

**DETERMINANTS OF THE HANDBALL DEVELOPMENT  
PROJECT: THE CASE OF SENDAFA DISTRICT, OROMIA  
REGION.**

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## **ACRONYMS**

AD - After Death

BC - Before Christ

IAFF – International Amateur Athletics Federation

IHF - International Handball Federation

## **Abstracts**

Sport is a vital one for social, cultural and economical development of society. It is a very important instrument in the creation of modern economy. Understanding this situation in Ethiopia, Sport Commission designed establishment of projects from the grass root level on different discipline among which handball is the one. However, the performance of the project is not in a position as it has been expected. This study is therefore, to investigate the determinants of handball project in Oromia region Sendafa center. The main issues considered are selection of coaches, quality of coaches, trainee's recruitment, management problem, coordination work among concerned bodies, trainees family and community support, the standard of field, equipment and facilities and interest of trainees and trainers. To conduct this study descriptive survey method was employed. Data were gathered from 40 trainees, 4 coaches, 12 town and woreda youth and sport affairs management members, 4 regional and zonal experts and 12 trainees family. Purposive sampling was carried out. The data for the study was obtained through questionnaires, interview and observations. Both qualitative and quantitative data were collected. Qualitative data were narrated and interpreted. Whereas, percentage was used to analyze quantitative data. The result indicated that the coaches and trainees selected randomly with out standard selection method and talent identification, coaches have no required quality, no coordination work among stakeholders, there is a management problem, project facility and equipment is inadequate, there is lack of incentive for both trainee and coaches, and their interest is also low. Thus, it is recommended that result and professional based coach selection should be in place, coaches refreshment training /up dating should be carried out twice a year, trainees should be selected using talent identification, governmental concerned bodies should carried out close and regular supervision, the project should have well organized short and long term plan, regular reporting system should be in place, strong coordination among stakeholders, fulfilling the required facilities and equipment.

Key words:-Determinants, project, development, handball, trainees, managements, coach.

# CHAPTER ONE

## Introduction

### 1.1 Background of the study

A number of traditional sports used to be widely practiced in Ethiopia before the introduction of modern sport. Horse racing and field hockey (Genna) are among traditional sports that are still being practiced in the nation. When it comes to modern sports, athletics and different ball games are the popular sports of nation.

In Ethiopia modern sport is still at the infancy level. The causes for these are organizational and Economical problems. As the leadership in sports lacked a popular base in this country, it has been undergoing a series of continuous reorganization. The focuses are even more given to limited sport, like football, athletics and volleyball. Yet at this intent on gaining victory lacks broad base that would replenish about sport persons, the results registered have been declining as well. The shortage of sport facilities, sport equipments as well as lack of trained personnel in the sphere have also made the problem more complex (National sport policy, 2005)

As indicated at this out set and incorporated in the sport policy document (2004), the policy out lines clearly selected goals, means and strategy. Further defines to what, how, where, whom, and why to train, who is to train at different levels, decisions as to organization, facilities and administrative arrangements as well as to coordination among its several elements. In spite of all these frameworks, there seems to be an immense gap between what is written in black and white and actually practiced on the ground, ever since the policy has come in to action that is actually the question of hands on job. Interestingly, sport all country is changing with times, but not uniformly at all. The gap in resource between wealthy and poor countries is growing. There is no question that the availability of quality facilities is necessary for proper training, where this does not exist. Apparently, it is intended ahead of time (Judith, 1998). In a nuts shell, this is actually a severe challenge that developing countries face. Among several sport in our country that face different problem is handball.

Handball is a fast attacking ball game played in its most popular version by two teams of seven players in each side that also have seven substitutes. The competition to score more goals than the opponent team within the time allowed to play the game gives it a fascinated feature and also the skillful dribbling of the ball by the players and their tactful playing style in order to get a shooting opportunity and to score a goal consequently catches one's attention. Handball like other ball games has won much popularity in worldwide context. Handball is one of the popular team games in the world. One of the reasons for its popularity is its expensive nature. According to Ashock Kumor (1999), there is general agreement among sports historians that handball is the oldest of all games played with a ball. It is impossible to place a specific date on the first handball game although some historians believe that it occurred during the early Egyptian era of 4,000 years ago. The Romans found many uses for a ball as described in "exercises with a small ball" written by Galen in A.D. The Romans played most of their games as "pelota" which involved hitting a ball against a wall. It is generally believed that the Romans introduced the game of pelota to the people of the countries they occupied during the Roman conquests. Variations of this game are still being played in parts of Europe today. The game became very popular and was referred to as "fives" representing the five fingers used in hitting the ball. The game played in the early days was slightly different from the game played today. The courts were larger the ball was harder and travelled faster and the players were allowed to kick the ball as well as hit it with the hands. When we look at the modern handball, in 1928 eleven handball playing nations met in Amsterdam on the occasion of the Olympic Games and as a result of this meeting, the international amateur handball federation was formed. In 1931, just 3 years after attaining a separate entity handball was included in the program of the game by the international Olympic committee. The game was first included in the Olympic held in Berlin in 1936. According to Ato Mebratu (1986) handball in Ethiopia has a short history, before known like other activities. It was introduced in 1960 EC. It showed a tremendous development throughout the country especially in Addis Ababa University by foreign teachers. In 1962 EC handball federation was established. In 1964 EC Ethiopia became the member of international handball federation on the meeting held in Nurnberg ( Germany).

The handball became popular in police, military and later it became more interesting in the schools. In 1964 EC, for the first time handball competition was prepared in Addis Ababa. Ten clubs were participated in the competition. The first male international game were held for 21<sup>st</sup> Olympic qualifying game in 1968EC, in Cairo and stood 2<sup>nd</sup> to Egypt. In East & Central African clubs championship organized in Djibouti in 1982 EC, the Ethiopian ‘Mechal’ Club stood first the competition. Similarly in 1987 clubs championship held in Addis Ababa the Ethiopian club ‘gumruc’ won the competition.

However, in the middle of 1980EC the progress and result is steady going down. In order to improve the status of different types of sport activities, Since 1990E.C the Minister of Youth, Sport and Culture has been running nation-wide youth sports projects in 8 types of sports, that means football, athletics, volleyball, basketball, handball, tennis, table tennis and boxing in which so far about 14000 youngsters have attended the training programmers. The projects have shown promising results to improving the standards of each sport type as they managed to produce many elite young sports men who stepped up to ultimately play for various higher level clubs and even for the national teams of Ethiopia. Many countries which are known by handball game at top level lay foundation in project and provide continues and progressive training to young trainees. Similarly, Ethiopian Minister of Youth, Sport and Culture and handball federation also aiming to lift up the declined sport, has designed youth handball project training program throughout the country similar to the other 7 sports as mentioned before. The project helps to produce trained and skilled handball players that could be competent starting from kebele level up to national level. (Ethiopian junior and youth athletics project training implementation manual 2008)

In 2004, when the federal sport commission revived the project system, the Ethiopian handball federation has seventy four project stations throughout the country. Among eight projects in Oromia region, Sendafa project is one of the projects that are believed to contribute a lot for the growth of handball in regional and national level. So this research would mainly focus on the determinants of the development of Sendafa handball project in relation to the training facilities, training system, quality of coaches, management problem, coordination work among concerned bodies and contributions of society.

Therefore, the researcher tries to investigate the major determinants of the development of Sendafa handball project.

### **1.2 Statement of the Problem**

One of the main objectives of the Ethiopian handball federation is to establish youth project to produce quality national team players that will take part in the international and continental competition effectively. This is possible only if reliable young substitutes are made available from the grass root level. Thus, youth handball projects are expected to play their role in this case by incorporating young candidates. On the other hand, problems of handball players are evident at the national level. In a study under taken by the federation, it was indicated that the development of handball in our country looks like up and down in different years. Since 1960<sup>th</sup> this condition also reflects Sendafa handball. In Sendafa there was a strong handball playing culture especially in Sendafa police collage. During 1970 up to 1980<sup>th</sup> some of the representative of the country was from Sendafa. The involvement of the community in the area was also strong. However the interest of the community was declined along with the sport decline throughout the country. To solve issues identified as a problem for the development of handball in Ethiopia, Minister of Youth, Sport and Culture design new structure since in the early 1990s to work at the grass root level based on different age categories(under 15 and under 17) on selected eight sports. Among those sports, handball was also selected for improvement.

Despite the efforts made to improve the handball in Sendafa project, the project activity is weakened from time to time. Since its establishment, it did not produce single player that technically and tactically fit to their zonal and regional level. Generally, the project is found to be unable to produce effective young handball players. Though, these problems are observable, nobody has examined so far. Therefore, this study was initiated to analyze determinants of the development of handball project.

### **1.3 Research Questions**

This study tries to address the following research questions.

- What selection methods and procedures do handball coaches in the project follow?

- What kind of trainer qualities does the coaches possess?
- What are the criteria's for recruiting the trainees?
- What are the major management problems?
- Do trainees of the project provided with the appropriate sport equipments and facilities?
- Is there coordination of work among stakeholders?

## **1.4 Objectives of the Study.**

### **1.4.1 General objectives.**

The general objective of this study is to analyze and explain determinants of the development of handball of Sendafa project and suggest possible solutions/ recommendations.

### **1.4.2 Specific objectives**

The specific objectives of the study are:-

- to assess the coaches' trainer quality in delivering the required knowledge and skill to trainees.
- to identify factors affecting of Sendafa handball project that leads to lower performing,
- to examine efficiency of management in executing their roles and responsibilities.
- to identify the availability of necessary sport facilities, equipments and financial support which is contributing to successfulness of the project activities.
- to assess the level of coordination and integration of work between governmental concerned bodies, coaches, trainees, trainee's family ,schools and community whether they share common vision or not.
- to suggest possible solution and recommendations to improve the current status of the project,

### **1.5 Significance of the study**

This study attempts to identify various determinants of handball project. The information generated through this study would be useful in the formulation of appropriate policies in the area of the qualities of coach, the management problem, coordination work among the concerned bodies and the standard of facility and equipment required. Furthermore, the analysis and identification of factors affecting the development of the project is vitally important in the process of promoting the project use and enhancing youth production as well as development of handball in the country.

Moreover, the study will also provide base line information for further research work and sport development planner's activities and benefit various organized sport projects at different places to share experiences.

### **1.6 Scope of the Study**

This study focuses on assessing the major determinants that are underlying the youth of handball project to produce reliable and effective players in Sendafa and predicting its future perspectives. The study was carried out from the total population all 40 trainees from both categories, all 4 coaches, all 12 Sendafa town and woreda Youth and sport Affairs office management members, 4 regional and zonal handball federation experts and randomly selected 12 trainees family. Hence, the results of the study will have applicability to the study area and other areas with similar project, as well as serve as a spring board to others who will initiate similar studies on the topic.

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

The outcome of this study would be very interesting to conduct the study on the handball projects of all in the region or in the country however; the study is limited in one project site because of the shortage of time and budget as a result of the distance of the project area from the working place. Another major problem that the researcher faced was shortage of reference books and appropriate documents while conducting the research; the researcher has been forced to rely mainly on limited sources that are available.

## **1.8 Operational Definition of Terms**

**Age category:-** age division in which the training is being given according to the project objectives

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

**Project:-** a program that is designed in different age categories.

**Recruit:-** selection of youth with same standards for the purpose of project training.

**Sports:-** is an organized competitive form of play.

**Talented:-** gifted players.

\* **Team:-** a group for particular age category.

## **1.9 Organization of the Study**

The study contains five chapters. Chapter one deals with the background of the study which includes statement of the problem, basic questions of the research, objectives of the study, significant of the study, scope and limitation of the study. Chapter two is all about review of related literature. Research design and method with detailed explanation on procedures of sampling techniques, instrument of data collection are included in chapter three. Chapter four presents findings, interpretation and analysis of the study. The final chapter expresses a brief summary, conclusion and recommendation. Finally bibliography, sample questionnaires, sample interview questions, observation another relevant documents are attached to the last part of the thesis.

## **CHAPTER TWO**

### **Review of Related Literatures**

#### **Introduction**

In this chapter the ideas about history of sport, modern history of sport, development of sport, historical backgrounds of handball, history of youth sport projects in Ethiopia, responsibilities of coaches, governance of sport organization, quality of coaches, recruitment of trainees, sport management, family and community support, supply of sport materials, interest and trainer's incentive taken from different scholars is discussed as follows.

#### **2.1 History of Sport**

The history of sports probably extends as far back as the existence of people as purposive sportive and active beings. Sport has been a useful way for people to increase their mastery of nature and the environment. The history of sport can teach us a great deal about social changes and about the nature of sport itself. Sport seems to involve basic human skills being developed and exercised for their own sake, in parallel with being exercised for their use fullness. It also shows how society has changed its beliefs and therefore there are changes in the rules of course, as we go further back in history the dwindling evidence makes the theories of the origins and purposes of sports difficult to sport. Sport that are at least two and a half thousand years old include hurling (similar to field hockey) in Ireland, harpist (similar to field rugby) in Rome cuju (similar to association football) in China, and polo in Persia. The Mesoamerican ball game originated over three years ago. There are artifacts and structures that suggest that the Chinese engaged in sporting activities as early as 4000BC. Gymnastics appears to have been a popular sport in china's ancient past. Monuments to the pharaohs indicate that a number of sports, including swimming and fishing, were well-developed and regulated several thousands of years ago in ancient Egypt. Other Egyptian sports included javelin throwing, high jump and wrestling. Ancient Persian sports such as the traditional Iranian martial art of Zourkhaneh had a close connection to the warfare skills. Among other sports that originate in Persia are Polo and jousting. Depictions of ritual sporting events

are seen in the Minoan art of Bronze age Crete (from approximately 2700 to 1450BC), mainly involving religious bull-leaping and possibly bull fighting. Homer tells us that sport was practiced in Mycenaean times, between 1600BC and 1100BC. In the Iliad there are extensive descriptions of funeral sports games held in honor of deceased warriors, and engaging in sports is described as the occupation of the noble and wealthy, which have no need to do King Odysseus of Ithaca proves his royal status to king Alkinoos of the Phajakes by showing his proficiency in throwing the javelin. It was predictably in Greece that sports were first instituted for many, with the first Olympics recorded in 776BC in Olympia, where they were celebrated until 393AD. Initially a single sprinting event, the Olympics gradually expanded to include several footraces, run in the nude or in arm or, boxing, wrestling, Pan Ration, chariot racing, long jump, javelin throw, and discus throw. A variety of informal and formal games were popular in Ancient Greek, with the most prestigious. Ones achieving Pan-Hellenic status some games, example the panathenaia of Athens, included musical, reading and other non-athletic contests in addition to regular sports events. High profile athletes were major celebrities in Ancient Greece. City walls were torn down when victors returned home, as a city of such men was said to be in no need for walls to defend it. They were often granted life time pensions or dining rights at public expense. Regardless of such material rewards granted after wards, the most prestigious games were strictly stephanitai (from the Greek: - Stephanos, a wreath or crown of plant branches), i.e the only prize awarded was a wreath and the athletes competed for glory alone.(Steve Craig, 2002; Sport and games of the ancients).

### **2.1.1 Modern history of Sports**

The influence of British sports and their codified rules began to spread across the world in the late 19<sup>th</sup> and early 20<sup>th</sup> century, particularly association football. A number of major teams elsewhere in the world still show these British origins in their names, such as Acmilan in Italy, Gremio in Brazil, and Athletic Bilbao in Spain. Cricket became popular in several of the nations of British Empire, such as Australia, South Africa and India. The revival of the Olympic games by Baron Pierre de Coubertin was also heavily influenced by the amateur ethos of the English public schools. Baseball became established in the urban North eastern united states, with the first rules being codified in the 1840s while

American football was very popular in south east, with baseball spreading to the south, and American football spreading to the north after the civil war. In the 1870s, the game split between the professionals and amateurs, the professional game rapidly gained dominance, and marked a shift in the focus from the player to the club. The rise of baseball also helped squeeze out other sports such as cricket, which had been popular in Philadelphia prior to the rise of Baseball. American football has its origins in the English variants of the game, with the first set of intercollegiate football rules based directly on the rules of the football Association in London. However, Harvard chose to play a game based on the rules of Rugby football. Some historians notably Bernard Lewis claim that team sports are primarily an invention of western cultures. The traditional teams sports, according to these author, springs from Europe, primarily England. This ignores some of the ancient games of cooperation from, Paragliding, Cannoning, Base jumping, Parkour (free-running) and more genteelly orienteering. This history of sport education is an important topic of the political history. There are many whose modern rules were formulated during the mid-or late 18<sup>th</sup> century. Worldwide, this certainly includes many different football codes, lawn bowls, lawn tennis and others. The major impetus for this was the patenting of the world's first lawn in 1830. This allowed for the preparation of modern ovals, playing fields, for the preparation of modern ovals, playing fields, pitches, grass courts, etc (Robert Mechikoff, 2013; A history and philosophy of sport and physical education U.S.A)

### **2.1.2 Development of modern sport**

Writing about sport in particular John Leech (2005<sub>a</sub>) has explained the role of puritan power, the Revolutionary war, and the Restoration of the monarchy in England. The long parliament in 1642 banned theatres, which had met with puritan disapproval. Although similar action would be taken against certain sports, it is not clear if cricket was in any way prohibited, except that players must not break the Sabbath. In 1660, the Restoration of the monarchy in England was immediately followed by the reopening of the theatres and so any sanctions that had been imposed by the puritans on cricket would also have been lifted. He goes on to make the very important point that political, social and economic conditions in the aftermath of the Restoration encouraged excessive gambling, so much so that a Gambling act was necessary in 1664. It is certain that cricket, horse

racing and boxing (i.e prize fighting) were financed by gambling interests. He defines a strong team as one representative of more than one parish and he is certain that such teams were first assembled in or immediately after 1660. Prior to the English civil war and the common wealth, all available evidence concludes that cricket had evolved to the level of village cricket only where teams that are strictly representative of individual parishes compete. The “strong team” of the post Restoration marks the evolution of cricket from the parish standard to the country standard. As he rightly says, this was the point of origin for major, or first –class, cricket.1660 also marks the origin of professional team sport. A number of the English public schools, such as Winchester and Eton, introduced sports of their pupils, particularly variants of football. These were described at the time as “innocent and jawful” certainly in comparison with the rural games. With the coming of the Industrial Revolution and the movement of the populace from the country to the cities. The rural games moved to the new urban centers and came under the influence of the middle and upper classes. The rules and regulations devised at English public schools began to be applied to the wider game, with governing bodies in England being setup for a number of sports by the end of the 19<sup>th</sup> century. The rising influence of the upper class also produced an emphasis of the amateur and the spirit of “fair play”. The industrial revolution also brought with it increasing mobility, and created the opportunity for English public schools, and universities in Britain and elsewhere, to compete with each other. This sparked increasing attempts to unify and reconcile various public schools games in England, leading to the establishment of football association in London, the first official governing body in football.(Robert Mechikoff ;2013. A history and philosophy of sport and physical education; U.S A)

## **2.2 Historical Background of Handball**

The game of handball that we know today originated in Germany at the end of the nineteenth century, when it was introduced to the world by a gymnastics master, Konard Koch. However, the development of the game since its introduction has not been some first it was not have its own governing body it came under the Jurisdiction of the International Amateur Athletic Federation (IAAF). There are records of handball style games going back to antiquity. The game of “vrانيا” played by the ancient greeks (and described by homer in the odyssey) and “Harpaston” played by the Romans (and

described by the Roman doctor Claudius Galenus in (3 to 200 A.D) as well as in the featured in the songs of the German Mrical Poet Walther Von dervogel Weide (1170-1230) all contained features that can be described as ancient forms of handball. From 1904, handball developed steadily under the watchful eye of the IAAF. To keep pace with the progress of handball and other developing sports, IAAF appointed a special committee, presenting the countries where is played, the look in to the possibility producing a standardized set of rules for the game. Modern handball was first played towards to end of 19<sup>th</sup> century. The real impulses emanated from Denmark, Germany and Sweden. The founding fathers of field handball were probably German physical education experts who gained recognition for field handball as a separate sport at the turn of the century, based on the game of introduced his country to a certain sport named “handball” in 1910. In 1931, just three years after attaining a separate entity, handball was included in the program of the games by the international Olympic committee. This game was first included in the Olympics held in Berlin in 1936. In door handball was invented in the 1940s in Denmark. This is a-7-a side game, played on a court slightly larger than a basketball court with smaller goals than its outdoor counterpart, again, this sports flourished in the Germanic nations where it was hoped that it would appeal to a wider evidence. With rules form other sports like basketball being introduced, this made the game simpler to play it action and excitement and higher scores than soccer handball has always been a sport dominated by the European nations. In its formative years as an outdoor game, Germany, Austria, and Denmark dominated in the international sphere, even though not many other nations outside Europe were playing the game. When we are looking at the development of handball, at the early stage in Egypt, they were starting handball by throwing wood from one place to distance, like a shot-put, only for physical fitness and strength competitions, but after a long time they changed to using leather substance like a basketball dimension with grass in it and they make a group and played as they liked without goal areas as recreations for physical fitness so in this way it was transferred to the Greek and Roman empires and other countries. Handball began in Checkeoslovakia by giving the name checky-handball 7;7 players the court as competitive sport. The credit for starting real handball with same rules in Germany the exact origin of court handball was played by Greeks and Romans in the school. It was

certainly played in Ireland about played by Greeks and Romans in the school. It was certainly played in Ireland about thousand years ago. Irish emigrates took their four wall game to America in the nineteenth century. An international handball match for the first time was played in Germany, it was highly popular among other countries after some years the participant countries develop a head than Germany in the Olympic game , for example:-Yugoslavia, Rumania, Russia, Bulgaria, Poland, Hungary etc are highly popular in the world. The indoor game is now the more popular of the two types of handball. The outdoor variety is really played these days mainly for special occasions or by phrists. In recent year, a new outdoor version has emerged called beach “handball, naturally on the lands of a beach”. This variety is now recognized by the IHF and now has formal rules and regulation. Handball is known played on every habitable continent on this planet. It is estimated that about of million players are registered with a club. Many of the European clubs are professional and some have players who are worth hundreds of thousands of dollars professional clubs in Asia (in South Korea, China, and Japan) are becoming established and are considerate as very competitive on the international stage. Africa, Americas and Oceania mainly comprise of amateur clubs but are very enthusiastic. Shows handball is a team sport in which two teams of seven players each (six field players and a goal keeper) pass a ball to throw in to the goal of other team. The team with the most goals after two periods of 30 minutes wins. Modern hand ball is usually played indoors but outdoors variants in the form of field handball (which was more common in the past) and beach handball. The game is quite fast and included body contact as the defenders try to step the attackers from approaching the goals. Contact is only allowed when the defensive player is completely in front of the offensive player i.e between the offensive player and the goal. This referred to as a player sandwich. Andy contact from the side or especially from behind is considered dangerous and is usually met with penalties. When a defender successfully stops and attacking player the play is stopped and restarted by the attacking team from the spot of the infraction or on the nine meter line. Unlike basketball where players are allowed to commit only 5 focus in a game handball players are considered good defense and disruptive to the attacking teams rhythmus. ( Mebratu B, 1986, Introduction to handball)

### **2.3 History of Youth Sport Projects in Ethiopia**

Since 1990 E.C the Minister of youth sport and culture has been running nation- wide youth sports projects in 8 types of sports that means football, athletics, volleyball, basketball, handball, tennis, table tennis and boxing in which so far about 14000 youngsters have attended the training programmers. The projects have shown promising results to improving the standards of each sport type as the managed to produce many elite young players who stepped up to ultimately play for various higher level clubs and even for the national teams of Ethiopia. Nonetheless in order to take full advantage of their potentials and maximize their output, the projects should further get adequate capacity building supports particularly in the areas of training grounds, sportswear and gear as well as in the coaching system. More importantly over all activities of the projects need to be coherently integrated with the modern system of school (center) excellence which solely provides scientific sports education and training programs on talent scouting and development. In 1996 E.C the Minister of youth sport and culture carried out extensive participatory assessment across all regions to identify possible causes which account for the poor performance of Ethiopian sports and thereafter so as to design strategic courses of action aimed at tackling those prevailing challenges which persistently dwarfed the development of the sports system of Ethiopia. Empirical international evidences further confirm the youth sports academies play a paramount role to uplifting the standards of sports in any country. Youth sports academies which eventually flourished in many cities of France hugely contributed for France's successive victories at the 1998 world cup and 2000 European cup as most players of the winning teams, since their early ages, passed through the system of youth sports academies including Clairefontaine which was established in 1988 and 2008, 2012 European cup and the 2010 world cup winners backbone for Spain is Lammesia youth academy play a great role for Spain successes, the above two sport academy still the leading famous youth academy in Europe. Nowadays the importance of youth sports as a fast track strategy for success has been utterly recognized and hence made operational virtually across as parts of the world irrespective of the development level of a country. Many African countries recently embarked on developing a system of youth sports and their efforts are being rewarded with promising results as in the case of Senegal, South Africa,

Tunisia, Ghana, Morocco, Nigeria, Egypt, etc which managed to produce plenty of world class footballers who are now decorating the major leagues of Europe, America and Asia. In our case the necessity of establishing youth sport academies in Ethiopia has ready been given prior importance in proclamation Number 256/2002 and the Sport Policy of Ethiopia where it is clearly stipulated “ the Minister of youth sport and culture will accomplish integrated actions with regional and national sports federation in order to establish national and regional sports training academies with a view to producing best young players who will be capable of overtaking the places of present time national team players”. In the long run the combined effects of this proposed project together with other ongoing sector investments, which are being accomplished in the specific areas of building sports facilities and upgrading the skills of sports professionals, ensure that fundamental strategic actions are executed in the sports sector that ultimately result in the rapid progress of the Ethiopian sports sector. Power of sport as a cost-effective tool for development, social equity and peace can be realized. The Ethiopian Sports Policy, Issued on 24 April 1998, is aware of the many benefits and growing role of sport and calls for concerted action to be forged by relevant governmental and non governmental bodies aimed at realizing the participation of people, particularly of young people, in various sports of their choices through establishing necessary structures in areas of residences, and work places. The community-based and elite-centered sports development approaches, which are the two main pillars of the Ethiopian Sports Policy, are practically complementary to each others as elites are drawn from grassroots participation of people through sport for all and traditional sports. The spectacular performances of elite athletes, in turn, will encourage and motivate people to practice sports and physical activities. This correlation between the two approaches reveals a fact that national sports programs and projects, which are designed to implement the policy need to encompass initiatives which have purposes of promoting elite sports system that will subsequently result in the development of community-based sports. Thus in pursuit of the national strategic directions set in the national sports and youth policies of Ethiopia, the Ministry of Youth, Sports and culture has been undertaking various fundamental measures and projects across all regions of Ethiopia with a view to enabling young people enjoy the many benefits of sport through directly engaging in sports activities. In

the regard, it is worth noting to mention here that since 1998 the Ministry has been running sports talent development projects in 8 sport types ( Football, Athletics, Volleyball, Handball, Basketball, Tennis, Table Tennis and Boxing), in which so far more than 14,000 youths have been attending the trainings in all regions of the country. The projects have been launched with a core objective of producing talented young players who will be capable of overtaking the places of present time players by demonstrating best skills in domestic and international sports arena. When we measure the hitherto outcomes of the projects in terms of meeting their objectives, we could say that the projects have shown a glimmer of hope to raising the standard of Ethiopian sports system. However a lot remains to be done to enhance the performance of the projects by providing them with the necessary inputs to tackle their existing problems, which are mainly in the area of upgrading the skills of trainers, supplying modern training facilities and allocating adequate finance to the project. (Ethiopia's junior and youth athletics project training implementation manual 2008)

### **2.3.1 The National Youth Sport Policy of Ethiopia**

The National Youth sport Policy of Ethiopia adopted several Objectives and Goals in relation to creating talented children and youth in different sport activities. As on Ethiopia's junior and youth athletics project-training implementation manual 2008 indicated as follow:

#### **Objective**

- ❖ Create favorable conditions to increase the participation of exceptionally talented youth and those with special needs to enable them acquire special education and benefit from it.
- ❖ Enable youth to be actively involved in and benefit from activities which are directed for expanding and constructing youth focused recreational, cultural and sports institutions and centers.
- ❖ Enable in- school and out- of- school youth to widely participate in physical education, physical fitness exercises, cultural sports trainings and competitions and benefit there from.

- ❖ Encourage the participation of children and youth sport activities according to their inclination by forming sport projects in educational institutions.
- ❖ Organize special training and competitions forums for talented youth in various types and sports and recruit the gifted ones by working in conjunction with sports projects and federation.

## **Goal**

To produce large number of highly talented players within four years:

- ❖ Making them to join in different clubs.
- ❖ Promote them to join camps prepared by national sport commission
- ❖ Promote them to participate in international and national championship competition by representing Ethiopia in junior and youth level.
- ❖ Promote them to replace former elite and golden players.

The Ministry of Youth, Sport and Culture, in conjunction with relevant governmental and non governmental bodies, needs to take up the lead role to creating conducive conditions for the effective implementation of the above mentioned policy issues and directions.

(Ethiopia's junior and youth sport project training implementation manual 2008)

### **2.3.2 What makes a successful inner city sporting projects?**

There are a wide range of benefits that emerge from successful sporting projects. However we can consider a successful project as one that effectively helps provide a diversion from crime, offers excitement, improved personal fitness leading to improved mental health, increased self esteem and a sense of control over one's life, the development of cognitive competences, positive role models and enhanced chances of employment.

There are many projects aimed to provide opportunities for young people, but not all well intentioned ideas work, so learning from others schemes is vital. Key requirements are:

- ❖ An attractive activity to get participants involved,
- ❖ The ability to adapt a program to individual participants needs.
- ❖ The use of rewards for achievement, which will enhance self esteem

- ❖ A good relationship between participants and activity leaders
  - ❖ Leaders taking a mentoring role, so they develop a relationship of trust
  - ❖ Ability to offer long term follow-up and viable exit routes with further opportunities
  - ❖ Sharing activity with pro-social peers
  - ❖ A clear set of values associated with the activity leaders and the program
- (Geoff Nichols, University of Sheffield)

## **2.4 Quality of coaches**

In every training program the role of coaches is high because he/she is the only individual who has close contact with trainees, regarding training program, so that can develop their talent and skill by using various techniques take most of his time for the development of the trainees.

According to George C. Kraft (1985), the role of coaches is as follow. Coaches substitute parents are guidance counselors and public relation, demanding sociological and psychological course and have willingness to work hard. Also they made themselves as a model and apply a variety of techniques to develop trainees' ability/skill. This implies that for the effectiveness of the training a coach should devote himself for the training purpose. Coaching needs experience to be effective. It is an art learned by experience sharing with other and taking up to date course/training.

Roy Rees (1997), stated that coach has ability to improve performance depending up on the ability to communicate with others. This is to mean that a coach improves his performance on the way he communicates with others by experience sharing. Experienced coach every time deals with others for better development of trainee's ability. He has to discuss with parents, responsible official and his colleagues about the diet and training process. Supply of Sport Administration Manual (1998:298) explained that "coach must work cooperatively with parents, official to provide good experience of youngsters". Moreover, Youth Soccer Magazine, support this idea that coach should meet parents and responsible bodies for natural aim that means for the progress of the children. The above ideas illustrate that one quality of experience coach is the way of communicating with others with respect to the training process. A coach must also know what, how and when to give training for trainees, as he is expected man for the trainees

he has to come up with knowledge and variety of methods to apply the training. Sport Administration manual (1998: 365) explains this idea much more as follow: - “if coaching is highly knowledgeable, motivated, intense, sensitive to individual needs and successful in solving problem, the training environment should generate much success for trainees.”

Furthermore, Rainer Matens (1990;15), also explained about performance of coaching as follows:-“Successful coach is that who can learn new skills, flexible, accept ideas, evaluate himself, and also have knowledge of the sport, motivation about the task and passes empathy / the way to understand trainees/.”

The above ideas demonstrate that a coach should have knowledge of the sport in which he provides training in order to make the trainee be successful. Moreover, it illustrate that a coach should be a resource person to assist the trainees to develop their potential and self dependence.

#### **2.4.1 Responsibility of Coach**

The quality of coaching and the trainees-coach relationship are the essential features of trainee’s development. The quality of coaching determines the quality of training environment. Trainees will not improve much without high quality coaches creating and directing an intelligent training plan. The coach’s commitment to excellence and fixing of realistic goals set the tone of training. The time a coach has available is important for establishing adequate training. The time available often depends on the extent to which coaches can be paid for their coaching activities. The number of trainees a coach must train influences the quality of the training, the fewer trainees, and the better for those being coached.

The most essential requirement in developing top level players is the availability of world class coach. While the coach may be many things to the trainees:- Teachers, trainer, manager, scientists, friend, and so on. If coaching is highly knowledgeable, motivated, intense, sensitive, to individual needs and successful in solving problems the training environment should generate much success for trainees. However if the coach has poor technical or theoretical knowledge lacks experience is unable to direct a comprehensive program, or is not motivated, or cannot spend their necessary time, the trainees will not

reach his or her potential. From the above notion one can conclude the coach have a significant importance for trainees in order to achieve his or her dream.

Considering their expertise and ability in training and practical techniques, tactics, and strategies, skillfully caches must try to use the appropriate leadership style and increase team spirit and group cohesion among the sport team. In addition, a coach must enhance his recognition of his trainee's characters, support them socially and emotionally, showing affection to them and at appropriate times admires their contributions and efforts. In addition, he should employ his skills and knowledge to train and exercise techniques, tactics, and professional strategies, so that he could optimize individual and team performance and generate satisfaction in players as well. (Research Journal of International Studies-Issue 16 September 2010)

### **2.5 Recruitment of Trainees**

Recruitment for any training should be relevant for the specific purpose, if the objective is for the purpose of competition, select highly skilled individual. But for the purpose of project training the recruitment process should focus on the health condition, diet, age, sex, body weight and length. Regarding age, consider chronological age and physiological age. Handball Talent Scouting and Development Project (1991), stated that when selecting youths for the purpose of project training study the age, family status, health condition, body weight, level of physical fitness components, previous experience etc .The above idea implies that for project work talent identification is important to be effective in the project work and to achieve our objectives.

Youth Soccer Magazine explained that, when recruiting youth take cumulative report of the youths, from house to school. These all imply that the process of recurring youths must see the over all status of the youth. The coach or responsible body should assess information's about the trainee's constitutional characteristic like body weight, height, characteristics, and environmental factors like family, friends, school, education and general performance like physical fitness. Then if youths are selected properly the training program will succeed and if not it strongly affect the process.

## **2.6 Problem of Management**

Management would have different meanings by different authors. According to Reuben B. Forest (1988;294), “management is defined as a system that implies improvement of human resource to attain maximum result”. In management process there must be good communication horizontally and vertically. Horizontal relation with the same standard and vertically from up to down and from down to up, with in this process there will be efficient information flow, principles, guidelines should flow from superiors/ higher bodies to the lower and the process and result of training should be submitted from the lower to the higher. At this time there is common understanding about the process and result of training process. Moreover, Reuben B. (1988:356) explains more about management process as follows:

“Efforts of individual and groups must be coordinated resources must be efficiently by effectively utilized working relationship must indicated and communication system established.” In addition to this, Beginning Coach’s Manual (1990:15) stated that:- “Effective working relation can be realized by good communication between administrator, coaches and parents facilitated by effective managers”

These ideas implies that if there is good management there will good working relation among concerned bodies and as a result there will be an improvement on the task. Another way of communication is supervisor process. Good management facilities a visit to observe the working condition face to face. This helps to discuss about the progress or failures on the sport to find solution together.

Reuben (1988:356) said: -”visit helps to reveal the problem expose the weakness and address the solution”. Generally good management facilitates good communication and safe working condition, but if there is a problem of management it hinders the total working condition.

## **2.7 Governance of Sport Organization**

“Because sport is based on ethics and fair completion, the governance of sport should fulfill the highest standards in terms of transparency, democracy and accountability” (Jacques Rogge, Ioc president)

Governance is the systems and processes concerned with ensuring the overall direction, effectiveness supervision and accountability of an organization. (The national hub of expertise in governance UK)

Sport organization increasingly depend on governmental funding and on sponsorship by private companies and individuals, these responsible for running sport have a duty to ensure that sport is managed in an appropriate manner. This begs the questions: who in sport organization is ultimately responsible? (Sport administration manual pp: 184:2009)

IOC defined the universal principles of good governance for the Olympic and sport movement in 2008, and these were full endorsed at the 2009 Olympic congress in Copenhagen.

### **2.7.1 The endorsed principles of good governance of sport**

**2.7.1.1 Vision:-** the vision and over all goals of the sport organization have to be clearly defined and communicated.

**2.7.1.2 Mission:-** the mission should include:

- ❖ Development and promotion of sport through nonprofit organization;
- ❖ Promotion of the values of sport;
- ❖ Organization of competition;
- ❖ Ensuring a fair sporting contest at all times;
- ❖ Solidarity; and
- ❖ Respect for the environment

### **2.7.1.3 Structures, regulations and democratic process**

- ❖ All sport organizations in the Olympic and sport movement should be based on the concept of membership with in entities established in accordance with applicable law.
- ❖ The sport organizations should include as members legal or physical persons who constitute the organization and contribute to form organization.
- ❖ The stakeholders of the organization encompass all members who make up the organization as well as external entities who are involved and have a link, relation with or interest in organization.

#### **2.7.1.4 Clear regulations**

All regulation of each organization and governing body, including but not limited to, constitutions and other procedural regulations, should be clear, transparent, disclosed, publicized and readily available. Clear regulations allow understanding, predictability and facilitate good governance. The procedure to modify or amend the regulations should also be clear and transparent.

#### **2.7.2 Governing bodies of sport organization**

The size of the governing bodies should be adequate and consistent with the size of the sport organization. The task and responsibility of the governing bodies should be clearly defined in the applicable regulations and should be adopted and reviewed as necessary. Governing bodies should be entitled to create standing with specific responsibility, in order to help them in their tasks. The organization should set out and adopt reliable and appropriate criteria for the election or appointment of members of the governing bodies so as to ensure a high level of competence.

##### **2.7.2.1 Internal management**

Good internal communication reinforces the efficiency of sport organization. Good information flow inside sport organization ensures good understanding by membership of activities undertaken and allows managers to make timely and informed decisions. Good working conditions and atmosphere as well as motivation and incentive policies are essential for the smooth functioning of the organization.

##### **2.7.2.2 Risk management**

A clear and adequate risk-management process should be put in place for the: identification of potential risk for the sport organization; evaluation of risk; control of risk; monitoring of risks; and disclosure.

##### **2.7.2.3 Appointment of the members of the management**

Leader is above management. The majority of the members of management should be professional. Candidates should have professional competency and an impeccable professional history. The selection process should be based on objective criteria and should be set out clearly.

#### **2.7.2.4 Code of ethics and ethical issues**

Any sport organizations should develop, adopt and implement ethical principles and rules. Ethical rules should refer to be inspired by the IOC code of ethics. Monitor the implementation of ethical principles and rules.

#### **2.7.2.5 Accountability**

All bodies whether elected or appointed, shall be accountable to the members of the organization and in certain cases to their stakeholders. In particular, the executive body shall be accountable to the general assembly of the organization. Management shall be accountable to the executive body. All employees shall be accountable to management. (Sport administration manual pp: 188-193:2009)

#### **2.8 Family (Community) Support**

When project training is organized first there must be communication with parent. Parents should involve in the process of training by counseling their children, providing proper diet and clothing. This can be by a good communication between parents and coach. Beginning coaching manual (1990:15), explained that:-“the overall support of parents can be gained through understanding and communication, but if the training process ignores parent, there will be resistance and affect the training program”. So it is essential to aware parents and participate them.

Reuben (1998:293), discussed that, “if communication with the society developed make link and respect the objective will be achieved”. More over handball talent scouting and development project the following, when a coach establish communication, can get information about available diet, out of training activity and can give intern about the progress of the youth. This helps to modify the training system and helps to share responsibility with regard to the overall development of the youth.

Hence, for training to be effective there must be communication and coordination work with parents and community is important to have their support.

#### **2.9 Supply of Sport Material**

Without availability of sport material the training program will not succeed. At the time when projects are planned, it is vital to adjust and making ready necessary sport

materials. Regarding this, Reuben (1988:404), said “facilities should be planned for the efficient implementation of project program.”

Brain Jeffs (1981:3), also supported this idea and explained that “when sport equipments are available trainees will be encouraged”. Therefore, sport facilities would have encouraging power in addition to proper training. Supply of sport materials can be from different sources such as society, state, volunteer groups etc. The ability to have material support determined the way to communicate handle and distribute by the managers. Scarcity of sport materials strongly affects the project training.

With regard to sport facilities, Handball Talent Scouting and Development Project manual stated that, if availability of sport materials doesn't consider with the number of trainees the technical and tactical skills couldn't be handled by the trainees and the coach can't be handled by the trainees and the coach can't apply different methods. Therefore, sport facilities are the best important inputs to achieve the objective of the project training.

Project training experience becomes more memorable through the proper use of supplementary training aid each trainer should have a variety of good instructional materials but should remember that the more exposure to them will insure training process. All such materials should assist trainees to train and should not be used as a means of entertainment where properly used such aids can increase the depth and speed of the project training process. In regarding to the above concepts Horne (1985:232) noted that “the project program needs dictate the quality and quantity of needs dictate the quality and quantity of facilities needed”.

According Jesse and Williams (1964:107), “in some project the shortage of facilities are very real”. They also emphatically explain that there remain many communities and instructions with the most limited facilities. On the influence that shortage of facilities can play claim they (Ibid:441) further suggests, “when facilities are lacking as in innumerable projects then training are held in un comfortable field. Such places limit the program and when facilities are lacking the trainees do not learn the skill and coordination that is essential for their development”. When handball fell shortage of the facilities required coaches will also be in a problem on the issue they (Ibid) write is follow inevitably that luck of facilities has its effect up on the moral of coaches as well as

on the coaching 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 projects seems impossible on this regard. Evidently sufficiently facilitates play an important role in creating conductive atmosphere to the overall quality of training process. As explained by Sidentop (1991) a major responsibility of every handball coaches is to provide a safe training environment for trainees.

### **2.9.1 Financial resources**

Every organization needs financial support in order to deliver its programs and projects. Adequate financial support ensures that the organization can fulfill its aspiration. In light of this no one seriously believe that trainee can competitive in high performance sport without some form of financial support. In spite of this now a trend towards professionalism, as defined both in monetary and full time training terms. Coaches administrators and at the highest levels of competition are essential full time, with various support from governments, their association, sponsors and from employment as players. Mills,(1975) as cited in Kelbessa, Eba 2012)

### **2.10 Trainees Interests**

Different trainees have different interests towards handball training. Some trainees believe that psychological education has great benefit for them Bucher (1975:2) stated as follows “in training physical skills, the exercise it supplies for becoming physical fit, the social contributions such as the development of sports man ship qualities training hero to get along with others team work this psychological benefit is the form of self confidence and out let for mental frustration; improvements of personality and development of qualities coverage and self discipline and the knowledge learned inter respect to the role of sport in the culture of world”. Even though, some trainees accept the importance of training as mentioned in above paragraph education negligible number of trainees think that physical activity has very little value for them. This may be because of a bad experience, like poor instruction; absence of planning and organization, large number of trainees in one categories and poor availability of facilities and equipment.

A lot of evidences suggest that trainees who have experience success in meaningful activities in physical activity in a nurturing training environment will improve their attitudes by themselves.

Deberha Wuest (1994:145), stated that “If trainees are interested in a particular activity, they will be more motivated teach trainees interests vary widely. Players ability is highly valued by our society; some trainees may be interested in training an activity order to be a member of a sports team”.

Physical ability may also be important for being included in a desired peer group, a desire to train skills for leisure time pursuits, to maintain one's health, or to improve one's appearance are other reasons trainees may be interested in an activity. In many projects, elective programs are offered in the upper categories so trainees may select activities according to their interests. One important goal of handball is participation in meaningful physical activity throughout one's life span.

In attempting to accomplish these objectives, coaches must assist their trainees, in acquiring the necessary motor skill and knowledge pertaining to physical activity. However; the likely hood those trainees will continue to participate in physical activities. Once they have left projects is strongly influenced by their attitudes. Thus fostering favorable interest towards handball activities is desirable outcome of handball training programs.

### **2.11 Trainers incentives**

Trainers must not only be concerned with the development of positive interest but also with changing negative interest held by some trainees.

Trainers incentive also affect trainers moral and many influence training quality. If trainer's incentive falls below, the quality of training will be deteriorated and best trainers may shift to other occupation. Therefore to note that trainer's low incentive become one of the main factors affecting trainer's performance. Another problem that affects trainer's performance is the training load if trainers are very loaded they will not carry out their training assignment as fruitful as possible to make job or work. There should be a free time for the trainers to prepare training lesson, practical teaching, practical test etc. Incentive in the driving force that makes you decides what to do, and how much effort to

put in the more incentive you are:-the harder you will work at an activity and the more likely you are to succeed.

Accordingly, George C.Craft (1985:65), pointed out, “The first is the extra money that is paid, a coach to a young coaches in project, it may seem like a nice additional income, but it does not take long before almost every coach except a few at the top realizes that his salary doesn't begin to pay for the time effort and every expended relatively high incentive encourages qualified trainers to stay in the training. Today because of the difficulties of improving incentives many good and experienced trainers has left the project”.

Therefore, this implies that trainer's low incentive become one of the main factors affecting trainees performance and low achievement of the project objectives.

## **CHAPTER THREE**

### **Research Design and Method**

#### **Introduction**

In order to have a clear picture about the problems of handball project the descriptive survey method is applied. Thus a descriptive survey method which is strongly believed to be the most appropriate to describe and understand the major problem of handball project.

#### **3.1 Source of data**

Oromia region has 8 handball project sites. Out of these project sites Sendafa project was selected purposefully. This site has relatively better access to transport as well as proximity for researcher working place.

The data was collected from different sources. The primary data were collected from Sendafa project coaches, trainees, woreda and Sendafa town Sport and Youth Affairs office management members, regional and zone handball federation experts and trainee's family. The secondary data were collected from different reports and unpublished documents of Sendafa handball projects, woreda, zone and regional Sport and Youth Affairs offices and Bureaus respectively.

#### **3.2 Population and Sampling Techniques**

From 8 handball project in Oromia region, Sendafa project was selected purposely by its proximity, accessibility for transportation for the researcher. The sampling frame of the study was 40(100%) trainee, 4(100%) project coaches, 12(100%) woreda and Sendafa town Sport and Youth Affairs office management members, 2(100%) regional and 2(100%) zone handball federation experts and the researcher used lottery method of probability sampling methods in order to select 12(30%) trainees family. The total sample of the study was 72, which was allocated to the selected category of respondents using Probability Proportional to Size (PPS) as indicated below

**Table 1 Sampling frame of the study.**

Category of Respondents	Total number	Number of sample respondents
Trainee	40	40
Coaches	4	4
Woreda Youth & Sport Affairs office management members	6	6
Sendafa town Youth & Sport Affairs office management members	6	6
Regional handball federation experts	2	2
Zonal handball federation experts	2	2
Trainee's family	40	12
Total	100	72

### **3.3 Data Collection Instruments**

The instruments used for data collection were questionnaires, interviews and observational checklists. To avoid ambiguity and ensure the appropriateness of the questionnaires, pre testing was carried out. Furthermore, to test whether the questionnaires are exhaustive in generating the necessary information which are valid and reliable to the objective of the study, one senior coach, four senior experts (one from the region, one from zone, one from woreda and one from Sendafa youth and sport Affairs office) were participated in commenting. Based on the comments obtained from both categories correction and revision was made. Then the questionnaires were translated to local language to maintain clarity.

The above mentioned instruments were valid in measuring and describing what was supposed to measure and/or describe. Moreover, the instruments were reliable in demonstrating similar results under constant conditions on all occasion..

Research design refers to the plan of action that links the philosophical assumptions to specific method.( kumor, 1999). Hence, the research was designed as depicted in the following table.

**Table 2 Research design**

Objectives	Data types	Source of data	Methods of analysis
to assess coaches' trainer quality	Primary	Sample respondents interview	Interpretation & description
to identify the determinants of Sandafa hand ball projects	Primary & secondary	Sample respondents interview & reports & unpublished documents	Interpretation, description & conceptual generalization
to examine efficiency of management bodies	Primary	Sample respondents interview	Interpretation, description & narration
to identify the availability of necessary sport facilities & financial support	Primary & secondary	Sample respondents interview & reports	Interpretation, description & narration
to identify the level of coordination among stakeholders	Primary	Sample respondents interview	Interpretation, description & narration
to suggest possible solution and recommendations	Primary & secondary	Sample respondents interview & reports & unpublished documents	Interpretation, description & narration

### 3.3.1 Questionnaire

As the major data collecting instrument closed and open-ended questionnaire were employed. Closed-ended questionnaires consists questions that offer respondents a set of answer to choose the one that reflects their views. Open-ended questionnaire consists of questions which invite respondents to write their ideas, views and beliefs.

Both types of questionnaires were developed to be used in providing clear understanding to the knowledge of sampled respondents related to the determinants of handball project in the case of Sendafa. The content of each questionnaire was composed of statements related to selection and quality of coaches, management, and coordination among concerned body, sport facilities and equipment.

To satisfy the need for confidentiality, respondents were not asked to put their name on the questionnaires. Instead, they were kindly requested to indicate their sex, age, training, qualifications, and experience to know their biodata..

### **3.3.2 Interview**

Interview is a type of survey where questions are delivered in a face-to-face encounter by the interviewer. The interview is like a conversation and has the purpose of obtaining information relevant to a particular research topic (kumor, 1999)

Interview was held to supplement and enrich the information that was drawn by the questionnaire. Face to face interview was conducted with two regional and two zonal handball federation experts and twelve trainee's family. To this end, a set of structured open-ended interview questions were prepared and translated to Amharic (local language) and employed for the study. The interview items were mainly focused on the problems of handball project, trainee's change, coordination work with the concerned body and the involvement of society for the project.

It was followed by probing a set of predetermined questions and taking note, comments which were given by each interviewee after questions, jot down on the note book until the last questions come to an end. Soon after the interview was over, again the whole idea was restated in order to incorporate if there is any missed point. Finally, the whole idea of the interview was summarized and analyzed from what has been written on the notebook during and after the discussion. The data obtained from the interview consists of responses of family about their knowledge, experience, opinions, perception and intervention concerning the development of handball project.

### **3.3.3 Observational Checklists**

Three set of observational check list was designed and developed to determine to what extent the availability of facilities and equipment was found and efficiency of coaches during training and the overall training process.(See appendix VII)

### **3.4 Data Collection Procedures.**

The instruments which were initially prepared were given to the advisor in order to comment the extent to which the items were appropriate in securing relevant information. The comments given by the advisor was incorporated and finalized. The English version was, translated to Amharic for those respondents who have been selected. The translated questionnaires were distributed by the researcher for the respondents (trainees, coaches, and woreda and Sendafa town Youth and sport Affairs office management members). In his presence, the respond was entertained. This was done intentionally to provide further explanation if needed by the respondents to avoid any ambiguity.

Interviews were conducted by the researcher himself. Then the gathered data were organized, interpreted and summarized by the researcher. Regarding observational check lists, it was filled during the period in which the researcher was in the project. In addition to observational to check lists project documents were consulted by the researcher to triangulate the result of questionnaires.

### **3.5 Data Analysis**

In this study, both qualitative and quantitative analytical procedures were employed. In conformity to this Flick(cited in Abera,2009) suggested that qualitative and quantitative method should be viewed as complementary rather than rival comps.

In addition, qualitative data were analyzed by summarizing and interpreting the responses collected through open ended questionnaire, interview and observational checklists; the data were analyses and discussed to reach at certain finding which in turn was used to give conclusion and possible recommendation.

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

Quantitative data collected through structured questionnaires were presented in tables and analyzed by statistical tools and descriptive statements. The qualitative data were analyzed by interpretation and narration.

## **CHAPTER FOUR**

### **Data presentation, analysis and interpretation**

#### **Introduction**

In this section the results obtained from the questionnaire interview and documents were analyzed; frequency counts, percentage, were statistical methods employed to present and analyze the structured items of the questionnaire quantitatively.

To supplement and enrich the information that was drawn using questionnaire, the data from open-ended questions and interview were analyzed and described qualitatively. The total population of this study was 72 and of these, 40 trainees of under 15 and under 17 (20 from each categories) 4 coaches, 12 Town and Woreda Sport and Youth Affairs office management team members, 4 Regional and Zone federation experts and 12 trainees family. All of the respondents were selected according to their usability that is randomly and purposively. The researcher distributed 56 questionnaires and all of them were returned.

## 4.1 Discussion and Findings

**Table 3 About the selection of coaches**

Sample Respondents	Properly selected		Randomly selected		I don't know
	No	%	No	%	
Town & woreda Youth & Sport Affairs office management members	<b>6</b>	<b>50</b>	<b>6</b>	<b>50</b>	-
Coaches	-	-	<b>4</b>	<b>100</b>	-

The above table shows 6 (50%) Town and woreda Youth and Sport Affairs office management members responded that selection of coaches in the project was properly done. On the other hand, 6 (50%) sample respondents responded that coaches are randomly selected. Moreover, 4 (100%) coaches responded that the selection of coaches is made randomly.

Regarding to selection of project station, 8 (66.66%) Town and woreda Youth and Sport Affairs office management members responded that selection of the project station was randomly carried out (appendix I, table 23). The remaining 2 (16.67%) of each respondents responded that selection was done properly and target fully respectively. Thus, from the majority of the respondents it can be concluded that the project site selection was done randomly. This implies that the selection of coaches and project station was not performed knowledgably.

**Table 4 Provision of frequent refreshing / up-dating training for coaches**

Sample Respondents	Yes		No		Sometimes	
	In No	%	In No	%	In No	%
Town & woreda Youth & Sport Affairs office management members	-	-	7	62.5	5	37.5
Coaches	-	-	4	100	-	-

The above table indicates that 7 (62.5%) of Town and woreda Youth and Sport Affairs office management members and 4 (100%) coach sample members responded coaches do not take refresh and up to date training and 5 (37.5%) Town and woreda Youth and Sport Affairs office management members replied that sometimes refresh and up to date training would be given. Hence, the above result shows that most of the respondents proved that coaches didn't take refreshing and up to date training.

**Table 5 Recruitment of project trainees**

Sample Respondents	Properly		Have some problem		Randomly		Un decided	
	In No	%	In No	%	In No	%	In No	%
Coaches	-	-	1	25	3	75	-	-
Woreda Youth & Sport management members	2	16.67	1	8.33	9	75	-	-
Trainees	3	7.5	4	10	29	72.5	4	10

The above table shows that 2 (16.67%) youth and sport Affairs office management members and 3 (7.5%) of trainees sample responded that the recruitment of project trainees was properly done however, 1 (25%) coaches sample members 1 (8.33 %) youth

and sport Affairs office management members and 4 (10%) trainees responded the recruitment had some problem. 3 (75% ) of coaches, 9 (75%) youth and sport Affairs office management members and 29 (72.5%) of trainees said that the recruitment is done randomly however 4 (10%) of trainees have no idea.

Therefore, from the above result it can be concluded that recruitment of trainees is done randomly. .

**Table 6:- About the existence of monitoring and supervision mechanisms on the process of training by responsible bodies**

Sample Respondents	Yes		Sometimes		No	
	In No.	%	In No.	%	In No.	%
Town & woreda Youth & Sport Affairs office management members	1	8.33	4	33.34	7	58.33
Coaches			1	25	3	75
Trainees			3	7.5	37	92.5

Table 6 indicates that 1 (8.33%) Town & woreda Youth & Sport Affairs office management members replied that there was monitoring and supervision on the training process, while, 4 (33.34%) Town & woreda Youth & Sport Affairs management members, 1 (25%) coaches and 3 (7.5%) trainees responded that the monitoring and supervision process is undertaken sometimes. On the other hand, 7 (58.33%) Town & woreda Youth & Sport Affairs office management members, 3 (75%) coaches and 37 (92.5%) trainees responded that there was no monitoring and supervision mechanism on the training process.

The above data showed that there were no monitoring and supervision mechanism that were under taken during the process of training by the concerned bodies.

**Table 7:- Incentive mechanism of the project.**

Sample Respondents	Sufficient		Medium		Not sufficient		No incentive	
	In No.	%	In No.	%	In No.	%	In No.	%
Coaches	-	-	-	-	4	100	-	-
Trainees	-	-	-	-	-	-	40	100

The above table entails that the project center has no incentive mechanism for trainee at all. The incentive mechanism at place for the coaches is not as such attractive.

**Table 8:- The existence of project players at higher level team.**

Sample Respondents	Yes		No		I don't know	
	In No.	%	In No.	%	In No.	%
Town & woreda Youth & Sport Affairs office management members	4	33.33	-	-	8	66.67
Coaches	2	50	-	-	2	50
Trainees	8	20	-	-	32	80

The above table shows that 4 (33.33%) Town & woreda Youth & Sport Affairs office management members, 2 (50%) of coaches and 8 (20%) of trainees said there are some players who plays at higher level team, However, 8 (66.67%) Town & woreda Youth & Sport Affairs office management members, 2 (50%) of coaches and 32 (80%) of trainees have no any information about the players recruited at higher level team.

**Table 9:- The relation exists between the project center & the surrounding schools.**

Sample Respondents	Good relation		Medium relation		Poor relation	
	In No	%	In No	%	In No	%
Town & woreda Youth & Sport Affairs office management members	-	-	2	16.7	10	83.3
Coaches	-	-	1	25	3	75

The above table indicates that 2 (16.7%) Town & woreda Youth & Sport Affairs office management members and 1 (25%) coaches responded that the relation seem to be medium. Whereas, 10 (83.3) Town & woreda Youth & Sport Affairs office management members and 3 (75%) coach replied that the relation is poor.

Therefore, most of the respondents proved that the relationship between project training center and surrounding schools is poor enough.

**Table 10:- Attitudes of trainees family towards training program**

Sample Respondents	Attracted		Not attracted		No idea	
	In No	%	In No	%	In No	%
Town & woreda Youth & Sport Affairs office management members	2	16.7	7	58.3	3	25
Coaches	1	25	2	50	1	25
Trainees	6	15	24	60	10	25

The above table indicates that 2 (16.7%) Town & woreda Youth & Sport Affairs office management members, 1 (25%) of coaches and 6 (15%) trainees responded that families have positive attitudes towards the program. However, 7 (58.3%) Town & woreda Youth & Sport Affairs office management members 2 (50%) coaches and 24 (60%) trainees replied that families are not attracted by the program and 3 (25%) of Town & woreda

Youth & Sport Affairs office management, 1 (25%) coaches and 10(25%) trainees responded that families have no idea about the usefulness of the program.

It can be concluded that most of the respondents proved that families are neither attracted nor .have idea about the training program.

Similarly attitude of the community towards the project according to the response on (appendix I table 24) indicates that 2 (16.7%) of Town & woreda Youth & Sport Affairs office management members and 6 (15%) of trainees said the community has positive attitude towards handball project, however 3 (25%) youth and sport Affairs office management members, 1 (25%) of coaches and 8 (20%) trainees said the community has negative attitude towards handball and 7 (58.3%) of Town & woreda Youth & Sport Affairs office management members 3 (75%) of coaches and 26 (65%) trainees responded that the community has no feeling towards handball project.

According to the above result, most respondents replied that community has no idea about the hand ball project which implies there was no awareness work done by concerned bodies.

**Table 11:- The existence of regular reporting of training program by the coaches.**

Sample Respondents	Yes		Sometimes		No	
	In No	%	In No	%	In No	%
Town & woreda Youth & Sport Affairs office management members	-	-	3	25	9	75
Coaches	1	25	1	25	2	50

The above table shows that 1 (25%) coaches replied as there was continuous report, but 3 (25%) of Town & woreda Youth & Sport Affairs office management members and 1 (25%) of coaches replied that reporting to concerned bodies had been undertaking sometimes and 9 (75%) Town & woreda Youth & Sport Affairs management members and 2 (50%) coaches replied that there were no regular reports.

Hence, the above data proved that there is no regular reporting mechanism that is undertaken by the coaches to the concerned bodies.

**Table 12:- Whether the project training program is held through organized short and long term plan.**

Sample Respondents	Yes		No		I don't know	
	In No	%	In No	%	In No	%
Town & woreda Youth & Sport Affairs office management members	-	-	9	75	3	25
Coaches	1	25	3	75	-	-
Trainees	-	-	31	90	9	10

Table 12 indicates that 1 (25%) of coaches responded that the project has regular short and long term plan. However 9 (75%) of Town & woreda Youth & Sport Affairs office management members, 3 (75%) of coaches and 31 (90%) of trainees replied that there was no regularly organized short and long term plan. Moreover, 3 (25%) of Town & woreda Youth & Sport Affairs office management members and 9 (10%) of trainees have no idea about the existence of organized short and long term plan.

From the above data we can conclude that the project has no officially declared (known to all bodies) short and long term training program.

**Table 13:-The rate of coordination among stakeholders (trainees, trainers, office workers, trainees family & community.**

Sample Respondents	Very good		good		Un satisfactory		No relation	
	In No	%	In No	%	In No	%	In No	%
Woreda Youth & Sport management members	-	-	1	8.3	2	16.7	9	75
Coaches	-	-	-	-	1	25	3	75
Trainees	-	-	2	5	4	10	34	85

Table 13 depicted that 1 (8.3%) of Town & woreda Youth & Sport Affairs office management members and 2 (5%) of trainees proved that the coordination among the concerned bodies was good. On the other hand 2 (16.7%) of Town & woreda Youth & Sport Affairs office management members, 1 (25%) of coaches and 4 (10%) of trainees responded as if the coordination work among concerned bodies was unsatisfactory. Moreover 9 (75%) of Town & woreda Youth & Sport Affairs office management members, 3 (75%) of coaches and 34 (85%) of trainees explained as they have not observed any coordination work among concerned bodies.

Based on the above results it is possible to conclude that the coordination work among stakeholders is very poor but coordination work among stakeholders is very essential however in the project there is no coordination work among stakeholders.

**Table 14:- Rating the efficiency of trainers**

Sample Respondents	Very good		Good		Weak	
	In No	%	In No	%	In No	%
Town & woreda Youth & Sport Affairs office management members	-	-	3	25	9	75
Trainees	-	-	9	22.5	31	77.5

Regarding rating of the efficiency of trainers, 3 (25%) of Town & woreda Youth & Sport Affairs office management members and 9 (22.5%) trainees responded that trainers have good efficiency. On the other hand 9 (75%) of Town & woreda Youth & Sport Affairs office management members and 31 (77.5%) of trainees rated that trainers are weak in their efficiency.

The above result showed that majority of the respondents rated that trainers are inefficient in their performance so the result implies coach's quality is weak.

**Table 15:- Follow up activities carried out by the government officials.**

Sample Respondents	Yes		Some times		No	
	In No	%	In No	%	In No	%
Coaches	-	-	1	25	3	75
Trainees	-	-	6	15	34	85

According to table 15, 1 (25%) of coaches and 6 (15%) of trainees responded as they have observed governmental officials sometimes carried out supervision activities. While 3 (75%) of coaches and 34 (85%) of trainees responded as they have not observed any government officials visits the training activities.

The above results showed that the project activities are not strongly followed up and supervised by the concerned governmental official. For project work follow up and supervision is very important but in the project there is no follow up and supervision.

According to the results depicted on table 15, all respondents unanimously replied that the project did not show any progress since its establishment.

**Table 16:-** The existence of equipment & facilities for the training- **standard hand ball field.**

Sample Respondents	Adequate		Inadequate		Not existing	
	In No	%	In No	%	In No	%
Town & woreda Youth & Sport Affairs office management members	-	-	8	100	-	-
Coaches	-	-	3	75	1	25
Trainees	-	-	33	82.5	7	17.5

As it is indicated in table 16, all respondents of Town & woreda Youth & Sport Affairs office management members, 3 (75%) of coaches and 33 (82.5%) of trainee rated that the sport field in the training center lacks a lot of facilities. On the other hand, 1 (25%) of the coaches and 7 (17.5%) of trainee rated that the sport field at the training center cannot be considered as a sport field. Any project center should possess standard field. However, the result has showed that the status of the field is in poor condition.

**Table 17:-** The existence of equipment & facilities for the training- **sport facilities & equipments**

Sample Respondents	Adequate		Inadequate		Not existing	
	In No	%	In No	%	In No	%
Town & woreda Youth & Sport Affairs office management members	-	-	10	75	2	25
Coaches	-	-	3	75	1	25
Trainees	-	-	28	70	12	30

As it is showed in the above table, 10 (75%) of respondents of Town & woreda Youth & Sport Affairs office management members, 3 (75%) of coaches and 28 (70%) of trainee rated the sport facilities & equipments are inadequate. Whereas 2 (25%) of Town & woreda Youth & Sport Affairs office management members, 1 (25%) of coaches and 12 (30%) of trainee responded that there is no required sport facilities & equipments in the center. Generally, this result indicates that sport facilities & equipments is inadequate.

**Table 18 :-** Progress status of the project

Sample Respondents	Yes		No	
	In No	%	In No	%
Town & woreda Youth & Sport Affairs office management members	-	-	12	100
Coaches	-	-	4	100
Trainees	-	-	40	100

According to the results depicted on table 18, all respondents unanimously replied that the project did not show any progress since its establishment.

### **Trainers and trainees responses concerning trainee's interest in handball.**

The result depicted on (appendix I table 25) showed that, the majority of the trainee's related to their interest 17 (42.5%) has yes and 23 (57.5) a limited interest for hand ball. On the other hand, majority of hand ball coaches themselves have no deep interest on this field of sport. Moreover, both the coaches and trainee reflected that there are small amount of students around the projects that likes hand ball. Based on the attitudes of trainees, most coaches responses that the trainees interest is undecided.

**D) Trainees, Coaches and Management Members of Woreda Youth and Sport Affairs Office Respond for Open-ended Questions.**

**A) Trainee's respond**

With regard to what they perceive about the training process of the project they have forwarded the followings:-

- Coaches are not well skilled,
- Lack of well organized plan and follow up,
- Inadequate sport facilities, equipments and, instructional materials.
- No any kind of incentives or motivation is carried out,
- No any coordination with stakeholders was observed,
- Many management problems are in place,

With respect to what they recommend to improve training programs of the project the majority of the respondents have suggested the followings:-

- Strong attention should be provided to select qualified and skilled coaches,
- The project should develop well organized training program,
- Required sport facilities, equipment and instructional materials should be full filled,
- Attractive incentives has to be in place for coaches as well as trainees;
- Strong coordination and linkages should be created with stakeholders,
- Emerging management problems should be solved as soon as possible,
- Continuous follow up/ supervision, review be carried out.

**B) Coaches' respond**

Regarding to the point of discussion related to experience in coaching and participation in capacity building/ training, their respond is summarized as follows.

The experience of all coaches do not exceed two years but above a year. Out of the four coaches, three of them have participated once in coaching training. One coach who is a handball referee has never participated in any course. For the question raised about the

projects' trainee who have participated to higher level competition, they have responded that three trainee have represented the zone for regional competition.

Concerning the major problems for the development of the project, the coaches perceived the followings:-

- Absence of refreshment and up to dating course for coaches,
- Lack of short and long term plan,
- Less attention is provide by governmental concerned bodies,
- Problems related to trainees recruitment,
- Lack of budget,
- In adequate sport facilities and equipment,
- Un sufficient incentives,
- Lack of follow up, supervision and evaluation by the governmental concerned bodies.
- Absence of coordination and linkages with schools, community, trainees family and other regional and zone governmental concerned bodies.
- Quiet a number of administration problems,
- Lack of organizing competition.

To solve the aforementioned problems and achieve projects' objectives the coaches have suggested the followings;-

- Refreshment or up to date course should be provided for coaches twice a year.
- Talent identification mechanism should be used for selection of trainee
- Attractive incentives should be in place for coaches,
- There should be a developed strategic planning for the project.
- Governmental concerned bodies at all levels should give strong attention for the development of the project,.
- Sufficient budget should be allocated in order to fulfill required sport equipment, facilities and other instructional materials.

- Strong and continues follow-up and supervision as well as review meeting mechanisms should be laid out.
- Administrative problems should be timely solved, strong coordination and integration should be made with all relevant stakeholders,
- To enhance relation and motivation among the trainee and the community, competition programs should be organized.

**C) Sendafa town and woreda Youth and Sport Office management members respond.**

For the question related to the selection of criteria for the coaches and trainee, almost all respondents have responded that there is no predetermined criterion for selection except considering age as a most important entry point. To follow up question focusing on rating the efficiency of trainers and implementation follow up status, most of the respondents have agreed that trainers efficiency was rated poor, and similarly, the implementation follow up was irregular and in adequate.

With regard to the major bottlenecks for the development the project, they have raised the followings;

- Absence of predetermined selection criteria for coaches and trainees.
- Shortage of allocated budget, for equipping the project to its' required standard,
- Loose coordination and integration among stakeholders,
- Inadequate supervision and support made by concerned bodies at all levels,
- Lack of attention in organizing and conducting refreshment and/or capacity building training by the higher bodies,
- Absence of conducive environment for coaches and trainee,

To overcome the above mentioned problems, they have suggested the followings:-

- Selection/ required criteria should be set for employing coaches and selecting trainee.
- Raising the budget to the optimum level possible,

- Strengthening the coordination & integration with all stakeholders,
- Establishing regular supervision and follow up mechanism that will be implemented by concerned bodies at all levels.
- Organize and conduct refreshment and updating training on regular bases,
- Establishing mechanisms that can motivate and encourage coaches and trainee to be effective and efficient.

## **II) Interview findings and analysis**

### **A) Oromia regional and zonal experts**

The researcher conducted structured interview with regional and zonal handball federation experts for seeking further information and triangulation. Accordingly, its findings and analysis is summarized as follows;

- With regard to the recruitment of trainees and coaches, experts at both levels responded that there are a set of standard for recruiting but they have no idea how Sendafa project has been operating. This implies, that there is no information linkage and/or close follow up and supervision made at all levels.
- With respect to the interview raised on the issue related to efficiency of coaches and refreshment course provision, the majority of the experts rated that, the coaches employed in the majority of hand ball projects are in efficient and also proved that there was no refreshment training that was organized and provided regularly. This is a truth that reflects the existing status of handball at regional level.
- The experts further pointed out supervision is carried out once in a year. Monitoring and evaluation mechanism in general is poor. Coordination and integration among stakeholders in all project areas is weak. In adequacy of sport facility and equipments is the major problem of all hand ball projects. Administration problems are a lot everywhere. No attractive progress is seen so far in most of hand ball projects.

Hence, from the experts interview it can be summarized that Sendafa hand ball projects is constrained by un properly selection of coaches and trainees, internal and external management problems, lack of adequate budget, technical and implementation support by the higher levels.

To improve the problems that are existing at Sendafa project and achieve its objectives effectively, the experts have suggested the followings as a mitigation measures.

- Coaches' selection should be based on skills and qualification. Moreover, there should be a provision of continuous refreshment/up dating training.
- For sustaining coaches', performance based evaluation should be in place,
- Incentive/motivation mechanism should be developed and implemented,
- Trainee should be selected considering talent identification,
- Regular review and implementation support should be carried out by all concerned bodies at all levels,
- Adequate budget should be allocated to fulfill necessary facilities and equipments, organize different games,

#### **B) Trainees family**

Randomly selected trainees' families were interviewed by the researcher. The respond to the interview is summarized as follows.

For the interview point related to the impression they have towards the handball and the involvement of their son, almost all interviewed families have responded that they have no idea about the handball game and trainings. They are not happy by the involvement of their son mainly because of absence of any material incentives they haven't seen. They consider the' involvement as unnecessary time and energy consuming, and also incurred additional cost spent for sport wear from their income. Thus, families are discouraging instead of encouraging their sons' which in turn have a negative effect on the effectiveness of the trainee. The families rather advise their sons' to drop the training and focus on their academic education. This implies that handball sport is not well known by the community. The inadequacies of sport facilities and equipment have impacted negatively the attitudes of the community towards handball sport. Finally, the families

suggested overall awareness creation program to be under taken on the handball sport that is supported by practical games.

In general, from the interview carried out, the major bottlenecks for the development of the project is summarized as follows;-

- Absence of skilled coaches,
- Shortage of budget for equipping and facilitating the training program,
- Lack of follow up and implementation support by all concerned bodies at all levels,
- In adequate coordination and integration with all stakeholders ,
- Incapability to solve management problems timely,

To improve the problems that are existing at Sendafa project and achieve its objectives effectively, all trainees family suggested if the above problems solved the project will show progress.

## Training process field observation findings and analysis

**Table-19 Showing the summarized observation of project training**

SN	Parameters / Description	Very Good	Good	Poor	Adequate	In adequate	Not existence
1	Initiation of coaches to encourage and support trainees on training			✓			
2	Conducive training environment			✓			
3	Method of demonstrating the training session			✓			
4	Clarity of the training objective			✓			
5	The interest of trainees and coaches during training			✓			
6	Ability of coaches regarding to used plan			✓			
7	Quality and quantity of balls					✓	
8	Sport wear and shoes for the sport type					✓	
9	Standard field					✓	
10	Whistle, cone, net and other practical materials						✓
11	Water facilities						✓
12	Number of trainees in the training					✓	

**N.B** The result obtained is not for a single set. It is summarized result of the three sets.

As it was mentioned in chapter three, observations was conducted to assess the project facility and coaches coaching quality. To carry out this assessment, observation check list was prepared (indicated above). As it is depicted in table 25, commitment of the coaches to encourage and support trainees on training was poor. The training site and its surroundings were not attractive. Multiple method of training is not applied. Expectation from the training and the training objectives was not well stated. The quantity of some sport materials were below the required amount. On the other hand the materials quality was poor. Some necessary sport materials were not existing. Because of this deficiency, there were a small number of trainees observed during the occasion. The shortages of these facilities have a negative impact on the effectiveness of the training process in general and the coaches and the trainees in particular.

## **CHAPTER FIVE**

### **Summary, Conclusion, and Recommendations**

#### **Introduction**

This chapter summarizes the major findings of the study as well as its conclusion. Finally, possible recommendations were suggested.

#### **5:1 Summary**

This study was conducted to assess the determinants of the developments of handball project in Sendafa, that is located in Oromia region and to suggest possible solutions. To this end, the study tries to answer the following basic questions:-

- What selection methods and procedures do the handball projects apply for the coaches?
- What kind of trainer quality do the coaches have?
- What are the criteria for recruiting the trainees?
- What are the major management problems existing in the project?
- Do trainees of the project provided with the appropriate sport equipments and facilities?
- What does the coordination and integration among the project and the stakeholders looks like?
- Are there an incentive / motivation mechanism that is applied for coaches and trainees?

The study employed a descriptive survey method. The sampling frame of the study was 40 trainee, 4 project coaches, 12 Woreda and Sendafa town Sport and Youth Affairs office management members, 4 Regional and Zone handball federation experts. and 12 trainees family. Accordingly, the total population of the study was 100. The total sample of the study was 72, which was allocated to the selected category of respondents using Probability Proportional to Size (PPS).

The information was obtained from sample respondents by employing questionnaires and interview. Besides this, training process field observation was carried out by the

researcher. The quantitative data's collected were analyzed using descriptive statistics. Whereas, qualitative data were narrated, triangulated and interpreted. Accordingly, the major findings were summarized briefly as follows;-

- Regarding the trainer quality of coaches:- the survey has proved that the selection of coaches have no pre set criteria, no refreshment or updating training was provided for them. Hence, their skills and competency remains low and un developed. As a result, no competitive and capable trainees were graduated from the project.
- Recruitment of trainees:- It was clearly indicated that a criterion for selection of trainee did not exist. Trainees were selected haphazardly instead of using talent identification methods. Only age was considered as a selection criterion looking to the candidate physically.
- Management problems:- the study identified a lot of management problems. There were no regular monitoring, supervising and controlling activities carried out by the concerned governmental bodies at all levels. Furthermore, it was observed that the center has no well organized short and long term plan to be guided on. as well as regular reporting system for check and balance.
- Family (community) support:- the surrounding community as well as the trainee family did not have adequate awareness about the objective of the project. The project management and other governmental officials did not adequately try to communicate the community around the project. Thus, there was no support provided by the community for the project.
- Coordination work:- there are a lot of stakeholders that have a stake in the project training program. However, no substantial coordination was made among the stakeholders. The efforts made to realize coordination was found to be poor.
- Required facilities and equipments:- sport materials are very essential to achieve the objective of any sport projects. However, the survey has proved that in the project, there were no sufficient/adequate equipment and facilities. Furthermore, it was observed that the hand ball field was below the standard.

- Selection of coaches for the project:-, the findings indicated that, there are no in-depth selection criteria set for employing coaches. Education level was the only criterion for consideration. Selection did not pay attention to skill and performance possessed by the coaches.
- Incentives/motivation mechanisms;- It was clearly explained that coaches and trainees had no satisfaction during as well as at the end of the training. Their commitment and readiness is low. It was pointed out this had happened mainly because of lack of incentives in the project.

## **5.2 Conclusions.**

Based on the above stated findings, the following conclusions were drawn.

For the successfulness of the project activities the existence of competitive coaches is paramount important. In this regard the collected data showed that the selections of the coaches have been carried out without considering professional competency. Moreover, it was proved that coaches didn't take refreshing and up to date training. In connection to this, when their efficiency result was rated, it was found to be low.

Alike to the coaches' selection, it was explained that no pre determined selection criteria was set for the trainees. Selection was based only on the age simply by looking to the trainees physically.

With respect to the training schedule, irregularity was reported. The project center has no regular training schedule either short or long term. On the other hand, during the provision of training no regular monitoring and implementation support is provided by concerned bodies at all levels. Similarly, the center has no regular progress reporting system in place.

At the end of the training or during the training, no incentive mechanism was employed to motivate the coaches as well as trainees. It seemed to be the result of this, that among the trainees who have completed their training, nobody was successful to be selected to higher level play. Only few of them were selected by zone for regional competition. Hence, the trainees are not so much interested by the field. Moreover, trainee's families are neither attracted nor have idea about the training program.

The training center has no strong coordination and integration with the surrounding communities and other stakeholders. Furthermore, the training center is not well equipped and furnished with the necessary materials to the expected standards. As it was physically observed, the sport field by itself did not meet the required quality.

### **5.3 Recommendations**

In the previous section discussions were made based on the findings. In this section recommendations are suggested so as to be considered in the future intervention strategies to address the identified determinants for the development of the handball project at Sendafa.

#### **1 Lack of qualified coaches**

##### **1.1 Woreda and Town Youth and Sport Affairs office:-**

- Reconsider the selection of coaches in such a way that coach must be selected based on qualification, skill and competency.
- Performance based coaches endorsement should be employed.

##### **1.2 Ethiopian hand ball federation and regional Youth and Sport Affairs Bureau:-**

- Should facilitate refreshment and updating courses for all coaches at least twice a year.

#### **2. Problem of trainee's recruitment**

- Regional, zonal, woreda and town Youth and Sport Affairs offices technical department should make collaboration with surrounding schools physical education teachers to have information about youth's interest and talent for appropriate selection by using talent identification mechanism.

#### **3. Problem of management**

##### **3.1 Federal handball Federation**

- Should follow up the training program on regular base (at least twice a year).
- Support the projects by provision of necessary equipments and facilities twice a year.
- Prepare competition for trainees in the project at least once in a year and observe the progress regularly.
- Prepare refreshment course at least two times a year for all stakeholders.
- Collect in each term the project center training plan and progress report.

### 3.2 Regional Bureau

- Check and supervise the training process quarterly,.
- Should request woreda Youth and Sport office short and long term plan and monthly report about the progress of training.
- Strengthen the horizontal and vertical coordination among stakeholders.
- Develop integration among schools and physical education teachers and education offices.

### 3.3 Woreda Youth and Sport Affairs Office

- Supervise the training process and give technical assistance at least once in a month.
- Request the coaches to submit their short and long term plan and weakly report regularly.
- Regularly follow and monitor the project progress.
- Submit monthly, quarterly and annual plan and report to regional bureau.
- Create conducive communication channel between coaches at different levels.
- Work cooperatively with surrounding schools.
- Develop coordination and integration among trainees, trainer, trainee's family and the community in general.

### 3:4 Coaches

- Submit short and long term plan to woreda Youth and Sport Affairs Office,
- Submit weekly and monthly report to woreda Youth and Sport Office and to regional bureau as deemed necessary.
- Organize panel of discussion with trainee's family, community and physical education teachers around the project.
- Prepare check list and evaluate the progress of the trainees.
- Invite external evaluators to evaluate the progress of the trainees.

#### **4. Problem of family and community support**

##### 4.1 Regional bureau

- Provide capacity building training for woreda Youth and Sport Affairs Office experts and management members.
- Organize experience sharing program,
- Prepare cooperation modules/ guidelines that can serve to approach the community.

##### 4.2 Woreda Youth and Sport Affairs Office

- Aware the society about the project by using different communication methods (posters, meeting, panel of discussion, contacting community leaders).
- Organize different competitions among trainees to create positive attitudes in the society at least once in a year.

##### 4.3 Coaches

- Communicate and discuss with parents about the training and their observation on the behavioral change of the children
- Open dialog with physical education teachers, professionals and community around the project.

#### **5. Problems of sport materials**

##### 5.1 Federal handball Federation

- Should provide sport materials regularly twice a year for the project,
- Supervise the proper use of those materials correctly.
- Search for sister federations support.

##### 5.2 Regional Bureau

- Request for material and financial support from federal Sport Commission and Handball Federation.

- Discuss with woreda sport councils to allocate budget for the project.

### 5.3 Woreda Youth and Sport Affairs Office..

- Organize the community meeting forums and discuss on how to improve the status of the project.
- Create and implement income generation mechanisms.
- Search for different sponsors.

### **6. Coordination work**

- As mentioned above all levels of youth and sport Affairs office and handball federations, community, families, coaches, trainees schools, and physical education teachers must work together to achieve the project objective by designing new structure to work coordinately.

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## Appendix-I

**Table 20 Research setting and Respondents of the study**

Description of Respondents	Research instrument	Management members		Experiments		Research setting and numbers of participants		Total
				Town	Woreda	Original	zonal	
Trainees	Questionnaire	-		-		20	20	40
Coaches	Questionnaire	-		-		2	2	4
Youth & Sport bureau management member	Questionnaire	6	6			-	-	12
Trainees Family	Interview	-		-		6	6	12
Regional & zonal experts	Interview			2	2			4
Total		12		4		28	28	72

**Table 21 Educational status of sample coaches, Town & woreda Youth & Sport Affairs office management members, regional and zonal handball experts and trainee’s family.**

Sample Type	Total No.	Educational status				
		12 <sup>th</sup> grade	12+3	Diploma	1 <sup>st</sup> Degree	Under 10 <sup>th</sup> &12 <sup>th</sup>
Coaches	4	2	-	2	-	-
Town & woreda Youth & Sport Affairs office management members	12	-	-	10	2	-
Regional and zonal handball experts	4			1	3	
Trainees family	12	3	3	2	2	2

**Table 22 Trainees Profile**

Total number	Under 13	Under 15	Under 17	Grade 5-7	Grade 7-8	Grade 9-10
40	3	17	20	17	18	5

**Table 23 Selection of project station**

Sample respondents	Properly		Randomly		Target fully	
	In No	%	In No	%	In No	%
Town & woreda Youth & Sport Affairs office management members	2	16.67	8	66.66	2	16.67

**Table 24:- Attitudes of the community towards handball project.**

Sample Respondents	Positive feeling		Negative		Un decided	
	In No	%	In No	%	In No	%
Town & woreda Youth & Sport Affairs office management members	2	16.7	3	25	7	58.3
Coaches	-	-	1	25	3	75
Trainees	6	15	8	20	26	65

**Table 25:- Trainers and trainees responses concern trainee's interest in handball.**

No	Concern	Response			
		Trainees		Coaches	
		In No	%	In No	%
1	<b>Do you have interest to play hand ball?</b>				
	Yes	17	42.5		
	Partially yes	23	57.5		
	No				
2	<b>Do you like handball coaching?</b>				
	Yes			1	25
	I can't decide			1	25
	No				
3	<b>Do the students around the project like handball?</b>				
	Yes	12	30	1	25
	No	20	50	2	50
	Partially yes	8	20	1	25
4	<b>How do rate the attitudes trainees have towards the project?</b>				
	Positive			1	25
	Negative				
	Un decided			3	75

## **Appendix-II**

**ADDIS ABABA UNIVERSITY**

**COLLEGE OF LIFE SCIENCE**

**DEPARTMENT OF SPORT SCIENCE**

### **Questionnaires for trainees**

#### **Dear trainees:-**

This questionnaire is designed to collect information for research purpose only. Its objective is to assess opinions on the determinants of development of handball project in the case of Sendafa. I kindly request you to give your genuine response for each of the questions. All information and data you provide will be used only for the purpose of this academic study.

It is not necessary to write your name in this paper.

Thank you in advance for your kind cooperation.

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

Education level\_\_\_\_\_

Age\_\_\_\_\_

Parent level of education: - Father\_\_\_\_\_

Mother\_\_\_\_\_

**Instruction:-please respond for the following questions either by circling the letter of your choice and /or write a complete answer on the space provided?**

1. Do you have interest to play handball?

A. Yes                      B. Partially yes                      C. No

2.How do rate the recruitment of trainees?

A. Properly                      B. Have some problems                      C. Randomly                      D. I can't decide.

3. Please, justify your answer \_\_\_\_\_

---

4.Does your coaches' follow regular training schedule?

A. Yes                      B. sometimes                      C. No

5.How do you rate the efficiency of your coach?

A. very good                      B. good                      C. weak

6.From your project, is there any one who plays at higher level team ?

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

7. Does the governmental concerned body follow the project's daily activity?

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

8. Does your family and community around the project follow your daily training activity?

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

9. Is there adequate facilities for the training?

A. adequate                      B. in adequate                      C. not existence

10. Is there adequate equipments for the training?

A. adequate                      B. in adequate                      C. not existence

If your answer is “a or b” is it available timely? \_\_\_\_\_

---

11. Does the project has standard filed for the discipline?

A. adequate                      B. in adequate                      C. not existence

12. Is there any incentive?

A. Yes                              B. Sometimes                      C. No

13. Attitude of your families regarding to your participation in the training program?

A. Positive                      B. Negative                      C. Undecided

14. What is the attitude of the community towards the project?

A. Positive                      B. Negative                      C. No feeling

please justify your number 13 and 14 answer? \_\_\_\_\_

---

15 Do the students around the project like playing handball?

A. Yes                              B. No                              C. Partially yes

16. Is the training being planned and coordinated by the regular program?

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

17. How do you rate the relation, the training organization have with the community, trainer with you and your family?

A. Very good                      B. Good                              C. Un satisfactory                      D. No relation

18. Have you observed any follow up or supervision activities carried out by the governmental officials?

A. Yes                              B. No                              C. sometimes

Please, justify the reason for your answer \_\_\_\_\_

\_\_\_\_\_

19. Does the project show progress?

A. Yes

B. No

C. I don't know

20. What is your feeling or perception about the training process of the project?

Please specify briefly? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

21. What do you recommend to improve the training program of the project?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Appendix-III**  
**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF LIFE SCIENCE**  
**DEPARTMENT OF SPORTS SCIENCE**

**Questionnaires for project coaches**

**Dear coach:-**

The purpose of this questionnaire is to gather the available data on the determinants of the development of handball in the case of Sendafa, Hence, you are kindly requested to provide your response for the following questions. All information and data you provide will be used only for the purpose of this academic study.

Thank you in advance for your kind cooperation.

**Instruction:-please write your background information on the space provided.**

Sex \_\_\_\_\_

Age \_\_\_\_\_

Qualification \_\_\_\_\_

Coaching level \_\_\_\_\_

Additional training (if any) \_\_\_\_\_

Work of experience \_\_\_\_\_

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

1. Before coaching, were you a handball player?

A. Yes      B. Partially yes      C. No

2. Do you like coaching?

A. Yes      B. I can't decide      C. No

3. If your answer is "B" or "C" to the above question describe the reason?

---

---

4. How many years have you been worked in the project?

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5. Before this project, did you engaged in coaching other team or project?

A. Yes      B. No

If your answer is "yes" for how many years? \_\_\_\_\_

---

6. How many times did you participate in coaching course? ,and at which coach level are you now? \_\_\_\_\_

---

7. With your opinion how do you rate the incentive provided from the project?

A. Sufficient      B. Medium      C. Not sufficient

8. Is there any trainee from the project who plays at higher level? (as regional or club level) \_\_\_\_\_

---

9. What is your opinion towards correctness of coach selection in the project?

A. Properly selected      B. Randomly selected      C. I don't know

Please justify your answer? \_\_\_\_\_

10. How do you rate the recruitment of trainees?

- A. Properly      B. Have some problem      C. Randomly      D..Un decided

Please, justify your answer? \_\_\_\_\_

---

11. Integration of the project with schools?

- A. Good                      B. Medium                      C. Poor

12. Is their any support provided from the schools to the project?

- A. Yes                      B. No

If your answer is "A" specify? \_\_\_\_\_

---

13. From your project, is there any one who plays at higher level team ?

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

14. Does the governmental concerned body follow the project's daily activity?

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

15. Does trainee's family and community around the project follow your daily training activity?

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

16. Is there adequate facilities for the training?

- A. adequate                      B. in adequate                      C. not existence

17. Is there adequate equipments for the training?

- A. adequate                      B. in adequate                      C. not existence

If your answer is “a or b” is it available timely?

---

18. Does the project have standard filed for the discipline?

- A. adequate                      B. in adequate                      C. not existence

If your answer is” b or c” what measure should be taken to improve the situation?

---

---

19. Do the students around the project like playing handball?

- A. Yes                      B. No                      C. partially yes

20. How do you conclude the attitudes trainees have towards the project?

- A. Positive                      B. Negative                      C. Un decided

21. Do you believe handball activities can match with the community interest?

- A. Yes                      B. No                      C. I can't decided

22. Do you have short and long term plan?

- A. Yes                      B. No                      C..Some times

23. Do you report continuously the training process for the concerned body?

- A. Yes                      B. Sometimes                      C. No

24. Is their any monitoring/evaluation mechanism of the training process by the concerned body?

- A. Yes                      B. Sometimes                      C. No

If your answer is “A” at what time interval?

---

25. Do you have coordination with trainees family, surrounding community and concerned bodies?

A. Yes

B. No

C. Sometimes

26. With your opinion what is the attitude of the community and trainees family towards the project and for handball?

A. Positive

B. Negative

C. No feeling

27. Have you observed any follow up or supervision activities carried out by the governmental affairs?

A.yes

B. No

C. Sometimes

Please, justify your answer \_\_\_\_\_  
\_\_\_\_\_

28. Does the project show progress?

A. Yes

B. No

C. Un decided

29. In your project, what are the major problems for developing the project?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

30. What do you recommend to improve the project and achieve it's objective effectively? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Appendix-IV**  
**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF LIFE SCIENCE**  
**DEPARTMENT OF SPORTS SCIENCE**

**Questionnaires for Sendafa town and woreda youth and sport bureau management member**

**Dear :-**

The purpose of this questionnaire is to gather the available data on the determinants of the development of handball in the case of Sendafa, Hence, you are kindly requested to provide your response for the following questions. All information and data you provide will be used only for the purpose of this academic study.

Thank you in advance for your kind cooperation.

**Instruction:-please write your background information on the space provided.**

Sex \_\_\_\_\_

Age \_\_\_\_\_

Qualification\_\_\_\_\_

Additional training (if any) \_\_\_\_\_

Work of experience \_\_\_\_\_

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

1. What are the selection criteria for selecting projects' coach?

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---

2. Is there a regular refreshment training program for coaches?

A. Yes

B. No

C. Sometimes

Please, justify your above answer?

---

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3. How do you feel the undertaking of coach selection?

A. properly selected

B. randomly selected

C. I don't know

Specify your answer?

---

---

4. Is there any trainee of the project who play in high level? (Regional or Club level)

A. Yes

B. No

C. I don't know

5. Does the project supported by the schools?

A. Yes

B. No

Please, justify your answer?\_\_\_\_\_

6. Integration of the project with the schools?

A. Good

B. Medium

C. Poor

7. How do you perceive the trainee's family attitudes towards training?

A. Positive

B. Negative

C. I don't know

8. How do you rate the recruitment of trainees?

- A. Properly      B. have some problem      C. randomly      D. un decided

Please, justify your answer?

---

---

9. Does your office follow the project's daily activity?

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

10. Does trainee's family and community around the project follow your daily training activity?

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

11. Is there adequate facilities for the training?

- A. adequate      B. in adequate      C. not existence

12. Is there adequate equipments for the training?

- A. adequate      B. in adequate      C. not existence

If your answer is "a or b" is it available timely?

---

13. Does the project have standard filed for the discipline?

- A. adequate      B. in adequate      C. not existence

If your answer is "b or c" what measure should be taken to improve the situation

---

---

14. Do the students around the project like handball game?

- A. Yes      B. No      C. partially yes

15. Did you get continuous report from the project?

- A. Yes                      B. Sometimes                      C. No

If your answer is "A" at what interval?

---

---

16. Does your office has regular monitoring and controlling mechanisms of the training process?

- A. Yes                      B. Sometimes                      C. No

If your answer is "yes" how?

---

---

17. Is the training being planned and coordinated by the program?

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

18. How did the project site selected?

- A. Properly                      B. randomly                      C. target fully

19. Do the community around the project likes handball?

- A. Yes                      B. No                      C. Partially yes

20. How do you rate the efficiency of you're your trainers

- A. Very good                      B. Good                      C. weak

21. How do you evaluate the over all project process?\_\_\_\_\_

---

22. How do you the coordination work, your office have with the trainees, trainees' family, coaches, schools, physical education teacher and the surrounding community?

- A. Very good                      B. Good                      C. Un satisfactory                      D. No relation

23. How do you rate the interest of trainees and trainer?

- A. very good      B. Good      C. low      D. I can't decided

24. How do you follow the implementation of the training program?

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25. In your opinion does the project show progress?

- A. Yes      B. No      C. Un decided

26. In your project, what are the major bottlenecks for the development?

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27. What do you recommend to improve the project and achieve it's objectives?

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**Appendix-V**  
**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF LIFE SCIENCE**  
**DEPARTMENT OF SPORTS SCIENCE**

**Interview questions for trainees family**

**Dear family :-**

The purpose of this interview is to gather the available data on the determinants of the development of handball in the case of Sendafa, Hence, you are kindly requested to provide your response for the following questions. All information and data you provide will be used only for the purpose of this academic study.

Thank you in advance for your kind cooperation.

**Instruction:-please tell me your background information.**

Age \_\_\_\_\_

Qualification \_\_\_\_\_

Additional training (if any) \_\_\_\_\_

Work of experience \_\_\_\_\_

## **Appendix-V**

### **Interview guide for trainees family.**

1. Do you like playing handball or handball playing?
2. Do you support the involvement of your son/ daughter in handball training?
3. Do you think that you are benefited as a result of your son's /daughter's training in handball projects?
4. After the training, is there a take care measure you can do for your son/daughter?
5. As a result of involving in handball training, do you believe that it has a negative impact in his /her lesson
6. After he joined training did you observe any new behavioral change?
7. What type of behavioral change you have observed?
8. What do you suggest regarding the overall project activity?
9. Do you discussed about the project with the concerned body?
10. Is there coordination work between you and coaches, youth and sport affairs bureau?
11. Does your son participate in the project with adequate facilities and equipment?
12. With your opinion does the project work is applied with well organized short and long term plan and schedule?
13. In your opinion does the project show any progress?
14. . In the project, what are the major bottlenecks for the development
15. What do you recommend to improve the project and achieve it's objectives?

## Appendix-VI

**ADDIS ABABA UNIVERSITY**

**COLLEGE OF LIFE SCIENCE**

**DEPARTMENT OF SPORTS SCIENCE**

### **Interview guide for regional and zonal handball federation experts**

#### **Dear expert :-**

The purpose of this interview is to gather the available data on the determinants of the development of handball in the case of Sendafa, Hence, you are kindly requested to provide your response for the following questions. All information and data you provide will be used only for the purpose of this academic study.

Thank you in advance for your kind cooperation.

#### **Instruction:-please tell me your background information.**

Age \_\_\_\_\_

Qualification \_\_\_\_\_

Additional training (if any) \_\_\_\_\_

Work of experience \_\_\_\_\_

## **Appendix- VI**

### **Interview Guide for Oromia regional and zonal handball federation experts**

1. How do you rate the recruitment of trainees and coaches?
2. How do you rate the efficiency of coach in different area?
3. Does your office follow the project activity?
4. What is the attitude of your office towards Sendafa project?
5. In your opinion is there adequate sport equipment and facility?
6. Is there any coordination work between your office and the project?
7. Does your office give regular supervision for the project?
8. Does your bureau give refreshment or up to date course for coaches regularly?
9. Does the project have long and short term plan?
10. Do you get regular report from the project(woreda)
11. Did your office have monitoring /evaluation/ mechanism?
12. How do you rate the progress of the project?
13. Does the project supported by your office?
14. In your opinion what are the major problems for developing the handball project?
15. What do you recommend to improve the project and achieve it's objective effectively?

**Observation on check list****Appendix-VII****N.B=** 1.v.good, 2. Good, 3. Poor, 4. Adequate, 5.Inadequate, 6.not existence**Date** 13-6-06, 27-6-06 & 12-6-06**Set** Three

<b>NO</b>	<b>Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
1	Willingness of coaches to encourage and support trainees at training						
2	Suitability of the project environment						
3	Method of demonstration the training session						
4	Clarity of the training objective						
5	The interest of trainees and coaches during training						
6	Ability of coaches regarding to used plan						
7	Quality and quantity of balls						
8	Sport wear and shoes for the sport type						
9	Standard field						
10	Whistle, cone, net and other practical materials						
11	Water facilities						
12	Number of trainees in the training						

## DECLARATION

I hereby, declared that this is my original work, it has not been presented for a degree in any other university and that all sources of material used for thesis have been dually acknowledged.

Name Dawit Tirfu

Signature \_\_\_\_\_

Date \_\_\_\_\_

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

Name Dr. Aschenaki Tadesse

Signature \_\_\_\_\_

Date \_\_\_\_\_