Female Students Concerning Injuries during Handball Training

Responses	Respondents	
	Frequency	Percentage
Yes	63	90
No	7	10
Total	70	100

As indicated in the above table 90% of the sample responded as handball training can cause injuries and 10% of them feel that handball training cannot be harmful. This showed that since handball game was an intense

and dynamic activity, females were so frightened the game that was because of injuries.

**Table 10:** The School Has Enough Places to Teach Handball

Responses	Respondents	
	Frequency	Percentage
Yes	9	13
No	61	87
Total	70	100

The above table shows that most of the respondents are 87% of the sample population replied that, there is no enough place to teach handball but the rest 13% of them responded that there is enough place to teach handball. This indicated that because of the school had no enough place to teach handball, female students were far from participating with handball in any time they want.

**Table 11:** To Change the Lack of Interest in Females' Participation with Handball, the Teachers Should

Responses	Respondents	
	Frequency	Percentage
Educate the students about handball subject	24	34
Create awareness to students to participate	46	66
Total	70	100

As shown in the above table 34% of the respondent replied that, to change the lack of interest in females participation with handball, teachers should educate the students about handball subject but most of the respondent responded, which are 66% of the sample population, teachers should create awareness for female students to participate in handball in order to change the lack of female students for the lesson.

**Table 12:** To Improve Female Students' Participation Physical Education Teachers Should Give the Training

Responses	Respondents	
	Frequency	Percentage
Regularly	63	90
Sometimes	7	10
Total	70	100

As indicated in the above table 90% sample respondents replied that to improve the female player participation physical education teachers should give the training regularly but the rest 10% of them responded that it is enough to do training sometimes. So this showed that doing the training regularly could make a difference to the low participation of handball for female students in Degollo preparatory and secondary school of Jama Woreda.

**Table 13:** To Improve the Experience of Female Student Participation with Handball, they should play with

Responses	Respondents	
	Frequency	Percentage
Boys	14	20
Alone	20	29
In group	36	51
Total	70	100

As shown in the above table 20% of the students responded that to improve the experienced they should play with boys, 29% responded that to play alone and 51% of them agreed that, to improve females' experience of student participation they should play with in groups. So it implies that in order to improve the participation level, females need to do the training with in the groups

**Table 14:** The Adequacy of Ball Distribution in the Handball Practical Session

Responses	Respondents	
	Frequency	Percentage
Yes	4	6
No	66	94
Total	70	100

The above table shows that 94% of respondents agreed that there is no enough ball distribution, but 6% of them only responded that the distribution of ball for handball practical lesson is enough. So it implies that the ball distribution for practical session during handball lesson is a almost none.

**Table 15:** Absents of Female Students in Handball Practice

Responses	Respondents	
	Frequency	Percentage
Always	14	20
Sometimes	26	37
Never	30	43
Total	70	100

As shown in the above table out of the total population the sample respondents replied that, which are 43% of them, said never 37% responded sometimes and the rest 20% of them responded always, so this table indicated that less number of students are agreed always but most of them are expelled from practical session.

**Table 16:** Females' Reason for Never Attend the Handball Lesson

Responses	Respondents	
	Frequency	Percentage
It requires physical challenge	40	57
Because of the teacher	6	9
The boys laugh at me	23	33
I hate the subject	1	1
Total	70	100

As indicated in the above table majority of the respondents, 57% of them agree it requires physical challenge 9% replied it is because of the teacher, 33% respond because of the boys laugh at me and the rest 1% of them respond that I hate the subject. So it implies that due to certain reasons females are total absent from handball lesson.

**Table 17:** The Teacher Used Student Centered Method

Responses	Respondents	
	Frequency	Percentage
Yes	18	26
No	52	74
Total	70	100

The above table indicated that 74% of the students responded that teachers does not use student centered method but 26% of them agree

that the teachers are using student centered method to give the handball lesson. So that according to the majority of female students one of the problems for their less participation towards the lesson was physical education teachers could not used student centered methods.

#### 4.2 Interpretation and Analysis of Teachers Response to the Closed Ended Questionnaire

**Table 18:** The Attitude of Teachers towards Female Student Participation in Handball Lesson

Responses	Respondents	
	Frequency	Percentage
Excellent	2	17
Very good	3	25
Good	6	50
Poor	1	8
Total	12	100

As the above table shows 50% of teachers show good attitude for female students' participation in handball lesson, 25% of them respond very good, 17% of teachers reflect excellent attitude and the rest 8% of the respondent shows poor attitude towards female students' participation in handball lesson.

**Table 19:** The Measurement of Teachers to Change the Attitude of Female Students towards Handball

Responses	Respondents	
	Frequency	Percentage
Yes	4	33
No	8	67
Total	70	100

The above table indicated that 67% of the teachers responded, they could not take any measurement to change the attitude but 33% of them try to take measurement to change the attitude of female students towards handball. This implies that even if few teachers took measure to change students it remains, to do by many teachers to implement that may affect the female participation towards handball.

**Table 20:** The Reason for Teachers to Take Measurement to Change the Attitude of Female Students

Responses	Respondents	
	Frequency	Percentage
To increase the overall handball participation	5	42
To make girls more competent like boys	7	58
Total	12	100

The above table shows that 58% of the teachers responded to make girls more competent like boys and 42% of them responded to increase the overall all hand ball participation. It implies that some teachers are taking measurements to change the attitude of female students towards handball to increase the overall handball participation and to make girls more competitive.

**Table 21:** Reason for Teachers to Not Taken Measurements to Change Female Students' Participation in Handball Lesson

Responses	Respondents	
	Frequency	Percentage
Always	14	20
Sometimes	26	37
Never	30	43
Total	70	100

As indicated in the above table 12% of the teachers responded it is because of material, 33% of them respond it takes more time and 25% of the teachers responded that there is no enough place to take any measurement in order to change female students attitude towards hand ball participation.

**Table 22:** The Teachers Motivate Females to Participate with their Free Time

Responses	Respondents	
	Frequency	Percentage
Always	4	33
Sometimes	6	50
Never	2	17
Total	12	100

As shown in the above table 50% of the teachers respond sometimes, 33% of them said always and 17% of respondents respond never. On regard to this table more or less the teachers are tried to motivate females to participate with their spare time it may had a positive impact on the participation of handball with female student.

**Table 23:** Problems Faced by the Teachers during the Practical Session in Handball

Responses	Respondents	
	Frequency	Percentage
Yes	8	67
No	4	33
Total	12	100

The above table shown that 67% of the teachers responded yes during practical session there are problems but 33% of them respond no. This implies that most of the teachers faced such problems in hand ball lesson during the practical session.

**Table 24:** Encouragement of Teachers for Female Students to Participate in Physical Education Lesson

Responses	Respondents	
	Frequency	Percentage
Always	9	75
Sometimes	3	25
Never	-	-
Total	12	100

The above table indicated that 75% of the teachers, always encourage female students (female) and 25% of them also encourage sometimes but none of them respond to ever. So it implied that teachers are most of the time they are encouraging female students for physical education lesson.

**Table 25:** Female Students' Interest and Motivation to Handball can be affected by Families, Teachers and Friends

Responses	Respondents	
	Frequency	Percentage
Yes	10	83
No	2	17
Total	12	100

As shown in the above table 83% of the teachers responded yes and 17% of them said No. so it indicated that majority of the teachers agreed with that of interest and motivation of female student participation to handball can be affected by their families, teachers and friends.

**Table 26:** The Ability of the Teachers

Responses	Respondents	
	Frequency	Percentage
Excellent	5	42
Very good	3	25
Good	3	25
Poor	1	8
Total	12	100

The above table shows that 42% of the teachers respond excellent, 25%. Very good, and also 25% good with 8% of them poor responded. According to this they are varieties of teachers who scores different level of competence with their ability but the majority were on an excellent level.

**Table 27:** The Period Allotted for Physical Education is enough

Responses	Respondents	
	Frequency	Percentage
Yes	1	8
No	11	92
Total	12	100

As indicated in the above table 92% of the teachers agreed to the period allotted for physical education is not enough but 8% of them regarded that it is enough. It implied that the allotment for PE were not enough to teach handball were agreed by almost majority of the participants.

**Table 28:** Additional Practical Classes Could Change and Enhance Female Students' Participation in Handball

Responses	Respondents	
	Frequency	Percentage
Yes	9	75
Maybe	3	25
No	-	-
Total	12	100

This table indicated that 75% of the respondent agree to additional practical class which says yes and 25% of them also responded may be but no one could say No. So it indicated that additional class could change and enhance female student participation in handball.

### **4.3 Interpretation and Analysis of Focus Group Discussion**

The purpose of the study was to find out the major factors that hinder to low participation in teaching handball in Degollo preparatory and

secondary school. The researcher used focus group discussion with knowledgeable staff members and the school principals to get additional information the study problem. Therefore, 9 knowledgeable teachers and the 2 school principals were participated in focus group discussion. To this effect the researcher had been presented their ideas as follows; during the focus group discussion of the school principals and knowledgeable staff teachers with in the study area lots of issues were a raised, the main points had been that shortage of money to full filed equipment and material in the school, allotted time of physical education becoming reduced, there had been a negative relationship of female students and teachers. They also reviewed that lack of cooperating with in concerned bodies, media coverage for handball.

#### **4.4 Interpretation and Analysis of Data Obtained From Teacher and Female Student with Observation Checklist**

1. Does the teacher give equal opportunity for boys and girls during handball lesson?
  - When the subject teacher gives the lesson he was mostly appreciate and admire boys rather than girls. This was observed by the researcher during the practical lesson.
2. Does the teacher show the practical work well?
  - Physical education teachers need to be as a role model but sometimes with the practical part it seems to be less. So this was the main problem for females that if they didn't get good demonstration they will be expelled through the class. So the research observed there were no good demonstration was taken by PE teachers.

3. Does the teacher use different material and teaching aid?
  - During the observation time most of the teachers were not used additional materials as long as the subject teacher meet his students always he used nothing except whistle and some balls.
4. Does the teacher give feedback for female student s while they work?
  - At the research observed sometimes teachers give feedback at the end of the practical class but majority of students who get such feedback were boys
5. Does the teacher give correction at the right time?
  - Definitely yes but sometimes the teachers were given such correction with hot feeling and also by insulting the students that may affect their participation.
6. Does the teacher wear appropriate close?
  - Not all teachers wear appropriate close that is why some students also get into field with trouser careless.
7. Does the teacher motivate female students?
  - Some teachers try to motivate during handball practices session for female students but the rest were not interested to motivate the students to participate.
8. Do female students are interested to participate in handball lesson?
  - It is not easily observable to understand female interest but sometimes females when they are coming to the field of play they delayed and also ask permission to not participate in the exercise.
9. Does the playing field for handball are well constructed?
  - The school compound had a good football field and volleyball field of play but not hand ball field.

10. Does the teacher give more time for female students?

- During the practical session physical education teachers are expected to give more time for female students but except one teacher no one given such opportunity during the observation.

11. Does the teacher use tutorial class only for female students?

- Majority of the teachers use tutorial class for all of the students. Even if it needs to be given also for females this could also not early shown in the school compound, except with other subject teachers.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with summary, conclusion and recommendation of the study.

#### 5.1 Summary

The study was to investigate the major factors that affect female students' participation in teaching handball in case of Degollo preparatory and secondary school of Jama Woreda. In this study the following basic research questions were carried:

1. What are the major factors that affect female students' participation in handball?
2. To what extent lack of necessary facility, parents and gender affect handball.
3. What is the major role of the teacher for effectiveness of female student participation in H.B?
4. What is female student's attitude towards the participation of H.B?
5. What should be done to improve female student participation in H.B?

The study employed for both quantitative and qualitative research approach and it was conducted in Degollo preparatory and secondary school grade 12<sup>th</sup> female students. 70 female students were selected using systematic random sampling method, 3 subject teachers and 9 knowledgeable staff members and the school principals as a source of the study were selected purposively. The data collected was analyzed using percentage and word, and then based on the data analysis the following major findings were obtained.

- Most of female students showed the performance of the teachers' ability were low; the demonstration capacity was also implied to them very weak.
- The school material, equipment for handball lesson has been also reflected by the students as problems for the low participation record in handball.
- Female student were agreed to the idea that may physical education teachers were not allowed students specially females to participate with handball lesson.
- Physical education teacher, and female students relationship with the view of students were also on somewhat have a gap.
- The feeling of students concerning handball training can be shown with most of them as it causes injuries.
- To change the lack of interest and to improve female student participation, they show their interest with creating awareness and doing regularly handball training.
- The teachers put themselves as poor measurement takers to change the students' attitude and motivate for enhancing females students participate in handball.
- The period allotted for physical education was also seen as a problem for both students and teachers to give the teaching learning process effectively in handball lesson.

## **5.2 Conclusion**

This chapter deals with conclusion of the study. Based on the result of the study, the majorities of female students were not participated in handball lesson due to many facts that is:

- The ability of physical education teachers to give the lesson, to demonstrate and to communicate with girls was clearly poor.
- The school compound had no adequate material and facilities to give handball lesson properly that was a major problem for female students to participate in handball wisely.
- Physical education teachers did not used different teaching methods and mechanisms to motivate and improve females experience in teaching handball lesson.
- Female students taught that handball is full of body contact that may cause certain injuries to them. Due to these females fear to participate in handball training.
- The attitude of female students, teachers and parents for participation of physical activity were less.
- Female students were also affected by culture and socio economic factors which hindered to participate freely in handball game.

## **5.3 Recommendation**

Based on the findings the following recommendations were forwarded to solve the problem of the study:

- To increase female students participation in handball lesson, the school should to prepare and have adequate material and facilities for handball lesson
- Physical education teacher should be a role model for their students and motivate females to participate in handball by giving more time.
- Female students should to be aware of the importance of physical activities and their safety procedures.
- The community should have to encourage female students.

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# Appendices

## Appendix A

Addis Ababa university school of graduate studies faculty of natural science department of sport science questionnaire provided for female student

The objective of the questionnaire is to gather information on female participation in teaching handball.

**Direction:** Please circle what you choose from the given alternative

1. To what extent is the performance of your teacher?  
a. High    b. Good    c. Medium    d. Poor
2. Does your teacher demonstrate well?  
a. Yes    b. No
3. Does the school have enough material to teach handball?  
a. Adequate    b. No sufficient    c. Not at all
4. How far your teacher is allowed you to participate in handball lesson?  
a. More    b. Less    c. Not at all
5. Does your teacher miss his class?  
a. Always    b. Sometimes    c. Never
6. Does your physical education teachers and female students have a good relationship?  
a. Yes    b. No
7. What do you think will be the main problems that female students have a low participation record in handball?  
a. Culture    b. Economy    c. Attitude    d. Family
8. Does your teacher used different kinds of teaching approach in training handball?  
a. Yes    b. No

9. Do you feel that handball training can cause injuries?  
a. Yes                      b. No
10. Does the school have enough place to teach handball lesson?  
a. Yes                      b. No
11. to change the lack of interest in females participation with handball, the teachers should  
a. Educate the students about handball subject  
b. Create awareness to students to participate in handball
12. To improve the female student participation, physical education should give the training \_\_\_  
a. Regularly              b. Sometimes
13. To improve the experience of female student participation they should play with  
a. Boys                      b. Alone                      c. In group
14. Do you have enough ball in your practical session with handball lesson?  
a. Yes                      b. No
15. How often you participate in handball lesson without being absent?  
a. Always                      b. Sometimes                      c. Never
16. If your answer for question 15 is never why?  
a. It requires physical challenge  
b. Because of the teacher  
c. The boys laugh at me  
d. I hate the subject
17. Does the teacher use student centered method, to give the lesson  
a. Yes                      b. No

## Appendix B

### Addis Ababa University School of Graduate

#### Studies Faculty of Natural Science Department of Sport Science

#### Questionnaire Provided for Teachers

The objective of this questionnaire is to collect data on female student participation in teaching handball.

**Direction:** Please circle what you choose from the given alternative.

1. What is your attitude towards female students participation in handball lesson?  
a. Excellent                      b. Very good    c. Good              d. Poor
2. Did you take any measurement to change attitude of female students towards handball?  
a. Yes              b. No
3. If your answer for question No. 2 is yes, why?  
a. To increase the overall handball participation  
b. To make females more competitive like boys
4. If your answer for question No. 2 is no, why?  
a. It takes more time              b. There is no enough place  
  
c. Because of material
5. How far you motivate females to participate with their spare time?  
a. Always                      b. Sometimes              c. Never
6. Does the teacher face problems during the practical session in handball lesson?  
a. Yes              b. No
7. How often you encourage female students for physical education lesson?  
a. Always                      b. Sometimes              c. Never

8. Did you agree that females interest and motivation can be affected by their families, teachers and friends?  
a. Yes            b. No
9. What do you think will be the teachers ability?  
a. Excellent            b. Very good            c. Good            d. Poor
10. Do you think that additional practical classes could change and enhance females participation in handball?  
a. Yes            b. May be            c. No
11. Did you agree that, the period allotted for physical education is enough?  
a. Yes            b. No

# Appendix c

Addis Ababa University

School of Graduate Studies

Faculty of Natural Science Department of Sport Science

Observation Check List for Female Student and Teachers

The objective of this observation check list is to get additional information on the studying area.

No	Item	Yes	No
1	Does the teacher give equal opportunity for boys and girls during handball lesson?		
2	Does the teacher show the practical work well?		
3	Does the teacher use different material and teaching aid?		
4	Does the teacher give feedback for female students while they work?		
5	Does the teacher give correction at the right time?		
6	Does the teacher wear appropriate close?		
7	Does the teacher motivate female students?		
8	Do female students are interested to participate in handball session?		
9	Does the playing field for handball are well constructed?		
10	Does the teacher give more time for female students?		
11	Does the teacher use tutorial class only for female students?		

## Declaration

I, the undersigned, declare that this thesis is my original work and hasn't been submitted for a degree in this or any other university and that all the sources used in this study has been properly acknowledged.

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

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

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_