

**FACTOR AFFECTING IMPLEMENTATION OF HANDBALL
TRAINING IN SOME SELECTED PREPARATORY SCHOOL
OF EAST SHOA ZONE**

BY

NUREDIN TIBESSO

AUGUST, 2014

ADDIS ABABA

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**A THESIS SUBMITTED TO SCHOOL OF GRADUATED
STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR
DEGREE OF MASTERS OF SCIENCE IN SPORT SCIENCE**

AUGUST, 2014

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External Examiner	Signature	Date

Acknowledgement

First and for most, I want to give my thanks to “ALLAH”. Then I express my deepest gratitude to my advisor Mebratu Belay for his continuous advice and guidance from the proposal writing to the completion of the research work, without his encouragement and guidance, the completion of this work may not have been possible. Thus, I am very much indebted to him for all his support and willingness to advise me on my all efforts to successfully finalize the thesis. In short this study would not have been started. Such less completed without his scientific guidance, personal energy and thought fullness.

A profound gratitude is expressed to my brother Tahir Tibesso and my best friend Kelil Kedir for their encouragement, comment, sharing knowledge, experience and material.

My special gratitude goes to all my family members for their in valuable encouragement throughout the study period.

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Acronym

AAER: America Asocial for health physical education and Recreation

PE: Physical Education

UN: United Nation

Abstract

This study aims at investigating the extent of implementation of students training hand ball in some selected preparation schools of Oromiya region of East Shoa zone. The implementation of students training hand ball approach with respect to students, interest and needs interpreted in the study. The availability of facility and equipment in the schools and the practicing ability of PE teachers also interpreted. The study employed descriptive survey research method and the samples for the study are selected using purposive and stratified sampling technique. The subject of the study are 130 students, 3 school directors and 3 PE teachers of preparatory school of east Shoazone in the sampled school are include as sources of data. Questionnaire, interview and observation are the instrument of the data collection. The result is the schools do not have adequate and enough material to provide implementation of training hand ball. The problem of planning training and organize in hand ball training of teacher response lack of instructional material, lack of skilled man power to enforce. Additionally the students have low attitude, needs and interest to training hand ball. As conclusion that the students participation in the implementation of training hand ball law because of low participation hand ball training and competition, the majority of the students were not interested to training hand ball. It includes that lack of sufficient of facility.

KEY WORD: Handball, training, implementation and physical education

CHAPTER I

INTRODUCTION

1.1. Background of the study

Physical education at least existed since the formation of the first form of human society in the other words its old as the society itself. However has been a historic category as a whole human physical participation and skin for tools and weapons use in fighting against role animals have for centuries played an important in his survival (Silverman 1991 west and Bucher 1999). Regarding physical education in an ancient time there are two existed qualitative modification. The first: being the process of separation of human moving system from the work process and its further improvement and implementation to other field of human life. The second: by appearance of institution of norms of training and selection. In the period of primitive community decay which is come the means of social subjugation of one group of people to another role (Siedantop 1991).

Hand ball is one of the fastest team games that is said to be every old games. There is no evidence where the game was played for the first times. But the research experts maintain that throughout the ages of man has displayed the great skills with his hand rather than his feet. It was considered to be the traditional Olympic disciplines like boxing, wrestling and athletics. According to the Walter Vonder and Vogel Wide's it was said to be "the catch ball games" from 1170-1230 AD with similar to hand ball. Around 14th C in Greece it was considered as status of children throwing the ball with one hand over his

shoulder discovered. Among the major proves which provides evidence for the traditional games of hand ball the beginning of modern hand ball.

The beginning of modern hand ball games goes back to the last decades of 18th C. It believed that a number of countries have contributed their share for its appearance and differentiation as an independent sport.

Hand ball is one of faster team games it's said to be a very old game. There is no scientific evidence experts maintain that through our ages. Man has displayed greater skill with his hands rather than his feet's. (Mebratu 1986).

Implementation of training it continuous improvement of the sport calendar its characterized by regularity and stability of organized big internal competition. How every there is a new approach and promising start of training children and youngster under different school in different regions. More over the attention given to this sport and training of man power has increasing. In the field of sport training in the sense of preparing sport men for the highest level of performance. (Harre 1982).

As well organized implementation training is the one that cover appropriate and practice in quality and quantity and considers the interest of the students. The implementation of training that attended by our student should be practicable, Achievements productive and responsible citizen in the society. In addition the practical activity of implementation of training should focus on individual ability and skill of leader to preparation them for understanding the motor movement skill, self responsibility and productive student in their future life. The implementation students of training hand ball approach practiced in the school

should consider the facility and equipment available in the school otherwise it is difficult to practice the subject. Additionally implementation of training should consider the need, Interest and motivation of the teacher and students. That is why the researches want to students training approach for the preparatory students in the selected schools.

The objective of training as follow:

- Develop physical skills coordination and abilities useful in work and play.
- Develop an awareness of the relationship of the body movements of the maintenance of physical, mental, emotional and health well being.

1.2. Statement of the Problem

Training of any activity continuous improvement of the sport calendar it's characterized by regularity and stability of organized big internal competition. However there is a new approach and promising different school in different region. More over the attention given to this sport and training of man power has increasing implementation of training is in the field of sport training in the sense of preparing sports main for the highest level of performances. (Harre, 1982).

The principle and value behind movement skill life time fitness should thought in the school environment that promotion student understanding and appreciation (UN 2003). To be effective and fruit full in their practice, the students should have to take their part in the development implementation of hand ball training that operating on them but our case this does not be existing.

Rink (1998) says through student's participation in the more acceptable and responsible.

Therefore the purpose of the training frame work of hand ball subject/session is to set on the quality training/ practice of the subject that focus on the performance and developmental level of the student and give opportunity for every chance to participate on regular training and different games that help them health and productive citizen in the society. In addition to the above points the researcher wants to demonstrate the inclusion and diversity of students in the sampled school to attend the implementation of training hand ball subject provide for them by school effectively and sufficiently. General this research was tried to investigate the properness and practicability of implementation of training hand ball in sampled schools with, the availability of training material, facility and equipments in the schools. The interest of student and the status of PE teachers are not equal. In addition try to point out whether they provide the hand ball training/ practice is significant, appropriate and achievable ways to encourage the students to develop lifelong physical activity skill and other related factor that face the implementation of training in preparatory school of the zone.

For that reason the problems stated as factor affecting implementation of Handball training approach in some selected preparatory of East Shoa Zone.

1.3.Research Question

In general the study intends to explore and investigate. Whether: implementation of handball training approach is relative to the interest and ability of the students in the selected preparatory of east Shoa zone of Oromia region. In addition: the aims at investigation the availability of the overall infrastructure for the availability of the implementation of handball training in the selected preparatory school.

To this end the following research question are forwarded.

1. Does the school have adequate and enough training material facility and equipment's to provide the implementation of training?
2. Does the implementation of handball training consider the interest and need the students?
3. Do teachers motivate students in the practicality of hand ball training?

1.4. Objective of the study

1.4.1. General Objectives

The general objective of the study was to investigate the implementation of handball training for preparatory student in East Shoa zone of Oromia Region specifically the student aimed to address the following objectives.

1.4.2. Specific Objectives

- To investigate the availability of training material facility and equipment in providing appropriate and implementation student training for all students in selected schools.
- To identify the teacher/coach belief on the conduciveness of instructional material for the implementation of training approaches.
- To analyze the practicability and appropriateness of implementation of handball training approach in the preparatory school of east Shoa zone.
- To motivate PE teacher and student about the implementation of handball training.

1.5. Significance of the Study

Before employing strategies we should find out the problem of the implementation of training that hinders the students' effectiveness of hand ball through scientific inquiries. The study is expected to contribute in the building of knowledge on the implementation of training practice for preparatory school in selected zone.

The outcome is also believed to be further help full as an input to develop and to guide strategies intended to ward promoting the student hand ball participation and conquering the relevance and appropriateness. Of course the study will help interest as reading material in these topics is further researcher.

1.6. Delimitation of Study

The study is confined to the preparatory student in grade 12th found in the east Shoa zone of Oromiya region, especially in Batu, OdaBokata and Bote preparatory school and it focus on the implementation of student training hand ball approach operating in the selected school with to assess the availability and adequacy of training the material and status of teacher practicing the subject.

1.7. Limitation of the Study

Due to several constraint among of these are: The unavailability of research material work in the area, geographical location of the school, shortage of money, time, small sample size of data, and other the major limit. The study has some despite all these maximum efforts by increasing instruments of the study has been considered to minimize the weakness.

1.8 Definition of Terms

1. Implementation: performance of an obligation an act or course of action to which a person in morally or legally bound.
2. Approach : come near, a way of dealing with something.
3. Hand ball: has become a vast team of discovery which going to the world one of the ball game activities.
4. Training: is the sense of preparing sport men for the highest levels of performance.

1.9 Organization of the Study

The study contains five chapters the first chapter deals with background of the study statement of the problems, objective, of the study, basic research question and significance of the study, delimitation, limitation, organization, and operational definition of terms. The 2nd chapter will focuses on related review of literature, the 3rd chapter will explain research design and methodology chapter four will be analysis and inter predation of the study. In the final chapter, brief summaries of the finding. Conclusion and recommendations will be for warded.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Definition of Physical Education

Physical education cannot be defined in a very few words which means many definitions of physical education and sports. One of the most lasting have been expressed by "Jesse Feiring William" who said physical education is the sum of person's physical activities selected as a kind and conducted as to outcomes." explained his definition as when minds and body more thought of the physical need understanding of the nature of human organism in which the needs of individuals is the outstanding last is stressing the point that even though physical means by working with physical activities. It concerned with educational results that are not entirely physically (Dukin, M.J 1987).

(John E. Nixon and E. Jewett, 1974) also stresses that physical education is the phases of total process of education which is concerned with the development, utilization of the individuals voluntarily, purposeful, movement, emotional, capacity and with directed mental and social response.

James A. Bollyd and A. field defined physical education is a process through which adaptation learning, organic, neuromuscular, intellectual, social cultural, emotional and aesthetic results from and proceed through selected and thirty various physical activities that education use physical means emphasis by state considered a part of physical education are fairly different physical activities.

2.2. History of Physical Education

“Historically, in early period physical education programs focused on teaching children and youth in the school setting. The expansion of physical education beyond its traditional realm to nonschool settings and people of all ages requires a more inclusive definition to encompass the diversity of programs and the wide range of goals achieved by participants.” Siedentop asserts that “there is probably less agreement today on the basic meaning of physical education than there has been at any time in our professional history”. However, he states that the mostly widely accepted meaning for physical education is based on the developmental model (Siedentop, D, Tennehill, D 2000) .

This Model is based on the belief that all school subject, including physical education, should contribute to the development of the whole child. Carefully structured physical activity is recognized as a means through which educational goals can be achieved. Ziegler, in discussing the increasingly specialized and diverse nature of the field, argues that “Development physical activity that is, some sort of planned physical activity in sport, exercise and related expressive movement” are our common focus. As professionals, we are working to promote “developmental physical activity for people of all ages” abilities, and needs, Ziegler states” we have a ‘comb to tomb’ responsibility for the developmental physical activity for all citizens throughout their lives. To encompass the rapidly changing and ever expanding scope of the field, physical education is defined as an educational process that uses physical activity as a means to help individuals acquire skills, fitness, knowledge, and attitudes that contribute to their optimal development and well-being. In this definition, the term education is broadly

defined as the ongoing process of learning that occurs throughout lifespan. This definition recognizes that education, just like physical education, can and does take place in a variety of settings and is not limited to a specific age group. Home schooling continuing education through professional organizations, in-service education, distance learning, adult education, and preschools are just some of the expanded settings for education. Teachers today may be described by various labels such as “instructors”, “leaders”, or “facilitators”. Today’s students are people all ages, spanning the range from the very young attending a preschool to the elderly taking courses at a university? (Wuest,D.A and Bucher D.A 1999).

Physical education uses physical activity to enhance the development of the whole person. Physical education includes the acquisition and refinement of motor skills, the development and maintenance of fitness for optimal health and well being, the attainment of knowledge about physical activities and exercise, and the fostering of positive attitudes conducive to lifelong learning and lifespan participation physical education is concerned with the promotion of active lifestyles for people of all ages and abilities. Physical education program under qualified leadership enriches participants’ lives. To more fully understand physical education, its relationship to play, game, and sport must be examined. Physical education, play, games, and sports are different entities, although they may share some common elements. Play refers to activities engaged in freely from amusement. Play is spontaneous, and the act of playing is rewarding itself.(Wuest,D.A and Lombardo BJ.1994).

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

encompasses recreational to professional levels participants vary in age, ranging from the very young to the aged. Their involvement extends from youth spots to master's competitions. Interscholastic, intercollegiate, and professional athletics involve millions more participants. Spectating is a popular leisure pastime, attracting millions. Media coverage of sport is extensive, drawing millions of views and readers. As sport has grown, so have opportunities for individuals who want to work in spots related areas. Athletic trainers, sports managers, sports prompter's equipment developers, sports sales personnel, strength and conditioning specialists, sport psychologists, coaches, and officials, are just some of the many professionals involved in the sport enterprise.(Wuest,D.A and Bucher D.A 1995)

Since the early 1970s, there has been an enormous interest in the scholarly study of sport. Its significant role in our society, its massive impact on our culture, and its far reaching involvement of millions as participants and spectators has drawn the attention of scholars. Scholars have studied the philosophical, sociological, and psychological dimensions of the sports experiences.

The realm of physical education and hand ball today embraces many different programs, diverse settings, and people of all ages. This recent growth of physical education and sport has been accompanied by an increased interest in its scholarly study. This research has led to the development of specialized areas of knowledge. The subsequent increase in the breadth and depth of knowledge provides a foundation for professional practice. The expansion of physical education and sport has lead to a tremendous growth of career opportunities for enthusiastic and committed professionals.(Arnold 1976:69).

2.3. The Role and objectives of physical education

Objectives are essential in physical education as in other subject area so that both education and students now the goal towards which they are working .an analysis of the statements of purpose of physical education that have been made by outstanding leaders of the modern physical education should give similarly basic consideration to all in common .(Brownell. Clifford Lee 1951).

1934,one the American physical educators clearly stated the basic objectives of physical education as follows:-physical education means :

- Physical fitness.
- Social moral character.
- Emotional expression and control.
- Appreciations.

John E.Mixon(1974) also try to classified the five objectives of physical education as follows :

- ❖ Health physical or organ development.
- ❖ Mental emotional development
- ❖ Neuromuscular development.
- ❖ Social development
- ❖ Intellectual development

1950, the American association for health physical education and recreation (AAEP), developed basic objective of physical education:

- To develop and maintain maximum physical efficiency.
- To develop useful skill of physical education.
- To conduct oneself socially useful way
- To enjoy wholesome recreation (Charles A. Bucher 1956, 1958).

Physical education:-are contribution to the development of social competencies, promoting physical growth, development and maintenance, promoting emotional development, to provide health full and integrating recreation to promote health full living to help each person to establish balance between work play exercise, rest, recreation and relaxation in daily living.

2.4. The Need of Physical Education

Physical education is composed of different movement and activities all people have the need of physical activities. Among young people, the need for activities is almost as universal as for food and shelter. So from this one can see that, physical education and life of human being are inseparable. On the other hand one needs physical education not only for physical fitness but also is essential to mental, emotional, social to produce well fit citizens through physical participation. (Nixon and Jewett 1974, 21).

2.5. Physical Education as Part of General Education

Hand ball is the integral part of the total education process which enhances and integrates those physical, social, and psychological aspects of an individual's life,

through directed physical activity (Arnold, 1976:69) very often the natural relationship between general education and physical education is forgotten, with the result that the two exist physically together but functionally apart. This has resulted in reducing the scope of the school program in two respects firstly the educational function of physical education has been neglected and secondly, the physical functions of education are not recognized. Arnold (1976:69) also views that;

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

Bucher (1972:45) cited in Ram and et.al. (1996:45) defines physical education as: "An integral part of the total education process a field of endeavored that as its aim the development of physically, mentally, emotionally, and socially fit citizens through the medium of physical activities that have been selected with a view to realize these outcomes." The above definition depicts that physical education is a process which utilizes activities that are inherent in each individual to develop a person organically, neuron muscular, intellectually, and emotionally. These outcomes are realized whenever physical education activities are conducted in such places as the playground gymnasium and swimming pool. The relationship between physical education and general education provides opportunities for exchange of views between the physical education teacher and the subject teacher about the abilities, interests, limitation and scope of each individual student and his/her participation in the school program. In this way, good physical education teacher ascertains how well participation performs the

necessary motor skills before permitting him/her to take part in physical activities. The same authors explicitly elaborated that physical education has been accepted as an essential part of general education and no educational authority, state or organization questions the justification or need for it. But still there is a considerable confusion in interpreting the scope and the nature of a physical education program and its academic relationship with general education or the contributions of general education to physical education. The physical education teacher is a model to the students because of his/her concerns with his/her pupils' physical health as well as their intellect and emotions. The development of cognitive and recreational abilities can thus

Become the guiding force and the outcomes. This widens the educative scope of physical activity and help to give a global definition to education and an educational orientation to physical education (Ibid).

Physical education program is nothing but an application of sound philosophical, educational, psychological, physiological, anatomical and biological principles. The physical educators should have consider psycho physical needs and problems of boys and girls and fit the program to suit the children instead to trying to adapt every boy and girl to the program. Rigid syllabus has no place in physical education except as guidelines or outlines which can be altered or even completely dropped according to various factors like climate, time, environment type of group, purpose of activity, and so on. Therefore, the relationship between physical education and education is natural. It is a fact that we cannot conceive of physical education without education value as it cannot exist in and educational vacuum. For centuries, the ideas of a

separate mind and body influenced education and the school practice which led to plan for training the mind disregarding the body. But today, the educational orientation has changed and physical education.

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

2.6. History of Handball

The depiction of ritual sporting events is in Minoan arts of Bronze Age mainly involving religious bull-leaping and possibly bull fighting. Homer tell us that sport was practiced in Mycenaean times between 1600- 1100 BC. In Iliad there are extensive description of funereal sport game held in honour of deceased Warriors and engaging in sport is described as the occupation of noble and wealthy which have no need to do manual labour themselves. In the Odyssey, King Odysseus of Ithaca proves his royal status to kings Alkinoos of the phaiakas by showing his proficiency in throwing javelin. It was predictably in Greece. That sport where first institutes formally. The first Olympic recorded in 776Bc. Until 393AD there were celebrated at Olympia. Initially a single sprinting event, the Olympic gradually spreads that included several foot race, chariot racing, long jumping, run in the nude, boxing, wrestling, and javelin throw. A variety of formal and informal games was popular in ancient Greece with the most protégéus ones that achieving pan Hellenic status. Some games including phanathenian of Athens such as musical, reading and other non athletic contests in addition to regular sports events. High profile athletes were major celebrates in ancient Greece. City wall were torn down when victors returned homes as city

of such men was said to be in no need for wall to defend it. They were often granted life time pensions or dining at public expense. Regardless of such material rewards granted afterwards the most prestigious games were strictly stephanotis or from Greece. Stephanos is a wreath or crown of plant branches. The only awarded prize was wreath and an athlete compete for glory alone. The influence of British sports and their codified rules began to spread across the world in the 19th and 20thC particularly association of foot ball, hand ball, basket ball, volley ball, and athletics. A number of major teams else were in the world still show these British origin in their names.

Hand ball is one of the fastest team games that is said to be every old games. There is no evidence where the game was played for the first times. But the research experts maintain that throughout the ages of man has displayed the great skills with his hand rather than his feet. It was considered to be the traditional Olympic disciplines like boxing, wrestling and athletics. According to the Walter Vonder and Vogel Wide's it was said to be "the catch ball games" from 1170-1230 AD with similar to hand ball. Around 14th C in Greece it was considered as status of children throwing the ball with one hand over his shoulder discovered. Among the major proves which provides evidence for the traditional games of hand ball the beginning of modern hand ball.

The beginning of modern hand ball games goes back to the last decades of 18th C. It believed that a number of countries have contributed their share for its appearance and differentiation as an independent sport.

The analysis of deferent literature sources shows that they irregular evaluation of hand ball games down the ages forced us to demarcating its developments

within the three historical stages. These three stages are first stage that encompass continuous creative search for the improvements of game in Czechoslovakia by E. Klinker in 1892. Second stages that characterized by the death of fast growing international hand ball exchange as results of WWII and its rebirth after the ends of the war. As the same time the first hand ball men's champions game was organized in 7 vs 7, 11 vs 11 players where the winner of the game both game was Germany. This stages was known by the death of 11 vs 11 players arrangement and popularity of 7 vs 7 players arrangement of hand ball games. The third stages was characterized by rapid growth of and wide spreads of hand ball game to Asia, Africa and Latin America at international Olympic committee congress in Madrid in 1965 as well as hand ball was included as Olympic discipline in the program for 20th c Olympic in 1972 at Munich Olympic games.

In that year final clarification took place and direction of the game was divided into three types such as large field, small field, and indoor hand ball was founded. In the third stages of hand ball development the three popular movement of sport are (1) continuous movements of calendar, (2) supremacy of Eastern block players and team over the west until socialism fall, (3) changes and amendment of competition rules of hand ball. After the ages of 1957 hand ball was spreader to the whole parts of the world continent including Africa and organizing to African hand ball champion ships in 1974 when Tunisia, Cameroon, and Senegal was winner by men's and Tunisia, Senegal and Egypt were ranked from first to third by women's champion ships. Based on the recording good results since the beginning of the Africa championships Algeria,

Tunisia, Egypt have provides to be the best team of the continent. (Fritz and Petter Hatting, 1979).

Similarly in Ethiopia hand ball was introduced by foreign nation in Addis Ababa University in the third stages of handball development in 1960s. Despite its long journey and effort that have been made as compared to ball games hand ball is less popular and less developed due to fact that numbers of clubs in the country decreasing over the past years, our performances in the continental competition has not been satisfactory and also because of slow developments of sport due to shortages of trained man power, constraints of financial, less attention given to this sport, less attitudes of the peoples towards this hand ball. (Back Man,1997).

The use and peculiarities of educational readiness in hand ball competition are recognizing process came in the first place by interaction between the organism and surrounding they appears through regular information taking , process and storing process. Then sport man in order to reach their sportive goals they must be informed about social environments in which they are living and training, the actual and habitual inner condition as well as actual outer training and competition conditions. The perception and observation are the basic function of human information taking process. They are connected with motoric action and will be clear with unity of consciousness as activity. (Mebratu,1986).

2.7.Handball as an Academic Discipline

Educators in the field like Bucher (1972:218) argue that; Physical education and hand ball passing through a period of charge and transformation from traditional roles to modern, purposive roles in accordance with the increased

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

Another scholar Siedentop (1998:222) discusses that; Physical education (hand ball) is a field of action, rules and of persons. The significance of self involving physical participation and movement is really a planned exercise in growth and awareness not possible in other areas of learning. These facts are theoretically known to many people but are not explicitly expressed them or teach them to other. In other words physical activities needs a theoretical framework where ideas can be collected, judged and then formulated in to laws; hence we need a strong theoretical orientation for physical education so that the accumulated information can be consolidated and stabilized. In our interest of helping the student to the maximum improving our own.

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

2.8. Definition of Training

In the broad sense training today is used to mean any organized instruction whose aim is to increase man physical, psychological, intellectual, or mechanical performance rapidly. In the strict sense sport training is the physical, technical, intellectual, psychological, and moral preparation of an athlete/students by means of physical exercise(Harre,1982).

Training for competition sport is a particularly effective way of developing the personality. Its purpose is to achieve the high level of athlete /student performance measured by the yardstick of internal achievement. In addition to training is a process of athletic /student improvement which is conducted on the basis of scientific of principle and which through systematic development of mental and physical efficiency, capacity and motivation enable athletic/student to produce outstanding and record breaking athlete performance (Harre ,1982).

2.9. Main Tasks of Training

The main tasks activity of sport training consists in improving and developing personal performance and relation existing between these factors.

A. Developing Personality:

Personality is seen in attitudes, convictions, habits and behavioral pattern. In additional positive attitude towards the requirements of training and competition are conditions for being able to meet those requirements. In other hands they are continuously formed and established during regular athletic activities.

B. Conditioning:

Conditioning consists in developing stamina /strength, power and speed. These abilities are essential prerequisites of high athlete/student efficiency. This requires the use of a variety of physical exercise and forms of work out especially in training programs for youngster athletics.

C. Mental Training:

To be able to do all of this the athlete must systematic ally develop his intellectually faculties constantly improve his theoretical knowledge of sport training and learn to apply it creatively to training and competition. Thus mental training is an integral part of sports training (Harre , 1982).

2.10. Training and Sport Participation

According to Knapp and Leon Hard (1968,68) among you people need for training and activity is almost universal as the need food, water and shelter.

Meril (1987,293)also explain the effect of training makes you better today than you were yesterday . It strengthens the body, relaxes the mind and though the spirit when you are engaged yourself regularity, your problems diminished and your confidence growth.

The advantage of training and sport participation is outlined here under by Knapp and Leonhard (1969,196) sport participation help satisfy need for recreation provide socialization experience and enhance feeling of wellbeing and self master .

2.11. Theoretical Session After Training

Most the time a discussion is made after competition on the result obtained. This generally helps to examine the effectiveness of the training made to prepare the team in accordance with the issued plan and by doing so ,the effective training practice are taken and in effective one is dropped . This in turn helps to prepare reliable condition for the new plan regarding this concept (John 1951,64).

2.12. Problem in the Training of Handball

Hand balls a game which requires strength, quick movement and coordination of mind and body. This makes it a little bit complex .Unless the skill are broken a given separately to the students. It will be a problem for them to grasp the series of skills.(Scaton, Schmottlach, McManama, clytonLeibee , Messer smith 1992,207).According to (ibid,202) the rules that govern hand ball are also a draw back for its complexity and lack of interest by the students.

As the problem are many and varied the under lined literature here separately deals and reveals the major problem associated with the teaching training of handball.

2.13. Project Preparation

The project preparation to implement the training in the selected school, is important so the general idea of project preparation is:

- It the project is believed to be viable during identification and reversibility studies.
- The feasibility study should provide a necessary for development.

The perfect preparation study has five important as pacts of preparation.

- a. Area condition analysis.
- b. Technical preparation
- c. Institution indicating
- d. Financial analysis

2.14. Planning the Training

The purpose of a training plan is to identity the work to be carried out to achieve agreed objective training plans should be drawn up to identity long term (4years) objective as well as short term plansfor the fourth coming season.

Preparing a plan

The steps in producing

a training plan are follow

- Gathering information
- Producing an overall plan tempest and identify the months (weeks)of the years.

- Identify on the plan at the appropriate period.
- The main competition.
- Area, school.
- Qualification competition.
- Club fixture meeting.
- The 6 phases based on the main completion in phases. (WYLLEMAN,P et al.2004).

Identity on the plan

- The block to be developed each phases.
- The period of development for each block.

Identify appropriate training units for each block as appropriate to the phases of development.

- Group the training units for each block in to training schedules taking in to consideration the number of training session the athlete /student can complete per week, the required training intensity and the phases of development.(WYLLEMAN,P et al.2004).

2.15. Periodisation

Periodisation is the method of organizing the training year in to phases where each phases has its specific aims for the development of the athlete.

Periodisation is the continuous sequence of periodic cycle in the process of building up the student of performance.

The individual periodic cycle is characterized by periodical changes of the objectives, tasks and content. Each periodical cycle is divided into:

- ✓ Preparation
- ✓ Competitive and
- Transition and period.(WYLLEMAN, Pet al.2004).

The typical cycle for training building up are called depending on their different duration their different function in the process of improvement is the most important feature distinguishing them from one other:

- **Macro- cycle** half year (eg 11 month) destining the preparation time up to a major competition.
- **Meso- cycle** – cycle with a duration of 3 to 6 weeks.
- **Micro- cycle**- the cyclical stricture of a training session up to weekly cycles.
- It one provides more detailed information on the intensity, frequency, duration and sequencing of the training session.(WYLLEMAN, Pet al.2004).

2.16. Need of Periodization

Adaptation created the different training phases because athletes progressively development and perfect function over a long period. Also consider physiological and realize athlete can not maintain athletically shape at a high level throughout the year.

The methodology of development skill strategic maneuver and biometry abilities also requires a special approach unique for each training phases.

- The athlete learns a skill sequential throughout training phases over time: this also for strategically maneuvers. Periodisation also influence developing a sequential approach to perfecting technique for abilities, climatic condition and periodizing training. The duration of training phases often develops on climate. (WYLLEMAN, P et al.2004).

2.17. Training unit and Training Session

Training unit is a single activity (e.g. 6x60 meter at 90% effort with 2 minutes rest) with a set objective (e.g. developing specific endurance). It is particularly used in preparation phases.

Training session made up of one or more training units (e.g. warm up unit, technique drills unit, speed endurance unit and a cool down unit. (Harre, 1982).

2.18. Students Development

The problem of student/athlete is development of implementation training hand ball. As an athlete's\ students mature of their sport but not only developing in term of their sport but also in terms of education, career, physical, maturity and their relationship with those around them to face up to an athlete/ student is likely to face up to seven transition during their full athlete and perhaps the critical transition occurs around the age of 20 when they may be:

- Moving to university /college or coaching in full time implementation.
- Progressing to a high performance development.
- Maturing through adolescence.(WYLLEMAN, P et al.2004).

2.19. Factor Affecting Implementation of Training Handball

To training and practical activity of handball in the selected preparatory schools .there are some basic influence that impede it such as do the implementation of training consider the interest and need of the students ? Are the facility and equipment available in the school environment appropriate with the training /practice subject that students toward the subject and other related factors. Thus can be human factor and facility and equipment factors.

2.19.1. Factor Related to Teachers

The problem of the teacher practicing the subject in the selected school just as any teacher in our country there is no job satisfactionspecially physical education teachers in the sampled school totally they are not interesting to staying with the field .Even most them do not want to upgrade the subject then attending the other subject from the begging .Then it is not important to discuss about the interest they develop wronging perception and attitude, when we consider their practicing ability as we now physical education is the only subject that need both mental and physical quality. So the teacher of physical education should qualify with both qualities. therefore the teacher of preparatory school taken as a sample have to develop physical quality they should have to practice the subject for these interest and need of students.

Most of the teacher in the selected have no experience due to this they clear explanation and demonstration about the practical activity they practice and organization of student with teaching materials they have teaching learning process of the subject.

Dunhill(1964,17)stated that "... the prestige of a practical skillful and efficiently teachers will have marked influence on their response ,attention and behavior .As an outcome the student will develop interest in his subject and begin to look forward to what is coming next.They will be motivated for learning .Harmer (1983,6)state that the teacher has to make his classes interesting , thus they develop positive attitude toward that subject. (Adze, 1982, 71) agree to the above fact by stating that the general attitude of the teacher is believed to play a very significant it not decisive role influencing youngster personalities for good".

2.19.2. Factor Related to the School Administration

The role of school administrator in the implementation of the training is in the important in dimension like in controlling a teacher whether they are properly provided the subject and to facilitate the teaching material , facility and equipment allocating enough budget by discussing with concerning body's to create health and effective way of the teaching learning about the subject .But the school administrators in sampled school do not take any action and responsibility of the physical education subject in practice whether it is properly provided for the students.

2.19.3. Problem Related to Students

The "turned off" students may be the greatest problem in education today. He may develop a feeling of making no contribution to anything (Freeman 1892, page 289). Students with low motor ability are often ignored by the physical educators (Bucher 1975:407). Students are not well aware of the objective of physical education. They would rather prefer to play than to learn. As one

student suggested saying “we should be able to participate instead of doing dumb drill all years” (Bucher 1975:3).

2.19.4. Problems in Conducting Handball Session

Handball employs fundamental motor skills such as running, throwing, catching, jumping and defensive and offensive strategies similar to the motor skills used in basketball, soccer and hockey. It’s not an all-time favorite game to most of the students.

According to Bucher 1974:4 a students do not want to be requiring performing the same activities as other students whose abilities, needs and interest may be different from their own. That means they tend to like to activities which are widely recognized and have many fun.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

This study is aimed to analysis the factor affecting implementation of students training approach handball in east Shoa zone of Oromiya region. To this effect's the descriptive survey methods was employed. Because the researcher believes that, it is an effective method (to address the research questions in the study), related to the problem under the study and to identify comments.

3.1 Subjects and Sampling Procedures

The main participants 3 physical education teachers (all are male) teaching the subject in the school, 130 students (78 male and 52 female) attending 12th grade of selected preparatory school of zone. Out of ten preparatory school, found in the school zone three preparatory school are selected by using purposive sampling methods. This sampling technique is because of geographical location of the schools. More overthem are convenient for researcher. The schools leaders (directors) are also participants of the study. Thus the total target of population of the study was 136. That is 3 schools directors, 3 physical education and 130 students whose attending grade 12th. Out of the total target population all teacher of physical education and directors were considered as source of data. The 130 students were selected by stratified sampling data taking techniques on the bases of the number of students in each school.

3.2 Data Collection Instruments

Interviews, observations and questionnaire are used instruments for collecting the desired data.

3.2.1 Interview

Interview with open ended question were delivered to the directors of the school and teachers, by the researcher to identify their opinions. Views and /or practice regarding the implementation of student training handball approach.

3.2.2 Observation

Observation using check list is employed to determine the field situation, suitability of the school environment the relevance of the task/activity and the practicing ability of the teachers.

3.2.3 Questionnaires

Questionnaire were delivered to students and physical education teacher to examine the overall the implementation of training hand ball approach in the existing situation of the schools.

3.3 Data Analysis

Appropriate data analysis procedures are employed based on the essence of every data. From the different kind of statically toots. The research used percentage for simplicity in portraying data from the questionnaire, interview and observation responses, infact after organized.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

In this chapter, two parts of the study are treated based on the data obtained. In the first instance the characteristics of the respondents are presented and secondly analysis of the data collected from groups of the sample such as students of grade 12th, physical education teachers in the school and directors of the school were presented. Besides, personal observation using check lists. The data are presented in the table and analyzed using percentage and described in narrative statements

4.1. Characteristics Of Respondents

The size of the sample population is 136 of which 130 (95.5%) were students of sampled schools attending 12th grade. 3 (2.2%) were teachers practicing the subject in the same schools and 3 (2.2%) are directors of sampled schools who are responsible for the overall activities of the school. 130 questioner of each thirteen were distributed to the same number of students attending grade 12th and three questionnaire of each twelve were distributed the same number of teachers of the school were completed and returned.

Interview with three school directors leading the school and 3 physical education teachers teaching subject in the schools are employed.

Checklists for observation is in use to collect information

4.2.Item 1 information related with the characteristics of respondents

Table 1: About the sampled students

NO	Item		number	%
1	Sex	M	78	60
		F	52	40
2	Age	15-18	21	16.1
		18-22	61	46.9
		23 above	48	36.9
3	Field of study	N/science	82	63.1
		S/science	48	36.9
4	Health Status	Normal	130	100
		Disable	-	-

Concerning the sex, age, field of study and health status composition of the respondents as indicated in the table male account 78 (60%), 52(40%), respectively and as to the age composition number of female students accounts 21 (16.1%) and 61 (46.9%) were found in the age between 15.22. the rest others included 48(36.9%) above age 23 group.

Regarding the composition the fields that the students study, majority of the students are from natural science. These account about 82 (63%) and 48 (36.9%) are from social science.

As to the health status of respondents it was shown briefly in the table above almost all 130 (100%) were found in normal health condition and can participate in any physical exercise.

Table 2: About the teacher

No	Items		Number	%	Remark
1		M	3	100	
		F	-	-	
2	Work experience	0-5	-	-	
		5-10	1	33.3	
		10+	2	66.6	
3.	educational level	Diploma	-		
		BSC/BED	3	100	

As to be seen from item 1 table 2 above concerning the sex of the teacher most of them are male 3 (100%) are practicing the subject in the sampled preparatory schools regarding their work experience most of the teachers have more years in their service, as it is shown in the table about 2 (66.6%) of them serve above ten years. In qualification all teachers are BSC and BED holder. From this we understand that the teachers in the sampled schools are certified with principle.

Table 3: About the school directors

No	Items		Number	%	Remark
1	Sex	M	3	100%	
		F	-	-	
2	Work experience	1-5	-	-	
		6-10	2	66.6	
		10+	1	33.3	
3	Qualification	BSc/BED	2	66.6	
		Master	1	33.3	

Regarding the item 1, table 3 described above the directors of sampled preparatory schools, all of them are male with sex 3(100%) then there is gender gap and with respect to their work experience they have related work experience as shown in the table 3 that is about 2(66.6%), have 6-10 year, 1(33.3 %) have

above ten years most of them MSc/Bed degree in qualification and 1(33.3%) have master degree.

4.3.Item II, questions students' respondent

Table 4: Do you have a positive attitude toward learning or practice hand ball?

No	Items	Response	Remark
1	Yes	No	%
		29	22.3
2	No	31	23.8
3	To some extent	70	53.8
Total		130	100

Table 4 indicated that 70 (53.8%). To some extend of attitude toward practice hand ball but almost 71(23.8%) student responded that is low attitude toward practice hand ball activity. The hand ball subject/session they practice does not give them the expected knowledge and skill to participate on regular activity. The majority of students in each selected preparatory school are agreed that they do not have positive attitude toward learning practice hand ball

Tables 5: are you interested to study hand ball profession in the future?

No	Items	Response	
1	Yes	No	%
		23	17.6
2	Partial Yes	34	26.15
3	NO		
		130	100

Concerning the interest that, the students in selected preparatory schools have for their hand ball profession, as we observe from the table 5 , majority of students 73 (56.1%), responded that the students study in the future do not have interest in their hand ball subject

Table 6: How often your teacher hand ball teacher does related to their lesson with your life activity

<u>No</u>	Items	Respondent	
1	Frequently	<u>No</u>	%
		24	18.4
2	Rarely	67	51.5
3	Not at all	39	30
Total		130	100

As indicated in the item I: table 6 the greatest number of respondents replied that the teacher training related 67(51.5%) is rarely responded and where as the others 39 (30%) responds that the teacher does not at all training with the life activities

Table 7: Does your teacher clear and appropriate training methods that all students are able to understand hand ball?

<u>NO</u>	Items	Respondent	
1	Yes	<u>No</u>	%
		46	35.3
2	NO	62	47.6
3	To some extent	22	16.9
Total		130	100

As to be observed from the above table 7, large number of students, 62(47.6%) replied that the teacher do not clear and appropriate training methods for students where as the others 46 (35.3) responds that the teacher do clear and appropriate training methods.

Table 8: Is there any hand ball training material during practical session?

NO	Items	Respondents	
		No	%
1	Yes	12	9.2
2	NO	76	58.4
3	To some extent	42	32.3
Total		130	100

Concerning the hand ball training with material during practical session, the majority of the students 76 (58.4%) responds that there is no material and equipment available in their schools. About 42 (32.3%) students respond that to some extent the training material are available.

Table 9: How often do you discuss issue related to the training process of handball teachers?

NO	Items	Respondents	
		No	%
1	Frequently	29	22.3
2	Rarely	64	49.2
3	Not at all	37	28.4
Total		130	100

As indicate in the above the table 9, large number of students 64(49.2%) replied that the handball teacher rarely discuss on the related to the training .where as

other 37(28.45) responds that the teacher do not discuss at all on the related to the training.

Table 10: Do you know the characteristics of hand ball activity in your school

<u>NO</u>	Items	Respondents	
		<u>No</u>	%
1	Yes	48	36.9
2	No	21	16.1
3	To some extent	61	46.9
Total		130	100

As indicated in the above table 10, large number of students 61 (46.9%) responds that to know the characteristics of hand ball is to some extent, where as other 21 (16.1%) responds that the student do not know the characteristics of hand ball

Table 11: Do you think that the participation of the students in hand ball activities can contributes for your health and improvement of the country?

<u>NO</u>	Items	Respondents	
		<u>No</u>	%
1	Yes	25	19.2
2	No	74	66.9
3	I believe	31	23.8
Total		130	100

As indicated in table 11 large number of students 74 (56.9%) replied that there is no contribution of hand ball for healthy and improvement in their country. Where as the others 25(19.2%) responds that in the participation of hand ball have very important to the contribution for our healthy and improvement of country.

Table 12: Can you ask the teacher when you explain and demonstrate to repeated the practical activity?

<u>NO</u>	Items	Respondents	
		<u>No</u>	%
1	Yes	29	22.3
2	NO	64	49.2
3	Some times	37	28.4
Total		130	100

As indicated in the above table 12, large number of students 64(49.2%)replied that do not ask the teacher when he explains and demonstrate to repeat the practical activity. Whereas other 37(28.4%) responds that the students sometimes ask the teacher when he explain and demonstrate to repeat.

Table 13: Does your hand ball teacher start the activity step by step?

<u>NO</u>	Items	Respondents	
		<u>No</u>	%
1	Yes	67	51.5
2	NO	63	48.4
Total		130	100

As to be observed from the above table 13, most of the students 67(51.5%) replied that the teacher start activity step by step. Whereas the other 63(48.4%) responds that, the teacher do not start the activity by steps.

Table 14: questions related to physical education teacher respondent

1. What is your opinion about you student interest in hand ball activities in practical session

NO	Items	Respondents	
		No	%
1	Very good	-	-
2	Medium	2	66.66
3	Low	1	33.33
Total		3	100

As indicated in the table above, the teachers' respondent says most of the students have medium 3 (75%) and low 2(25%) respectively in practical session

Table 15: Do you think hand ball course was designed and organized in curriculum properly?

NO	Items	Respondents	
		No	%
1	Yes	1	33.33
2	Partially NO	2	66.66
3	I do not know	-	-
Total		3	100

Based on the table above, the respondent responding about curriculum of hand ball mostly partially no 2(66.66%) and 1(33.33%) respectively. The majority of teachers in each of the selected preparatory schools are agreed that, they are not benefited from their hand ball curriculum the practice.

Table 16: How do you examine the number of period you teach in a weak with your practice effectively?

<u>NO</u>	Items	Respondents	
		<u>No</u>	%
1	Over load	2	66.66
2	Fair load	1	33.33
3	Under load	-	-
Total		3	100

As the results of the data collected from the teacher in above table the number of hand ball period is over load 2(66.66%) and fair load (1(33.33%) of teacher respondent responding fair load respectively. Most of the school has many classes in the school, because of these the teacher use number of period in the school

Table 17: Do you believe hand ball course had equal perception with other course by school administration and school community?

<u>NO</u>	Items	Respondents	
		<u>No</u>	%
1	yes	1	33.33
2	no	2	66.66
3	I do not know	-	-
Total		3	100

The data gathered from the teachers indicate that hand ball 2(66.66%) respondents respond no to having equal perception with other subject by school administration and school community. Whereas about 1(33.33%) respond yes.

Table 18: to what extent is the participation of the students compared hand ball training with other discipline?

NO	Items	Respondents	
		No	%
1	High	-	-
2	Medium	1	33.33
3	Equal participation	1	33.33
4	Low	1	33.33
Total		3	100

As indicated in the table 18 above, the teacher respondents say almost the student participation in hand ball have medium 1(33.33%), equal participation 1(33.33%) and low 1(33.33%) respectively with other discipline

Table 19: Are there adequate materials for the students to participate in hand ball activities?

NO	Items	Respondents	
		No	%
1	Yes	1	33.33
2	no	2	66.66
3	I do not know	-	-
Total		3	100

The above table shows that most of the teacher 2 (66.66%) responds that the adequate materials in their schools were not enough and appropriate to participate all students in their practical activity. About 1(33.33%) teachers are replied that yes to the adequate material in our school are appropriate and enough to participate in hand ball activity.

Table 20: is there enough hand ball playing area during practical or training activities?

N ^o	Items	Respondents	
		N ^o	%
1	Yes	1	33.33
2	No	2	66.66
Total		3	100

The above table shows that most of the teacher 2(66.66%) respond that the hand ball playing area in their school were not enough and 1(33.33%) teachers are replied that the hand ball playing area is enough in our school during playing activities

Table 21: How do you rate the problem of equipment and facility of hand ball when comparing with other discipline?

N ^o	Items	Respondents	
		N ^o	%
1	Satisfactory	2	66.66
2	Not satisfactory	1	33.33
Total		3	100

As indicated in the table 21 above, that the most teachers 2 (66.66%) responds that the rate of equipment and facility of hand ball is satisfactory when compared to other discipline .whereas other 1(33.33%) are replied that the rate of equipment and facilities of hand ball is not satisfactory when compared with other discipline.

4.4.The interview respondent by physical education teacher and school directors as following:

The idea of the interview obtained from teacher similar to the response of this means about the implementation if training with the availability training material and facility. All teachers in selected schools believes that there is greater difference between the method of training and the material, for example in Batu and OdaBokata preparatory school in almost there is no training material and facility particular for implementation training than the other sampled school. Generally all teachers in the sampled schools bellied that the implementation school are n training that they practice and training that they practice and training material facility and equipment available in the school are not related and match with these facility and equipment it is impossible to practice the implementation training the sampled school.

The response of sampled school directed about the facility and equipment for training also agreed with teachers response that in our school there is a shortage of training sport facility and equipment so the concerned body should have take it in to consideration actually try our best when we can but due the expensive of the sport facility by school budget it very difficult to even to buy the basic equipment.

The interview made with the physical education teacher and school directors about the interest of the student: all teacher and director also believed that the students are no interest with the practical activity of their training.

From the interview result made with school directors about role of hand ball training in our school that in most part are not practical and difficult to training in the selected preparatory school. It does not consider the school environment in mail aspect for example. The area of the field in which student per form the practical activity and the awareness of the school community need of student and parent of students around school environment.

The interview made to the physical education teacher reveals the response. This means all teachers in the sampled preparatory school believe that the implementation of training cannot consider the of student in development al level because the age of student in this matured fire age, and other is the last years of staying preparatory school. It cannot accept the teacher information or idea.

The interview made with the school directors concerning the physical education ability and knowledge of the subject, the school directors indicate that in most case the physical education teachers lacks organizing and managing abilities of student, according to their individual difference by considering the training material, facility and equipment available for training the hand ball.

4.5.ObservationResponse by Researcher

The researcher observes response by, observation useful to get full information about the problem of the study, use as eye witness and evidence for the researcher. To identify the problem of the study during the study the researcher observed the following point.

Facility and equipment was not fulfilling for their students in the some selected school. During the training the students having interest to implement the hand ball training.

The observation of researcher idea is the teacher are not use clear and appropriate training methods that, the students are not interested and need to perform the activity provided by their teacher because in my understanding the way they perform and its benefits are not clearly demonstrate. Actively the teachers face many problems. Some of them are the training material, the student background and other personal related factory like. Lack motivation, interest and lack managing skill are some majorproblem that faces the teacher to use clear and appropriate training methods.

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATION

This final chapter of the study deals with the summary of the finding, conclusion which is drawn on the bases of the finding recommendations forwarded based on the finding to solve the problem identified.

5.1. Summary

This study was to asses a study on the factor affecting implementation of students training Hand ball in some selected preparatory of eastern Shoa zone of Oromia region and forwards possible solution. To this ends the study tries to answer the following basic research questions.

- Does school have adequate and enough training facility, materials, and equipment to provide implementation of training?
- Does the implementation of training consider the interest and needs of the students?
- Does teachers motivate students in the practicality of hand ball training?

The study was carried out in the three government preparatory school of eastern Shoa zone of Oromia region. The participants of the study was 130 preparatory school students attending their education in the sampled of the schools, three physical education teachers and three school directors of the school. The information was obtained from sampled respondents through questionnaires, observation, and interviews. The data was analyzed by using percentages, and frequency. In addition the data obtained through interviews and observations

were presented in complimenting the data obtained by means of questionnaires. Based on the data analyzed the following major finding were obtained.

- A. The schools have adequate and enough materials to provides implementation training hand ball the finding in the study indicated that the majority of the students responded that the school do not have adequate and enough materials to provides implementation of hand ball training. Similarly teacher's respondents confirm the schools haven't adequate and enough material and equipments for hand ball training implementations.
- B. Family support in students training in hand ball training the majority of respondents responded parents didn't get support students this many contribute to adequate and enough training facilities equipments to provides the implementation of hand ball training.
- C. The problem of planning training and periodical in hand ball training, of the teacher responded lack of instructional materials the remaining one is not giving due to attention the subject and lack of skilled man powers to enforces.
- D. The problem of student's implementation training hand ball.
 - Lack of students understanding and perception towards hand ball training.
 - Low attitudes of teachers towards the implementation of hand ball training and competition.
 - Problem of student development age.
 - Lack of encouragement and understanding of the administration, employees from lower to higher.

- E. Hand ball competition held activities in the school and out of the school is not properly holding.
- F. The students have low attitudes and needs interested to training hand ball. Because most of them feel that it's not planned for them and it has low attention given from lower principles up to higher administration for the hand ball.
- G. School facility includes ball, playing area, and cloth changing room. In mind other training materials selected preparatory school the facility and material were low and inadequate hand ball training materials such as hand ball, net, cone, and other training materials.

5.2. Conclusion

Considering the data analysis and the major finding the following conclusion could be draw.

- A. the student participation in the implementation of training hand ball is concerned that:
 - ✓ Lack of the hint of the subject
 - ✓ Low participation hand ball training activity and competition.
- B. The physical education teachers not give attention for the subject not give hint student life activity and environment realities. There for its may be concluded that:
 - Student not need to the training.
 - Student had little involvement in the training session.
- C. Training material are resource that can assist the teacher in bringing about an intended desirable behavioral change in student in this regard the student pointed out that there was shortage of training material. Changing cloth room and other facility in hand ball training for the student.
- D. the majority of the Student were not interested to training hand ball, therefore possible to conclude that:
 - Lack of sufficiently of facility.
 - There is no held competition in the compound of their school and out of the school.
 - Not give attention by other principle and administer from lower to higher levels.
 - The student does not hint about training of hand ball at lower grade.

5.3. Recommendation

Based on the finding the following recommendation was put forward.

- A. In order make the training effective physical education teacher parents the community at large non- governmental organization. and other concerned principle and administration office should be involved during planning the training of hand ball which help to balance and organized.
- B. To increasing student participation in hand ball training , by increasing student understanding and interests, encouraging student to the administration and physical education teacher by preparing hand ball competition in the school.
- C. Principle and other concerned body have to control, evaluate and encourage physical education teachers to training property. In addition to produce and utilize relevant training material which are locally made to promote the training in the field of hand ball.
- D. Hand ball material, and hand ball field discourage in general. Therefore, school should allocated budget to purchase hand ball material, to construct hand ball field and to prepare hand ball competitions.
- E. To develop positive attitude of student. The hand ball training should be related to their needs and interest should give attention and motivate the student according their own needs.

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Appendix A
Addis Ababa University
School of Graduate Studies
Department of Sport Science

Questioner to be filled by HPE Teachers

Dear teachers; - My name is NuredinTibesso

I am a graduate student of Sport Science department in Addis Ababa University. Currently I am writing my Master's thesis entitled "Factor Affecting the Implementation of Student Training Approaches in hand ball" in some selected preparatory school of East Shoa Zone of Oromia Regional State, for the partial fulfillment of Masters Degree in Sport Science. Therefore the questionnaire is designed to gather data from respondents of sampled students. So, you are kindly requested to provide your response to the questioner prepared for you. Please be sure that the collected questionnaire will not be used for other purposes rather than the above stated objectives.

Thank you for your cooperation in Advance!

Instruction

No need have to write your name

I. General Information

1. Name of your school _____

2. Age _____ Sex _____

3. Educational level _____ Year of experiences _____

1. What is your opinion about students interests in hand ball activities in practical session?

A. Very high B. medium C. low

If your answer is 'c' to the above question, please, justify the problem -----

2. Do you think hand ball course was designed and organized in the curriculum properly?

A. Yes B. partially no c. I don't know

3. If your answer to question is 'c' which of the following will be the problem?

A. Not giving do attention to the subject area.

B. Shortage of Instructional materials.

C. No Skilled man power.

D. Lack of syllabus relevance with the existing condition.

4. How do you examine the number of students you train in a week with your practice effectiveness?

A. Overload B. fair loads c. under load

Based on your response for the above question explain the advantages or disadvantages of it

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

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

5. Do you believe hand ball activities can integrate with the community interest?

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

6. To what extent is the participation of students compared hand ball activities with other discipline.
- A. Very high B. high C. medium D. Low E. equal participation
7. Are there adequate materials for students to participate in hand ball activities?
- A. Yes B. no c. I don't know
8. Is there enough handball playing area during practical class? ^ A. Yes B. No
9. How do you rate the problem of equipment and facilities of handball when comparing with {y other courses?
- A. Satisfactory B. Not Satisfactory
10. In your school, what are the major factors that affect the implementation of student's effective handball training? _____
11. What do you recommend to improve the implementation of hand ball training in order to change student's attitude in your school? _____

"Thank you for taking your time to respond"

Appendix B
Addis Ababa University
School of Graduate Studies
Department of Sport Science

Questioner to be filled by students

Dear students; - My name is NuredinTibesso
I am a graduate student of Sport Science department in Addis Ababa University.
Currently I am writing my Master's thesis entitled "Factor Affecting the Implementation of Student Training Approaches in hand ball" in some selected preparatory school of East ShoaZone of Oromia Regional State, for the partial fulfillment of Masters Degree in Sport Science. Therefore the questionnaire is designed together data from respondents of sampled students. So you are kindly requested to provide your response to the questionnaire prepared for you. Please be sure that the collected in this questioner will not be used for other purposes than the above stated objectives.

Thank you for your cooperation in Advance!

Instruction:

No need to write your name

I. General Information

1. Name of your school_____
2. Grade_____ Section_____
3. Age _____ Sex_____
4. Field of study_____
5. Date_____
6. Health status; - Normal _____Disable

If you are disabling mention your disability _____

II. Questions

1. Do you have a positive Attitude toward training hand ball?

A. Yes B. To some extent C. No

Please justify the reason for your answer

2. Do you know the nature of hand ball activity in your school?

A Yes B. Partial yes C. No

Please explain if your Answer is 'A' how to play

3. Are you interested to study the hand ball profession in the future?

A. Yes B. Partial yes C. No

4. Can you ask the teacher when you explain and demonstrate theory and repeat the practical activity?

A. Yes B. No C. Some times

5. Does your hand ball teacher start the activity step by step?

A. Yes B. No

6. Does your teacher use clear and appropriate training methods that students are able to understand hand ball section?

A. Yes B. No C. To Some extent

7. How often do you discuss issues related to the training of hand ball teachers?

A Frequently B. Rarely C. Not at all

8. Is there any hand ball teaching material during training and practical session?

A Yes B. No C. No enough

9. How often your hand ball teacher does relate their session with your life activities?
- A. Frequently B. Rarely C. Not at all
10. Do you think that the participation of students in hand ball activities can contribute for your health and improvement of the country?
- A. Yes B. No C. I Believe D. I don't Know
11. List Some Major Problems that you face in order to attend handball training in your School?
12. What measure should be taken to solve the problem, and what is your suggestion?
13. What is your feeling/perception about training of hand ball in your school? Please justify in brief_____

"Thank you for taking your time to respond"

Appendix C
Addis Ababa University
School of Graduate Studies
Department of Sport Science

Interview guide line to director and physical education of the school.

1. What your opinion about the role of handball training that practiced in your school?
2. What do you say about the teacher practicing the subject in your school?
In terms of their:- knowledge and skill, behavior and manner, facilitating and cooperating ability to the effective of implementation training in handball?
3. Do the facility and equipment available in your school appropriate and enough to training your school?
4. How do you consider the interest and need of the students to training the subject?
5. What effort do you contribute to fulfill the facility and equipment in your school in order to provide the proper knowledge and skill for your students?
6. Would you belief that the implementation of training hand ball practiced in your school considers the students developmental level?

Appendix D

Addis Ababa University

School of Graduate Studies

Department of Sport Science

Observation

The objective of this checklist to assess important issues concerning the tasks of training performed by students during their training sessions the facility and equipment used to practice the activities, the ability, skill of teachers that practicing tasks and the interest of students to train on the tasks.

General information about the training handball and facility and equipment within the school setting.

1. Date of visit_____
2. Grade observation_____
3. Length of the observation pre-week_____

B. Instruction put check mark “B. Instruction put check mark “✓” in the column

No	Variable to be observed	Absent	To some extent	Moderate	Very good	Excellent
1	The facility and equipment in the school are appropriate for training the handball up to expected standard.					
2	The ability of the teacher to relate the students’ skill and knowledge with the training of the handball					
3	The ability of teacher to provide expected in depth and diverse hand ball training with the need and interest of students.					

Declaration

I confirm that this thesis is my original work and that all sources of material used for this is that have been duly acknowledge.

Name _____

Signature _____

Date of submission_____

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

Name _____

Signature _____

Date of submission _____