

**A Study of Constraints and Challenges of Handball  
Teaching: in cases of Shambu and Tulu Wayu Preparatory  
School in Focus Grade Twelve**

**BY**

**Takele Tefera Geneti**

**A Thesis Submitted to Collage of Graduate Studies Addis  
Ababa University in Partial Fulfillment of the Requirements  
for the Degree of Masters of Science in Handball Coaching**

**August, 2014**

**Addis Ababa, Ethiopia**

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**School of Graduate Studies**

This is to certify that the Thesis prepared by Takele Tefera Geneti entitled; - A Study of Constraints and Challenges of Handball Teaching;in cases of Shambuand Tulu Wayu Preparatory School in Focus Grade Twelve; And a Thesis Submitted to the Department of sport science in Partial Fulfillment of the Requirements for the Degree of Masters of science in handball coaching compiles with the regulations of the university and meets the accepted standards with respect to originality and quality.

**Approved by Board of Examiners:-**

**Solomon Teka (PhD)Sign\_\_\_\_\_ Date\_\_\_\_\_**

**Chairman, Dep. Graduate Committee**

**Mebratu Belay (Ass. Professor)Sign\_\_\_\_\_ Date\_\_\_\_\_**

**Advisor**

**Wandimu Tadesse (Ass. Professor) Sign\_\_\_\_\_ Date\_\_\_\_\_**

**External Examiner**

**Solomon Teka (PhD)Sign\_\_\_\_\_ Date\_\_\_\_\_**

**Internal Examiner**

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## **Acronym**

AD: After Death

AHF: Amateur Handball Federation

EC: Ethiopian Calendar

BC: Before Christ

ICDR: Institutes of Curriculum Development and Research

IHF: Internationals Handball Federation

IOC: International Olympic committee

MOE: Ministry of Education

NGO: Nongovernmental Organization

SH/P/S: Shambu Preparatory School

SMART: Specific, Measurable, Achievable, Realistic and Time Bounded

T/W/P/S: Tulu Wayu Preparatory School

## **Abstract**

The main purpose of this study was to investigate the constraints and challenges of handball teaching: in cases of SH/P/S and T/W/P/S in focus grade 12<sup>th</sup>. The researcher focused mainly on the teachers' role, students' role, the techniques, the tactics and procedures used by the teachers, the resources used to teach handball skills and the way students learn in the classroom and practice in the field. To gather information on the above main objectives various instruments were used. These are: classroom and field observation, teachers and students' questionnaires, Directors, experts and principals interviews. The data were categorized and descriptively analyzed. In order to select sample respondents' simple random sampling and purposive sampling techniques were employed. The findings depicted that inappropriate way of techniques and procedures were used in the mentioned grade level. Teachers were observed using the traditional way of teaching learning which is dominated by various problems. There has been little or no time given for the modern skills, teaching and techniques such as group and pair discussions, oral report, drama, panel discussions and interviews. The consequences of inappropriate theories and practices used have resulted in the weak performance of the students' abilities and skills. To that end, this research paper provides recommendations that could bring about a change in the practice of teaching and learning process in the grade level studied so that current techniques and procedures of teaching way could be employed. This study also investigates the problems students face in learning handball. It covered SH/P/S and T/W/P/S of 2014 students. A sample of 125 students, 16 teachers and 6 experts were selected by simple random techniques from populations'. On the other 2 school directors and 4 principals were selected by purposive sampling techniques. With regard to research condition, a sizable proportion of the students evaluated correctly. Over half of the students indicated that they do not have access to up-to-date reference materials. Finally, to improve the situation it was suggested that:-The advice given to the students is strengthened, made responsible to the problems of the students; Facilities and equipments should prepare by the concerning bodies in the school with relation to the number of students.

**Key Words: -Constraints, Hand ball, School, Strategies, Teaching**

## **CHAPTER ONE**

### **INTRODUCTION**

“In fact, handball has become a vast team of discovery which going for beyond the world often has or acceptable as others events. As part from the ethical and moral principles, which have been the cornerstone of the Olympic movement success for nearly a century, we can have a short understanding in its historical back ground, and which has modern rules and regulation of competition program that designing by high international professional on focusing a complete education peculiarities preparation as well for world participant and students.” Beck mann Druck. (1997).

In this chapter, the theoretical view related to my research topic was discussed. Investigations conducted by different scholars are mentioned in the background of the study. In addition to this, the reason why this research is to be conducted, its significance, objectives of the study and finally, the scope of this research is expressed under this chapter.

#### **1.1. Back Ground of the Study**

The introduction of modern education in Ethiopia in 1908 has brought an increasing demand for better improved system of education. The need for better and more schools become too obvious so as to cope with the new social, psychological and economical problems by producing well prepared citizens. This condition has brought an increasing effect on the number and quality of teachers as well as administrative staff, making the management of schools more complex and challenging (Maaza Bekele, 1966: p56)

Handball involves from a variety of team sports in which an object is manipulated; such as basketball, volleyball and soccer. It originated in European in 1904, the amateur handball federation was formed with eleven countries in 1928 and an Olympic committee was formed in 1936. Handball is now played on every habitable continent on this planet. It is estimated that about seven million players are registered with a club. Many of the European clubs are professional and some players who are worth hundreds of dollars. However, the origins of handball are a subject of great debate. One view is that it was invented in Germany, back in the late of 19<sup>th</sup> century, as outdoor sport to keep soccer

players fit during the summer months. As popularity of handball spread throughout Europe major modifications were being considered in north Europe due to the more severe climate. The first international hand ball federation or IHF men's indoor championships were held in 1954 and Sweden emerged as the champions. The Scandinavian countries, along with Germany and the former soviet union; were traditionally the power houses in world handball. This has been changing over the past decade as the popularity of sport has increased in southern and western European countries as well as in the Fareast. We now have very strong national teams from other nations France, Denmark, Egypt and Korea. ([en.wikipedia.org/wiki/teamhandball](http://en.wikipedia.org/wiki/teamhandball)). Before an attempt is made to start with a research project a research proposal should be compiled. It is the most important aspect of the research project and should be considered carefully by the researcher.

The modern education started at the beginning of the 20<sup>th</sup> century and it officially commenced in 1908 with the opening of the Menilik II a school in Addis Ababa (Ayalew, 2000). It well known that schools are mission centers for the teaching and learning process. In the process of teaching and learning; there is always a day-to-day interaction in order to realize educational objectives. When the people interact with one another it is natural for conflicts to occur and discuss each other to solve the problems.

According to Dietrich Harre(1982), the possible sources of conflict are poor communication, competition for common but scarce resources and incompatible goals. If the conflict appears to be harmful, they should try to cope up with and find a means to resolve it (Campell et-al 1983). Effective educational managers are problem solvers rather than problem avoiders. This is because they accept problems as challenges and as an opportunity to prove their worthiness for advancement (Williams, 1978). Hand ball is one of the popular team games in the world. One of the reasons for its popularity is its inexpensive nature. The game also is played by both sexes. The main objective of the game is to score a goal by moving the ball toward the opponent goal. The dribbling and passing techniques are very similar to those used in basket ball. In spite of this, handball retains a unique nature that involves continuous play, body contact and movement. This makes the game attractive and to be included in the curriculum. Handball is basically a

running sport and it can be provide a large contribution to develop social interaction, health and improve fitness level. It requires skills common to other sports. In general, handball is sport for all ages, both sexes and is easily learned can be played indoors or outdoors and is in expensive. For these reason the researcher has been initiated to conduct this study to assess and point out the study of constraints in teaching handball specifically SH/P/S and T/W/P/S.

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

Accordingto Olsen (1963) “education trained mind develops good mental habits; provides useful information and teaches how to think and school is its instrument.” If the current status of handball examined based on Olsen’s perspective, the curriculum and teaching learning process are found to be adequate in developing the necessary knowledge, skills and attitudes of students in order to help them prepare themselves for productive life and further education (MOE, 1994). Handball is one of the subjects that have been designed in the curriculum of ministry of Ethiopian education. Teaching handball is the most important course in school which a student gets a new ideas and skill that increase the development of handball in the country. The handball’s projects are expected to produce competent athletes have capable of fitting in modern competition program. To teach handball in schoolsneeds an understanding of the best principle that govern human beings in physical, mental and social response to train. In addition, teaching intelligently and systematically applying a basic knowledge of biomechanics and physiology helps to create good field of athlete in order to play roles and achieve these objectives. Handball Schoolshave to be well organized in facilities, adequate human power, and finance support.

However, most of the schools that are found in the woredas of Horo Guduru Wollega zonehave a number of problems that hinder the development of handball performances. The researcherhas more than seven years experience in teaching physical education in high schools of Tulu wayu, Fincha preparatory school and Tulu Wayu preparatory school of Horo Guduru Wollega zone exist in Oromia region. That is why the researcher gets a chance to observe and assess the problem that affected teaching handball in Tulu

Wayuand Shambu preparatory schools. The factors that challenge the development of handball athletes' performance are improper teaching method, inadequate nutrition, lack of well trained teachers, scarcity of facilities and equipments, improper training center or field, lack of good evaluating system to avoid problems in handball teaching of Shambu and Tulu Wayu preparatory schools. Then the study has been expected to come up with possible solutions. Efforts have been made to examine what strategies are employed to handle problems in the schools. By indicating the causes, Chandun (1994) wrote, "where ever there is interaction, there is conflict and it can be considered as an expression of hostility, antagonism and misunderstanding". Finally, an effort has been made to assess the general view of the problems that affect teaching of handball in Shambu and Tulu Wayu preparatory school.

### **1.3. Research Questions**

Based on the objectives of the study, this research work was intended to use the following basic questions as a frame of reference for the study.

- ❖ What are the constraints that affect teaching of handball?
- ❖ What strategies do the schools use to minimize these problems?
- ❖ Are there materials and equipments for teachers and students to carry out handball teaching in the school effectively?
- ❖ To what extent the school communities have understanding about the use of handball?

### **1.4. Objective of the Study**

#### **General Objectives**

The general objective of the study is:-

- ❖ To assess the constraints that affect teaching of handball specifically in T/W/P and SH/P/ school.

## **The Specific Objectives**

The specific objectives of the study are to:-

- ✧ Find out challenging problems regarding the teaching of handball in the identified schools.
- ✧ Indicate the possible solutions and favorable suggestion for identified problems of teaching handball.
- ✧ Raise out constraints of materials for teaching handball in the school
- ✧ Deal the understanding of the societies of T/W/P/S and SH/P/S about the use of handball.

## **1.5. Significance of the Study**

The study has many advantages for the future. Example:-

- ❖ To find out the problems that hinder teaching of hand ball in case of SH/P/S and T/W/P school.
- ❖ To give valuable feedback about the problems of this event for concerned bodies such as Oromia youth and sport bureau, Horo guduru wollega sport office, Abe Dongoro woreda sport office, SH/P/S and T/W/P/S.

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

This study was delimited to assess the problems of teaching handball in case of SH/P/S and T/W/P school.

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

Constraints of time, materials and money have restricted the researcher to prepare video that shows the current status of handball in the schools. Moreover, shortage of materials and nonexistence of research work particularly around the title was challenged the study. Any ways, adequate care has been made to keep up the quality of this research paper

## 1.8. Operational Definitions of Key Terms

The following words are frequently used in this thesis. The words seem similar though they have their own meaning. To make their meaning clear the researcher preferred to define them as follows:-

**Aesthetics:** is the combination and integration of music and art.

**Approach:** is a set of correlative assumptions dealing with the nature of teaching and learning. It is axiomatic that describes the nature of the subject matter to be taught (Anthony 1963: 63-7).

**Constraints:** is anything that prevents teaching hand ball efficiently and effectively.

**Feeling:** What we perceive as the “real issues.” Donald L.Nathanson (1996: 4).

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

**Perception:** It is elementary psychic process of the reflection of the objective in individual sense of qualities.

**Status:** The situation handball is currently found.

**Strategy:** a plan or method for achieving hand ball learning or teaching (Parrott 1993:57).

**Technique:** is implementation activity which teachers use within a given method. It is a particular track, stratagem or contrivance used to accomplish an immediate objective (Anthony 1963: 63-7).

## 1.9. Organization of the Study

The research paper was organized in five chapters. The first chapter deals about back ground of the study, statement of the problems, objective of the study, significance, Limitations and delimitations of the study. The second chapter attempts to forward the review related literature. The third chapter also deals about the research design and methodology, the fourth chapter data analysis and interpretation and the last chapter or chapter five deals with summary, conclusion and recommendation of the thesis.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE INTRODUCTION

This chapter comprises broadly the review of related literature; and this includes an overview historical background of handball, teaching strategies, facilities and equipments for teaching hand ball and finally constraints in relation to handball teaching are discussed.

#### 2.1. Historical Back Ground of Handball

In fact, handball has become a vast team of discovery which going for beyond the world often has or acceptable as other events. As part from the ethical and moral principles, which have been the corner stone of the Olympic movement's success for nearly a century, we can have a short understanding in its historical background and which has modern rules and regulations of competition program that designing by high international professional on focusing a complete education peculiarities preparation as well as for world participants and students. The beginning of modern handball game goes back to the last decade of 18<sup>th</sup> C. It is believed that a number of countries have contributed their share for its appearance and differentiation as an independent sport. The analysis of different literature source shows that the irregular evolution of the handball game down the ages forced us to demarcate its development within three historical stages Mebratu Belay (1986) and Beckmann Druck, (1997).

##### First stage (1898 -1934)

This period is characterized by continuous creative search for the improvement of the laws of the game, its spread and popularization.

In general, the last decade of 18<sup>th</sup> c is accepted for the beginning of modern handball.

What are the most important events takes place in this stage?

The most important historical facts during this period are:

- In 1892 the first rule of handball was prepared in Czechoslovakia by E. Klenker

- In 1898 handball which is similar to today's with 7 players to a team(7:7)was played in Denmark
- In 1904 Holger Nilson a Danish teacher introduced the game of handball.
- In 1954 the Danes celebrated the 50<sup>th</sup> anniversary of handball Federation ( the oldest Federation )
- In 1917 women's sport teacher Max Heiser from Berlin devised a game for girls while the boys had their football.

Two years later Car Schellen came with his concepts of defamenizing the game and is played by both sexes. Though the ball was playing by using hands initially almost everything was taken over from football. On 13<sup>th</sup>, Sep, 1925the first International match in the history of handball took place between the teams of Germany and Austria where the German team lost to an Austrian 3 by 0, then after handball joined the trend towards the internalization of the sport and also the rules were carefully set out and strove for International recognition. In 1926 the IAHF declared the essentially German rules as valid. During the summer Olympic of 1928 in Amsterdam 11 countries such as USA, Canada, Denmark, Finland, France, Greece, Ireland, Austria, Sweden, Czechoslovakia, and Germany founded the IAHF( International Amateur Handball Federation). At the beginning of 1930's parallel to the spread of an open air handball, the climatic condition that is the snow and ice of the winter season forced the northern European countries for canopied pitches, large rooms, and suitable sport halls. The countries that contribute most in this regard were Denmark and Sweden. This situation caused the process of reduction, adaptation, and change in many aspect of the game. In this regard the first championship in Halls took place during the winter season of 1931/1932 in Sweden. (This is the first indoor champion). In 1933 open air handball was included in the program for the 1936 Olympic Games in Berlin. This period is also known for the spread of the game to Scandinavian countries, Germany, Ukraine, and Northern America. As compared to many countries Germany was a country with considerable contribution for the development, improvement, and popularization of the game.

### **Second stage (1935- 1956)**

The second stage is characterized by the death of the fast growing international handball exchange as a result of World War II and its rebirth after the end of the Second World War. The 1938 the first world championship men's hand ball was organized in ball 7:7, 11:11 players where the winner of both games was Germany. During the World War II the IAHF was disintegrated and re-established in 1946 in Copenhagen under the new IHF (International Handball Federation). Under the leading role of IHF the 1<sup>st</sup> world championship of women's handball was held in 1949 with 11:11 players where the Hungarian team won the title. It takes place in Hungary. In 1957 Women's World Championships with 7:7 players was held in Yugoslavia and was won by Czechoslovakian's team. Especially after the war of the popularity and mass participation of the game, of handball was increased mainly in Eastern European Countries and Scandinavian countries. This stage was also known with the death of 11:11 players' game and the popularity of 7:7 players' game.

### **Third stage (1957- present)**

The third stage is characterized by rapid development and the wide spread of the game to Asia, Africa and Latin America.

At the IOC congress in Madrid in 1965 handball was included as an Olympic discipline in the program for the 20<sup>th</sup> Olympic Games in 1972. In the same year final clarification took place:-

#### **The prevailing direction of the games in to three types:**

1. Large field
2. Small field
3. Indoor handball was abounded.

Now a day's handball means "Indoor handball". Mebratu Belay (1986)

Germany, Czechoslovakia and Denmark claim responsibility for the development of games that closely resemble hand ball. The game was originally played during the early 1900's, on a large outdoor field. During that time the game involved as many as twenty two players or eleven players in each team at one time. Gradually, handball evolved into its present day accepted form from seven players in each side. In 1946 the international handball federation or IHF was formed and the rules of handball were formalized. Today there are over sixty five nations affiliated with the IHF. In 1972 hand ball for men was first introduced at Munich and for women 1976 at Montreal Olympic. Handball is now a permanent Olympic event for both men and women (Birhanu and Workinesh, 2008).

### **2.1.1. Development of Hand Ball In The World**

The Danish encyclopedia "Athena Lexico" says that at turn of 19<sup>th</sup> century handball was game with two goals in which 14 people's divided in to two teams took part. The game in which a ball was passed with the players' hands was called handball. The game rules were issued in 1906 at the older up school published by "wejdending hand ball". The Germans also claim to have developed the game. Klaudina, the author of a book "Da hand ball spicl", published in 1941 in Leipzig, claims that hand ball derives from a game called "Konigs bergball" which was then renamed "torbal" which means goal ball. Records on hand ball development in Germany are dated from the period after 1915. In 1917 Max Heiner, a teacher from Berlin began developing hand ball sport for women. Another important year is 1919 famed propagator of hand ball. Karl Schelednz, a teacher of physical education of at the German academy of physical education was also popularizing the game. Some changes in rules had been introduced. The dimensions of the playing field were increased to 80m x40m, the goal line moved to 8m and the goal dimensions were changed to 5m width and 2.10m height. Those rules embraced playing with a ball and a body; which greatest influenced the technical development of hand ball.

In 1920 handball was introduced in to school programs. Handball however, did not have a separate federation in Germany. It was not until 1934 that fachtat fur handball was established owing to extensive activity of that organization handball spread all over Germany. Czechoslovakia is the third country which claims to have created hand ball. In

book entitled “Metodes-zajec-Dejiny Hzeny” published in 1948, the author says that Czechoslovakia is the home land of handball, which originated from hazena or zezat means to throw. A founder of hazena which was introduced in Germany in 1906 was a teacher of physical education in Prague, named A. Kristd. He wanted boys to turn their interest from soccer, which he recognized to be a dangerous game to hazena for which in 1928. In that year the first organization of the IAHF or international amateur handball federation congress held its meetings. After the Second World War in 1946 the representatives of 15 countries created a new federation called IHF or international handball federation. Then the dynamic progress of hand ball in world had begun. Now a day it is played in more than 130 countries. In 1991 the European hand ball federation or EHF was founded with its base Vienna. The federation was responsible for the development of hand ball in Europe. The AHF (amateur hand ball federation) was formed with 11 countries in 1928 and an Olympic committee was formed in 1936. The objective of the game is passing or dribbling the ball toward the opponents’ goal then shoot the ball to goal.

### **2.1.2. Development of Handball In Africa**

The first African handball championship was organized in 1974 and the winners in men’s competition were Tunisia, Cameroon, and Senegal while in women’s Tunisia, Senegal, and Egypt ranking from first to third.

Based on the commutative result obtained since the beginning of African championship Algeria, Tunisia, and Egypt have proved to be the best teams of the continent.

### **2.1.3. Development of Hand Ball in Ethiopia**

The Ethiopian handball Federation was founded in 1962. Despite its long journey and the effort that have been made as compared to other ball games, handball is less popular and less developed. This is due to the fact that the number of clubs in the country has been decreasing over the past years; our performance in the international competition has not been satisfactory and insignificant (Ethiopian handball federation).

According to Mebratu (1986), the reason for the slow development of the Handball is that:-

- Shortage of trained man power
- Less finance allotted to this sport
- Less attention given to this sport

The development of handball in Ethiopia were started;-

- From 1911-1915 was called women's playing.
- Up to 1928 it was given with athletics.
- 1925 - 1936 the third development of handball as a world.
- 1937-1938 in 1938 the first men champions in doors played and at that time Germany 1<sup>st</sup>, Switzerland 2<sup>nd</sup> and Sweden 3<sup>rd</sup>.
- 1939-1945 because of the Second World War the development of handball is stopped. Training was given that was created the corner stone to announce hand ball to Ethiopians societies. In 1962 E.C. Ethiopian handball federation was established and becomes a member of international handball federation. For the first time in 1963 E.C. ten or 10 clubs are participated in the champions of handball. Starting from 1964-1967 E.C. handball got acceptance then it was played in the ministries fence by different special clubs. In general an Ethiopian handball development is categorized in to three main types. Those are;-
- Development of handball in the year's 1960-1975 periods.
  - Development of handball in the years from 1976-1983 period and
  - Developments of handball in the years from 1984-1996 periods. Each of these developmental levels had its own features. For example the periods of 1960-1975 known as golden chances of handball. The second one or the period from 1976-1983 was not good period for development of handball in Ethiopian. The third period is from 1984-1996. During Ethiopian new government was created special sport policies in many directions. For example;- in 1993 handball was get the chance to rebuild with considering genders (Asefa Gelatu, 2005 E.C. p.15-18)

## 2.2. Concepts And Definition of Handball

Handball also known as team handball, Olympic hand ball, European handball or Borden ball is a team sport in which two teams of seven players each ( six outfield and a goal keeper ) pass a ball to throw it in to the goals of the other team. A standard match consists of two periods of 30 minutes and the team that scores more goals wins. Modern hand ball is played on a court 40 by 20 meters (131 by 66 feets); with a goal in the center of each goal. The goals are surrounded by a 6-meter zone where only the defending goal keeper is allowed; the goals must be scored by throwing the ball from outside the zone or while “diving” in to it.

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

### Technical Terms that are used in Handball

**Throw off**- A throw off takes place from the center of the court.

**Throw in**- The team which did not touch the ball last is awarded a throw in when the ball fully crosses the side line or touches the ceiling.

**Goal keepers throw**- If the ball crosses the outer goal line without interference of from the defending team or when deflected by the defending team’s goal keeper.

**Free throw**- Restarts the play after an interruption by the referees (<http://en.wikipedia.org/wiki/handball>)

### FEATURES OF HANDBALL

- Second largest sport in Europe.
- Second fastest team sport.
- Olympic sport since 1936.
- Played in 160 countries worldwide.
- Over 15 million participants.

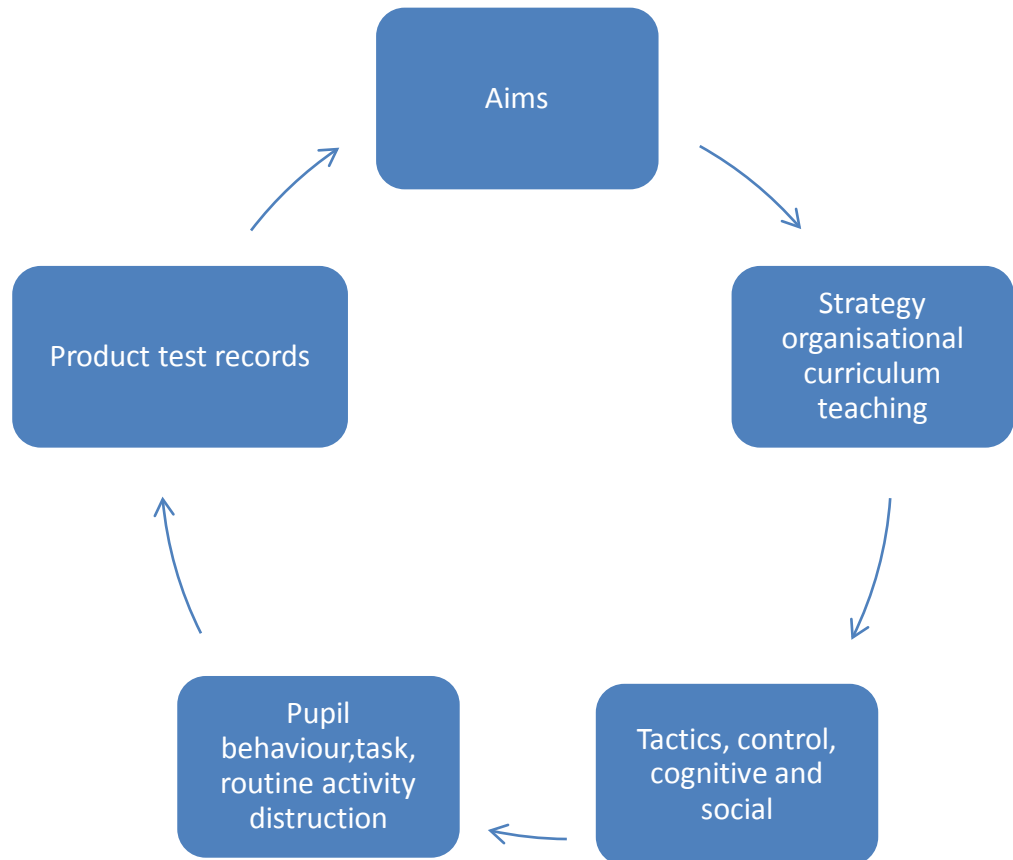
-Voted best sport at 2000 Olympics games in Sydney  
(<http://www.sportplan.net/drills/Handball/whatIsHandball.jsp>)

### **2.3. Teaching Strategies of Handball**

According to Fritz and Peter Hatting.(1979), Ian Reece and Stephen Walker(1994,180), teaching strategies of hand ball are a sequence of planned activities, arranged, organized and managed by the teacher and designed to ensure students to learn. Institutions of higher learning are responding to political, economical, social and technological pressures to be more responsive to students' needs and more concerned about how well students are prepared to assume future societal roles. Many educational institutions are already feeling the pressures to lecture less, to make learning environments more interactive, to integrate technology in to the learning experience and to use collaborative learning strategies when appropriate. Cooperative learning is a systematic pedagogical strategy that encourage small group of students' to work together for the achievement of a common goal.The term "collaborative learning" is often used as a synonym for cooperative learning. In fact, it is a separate strategy that encompasses broader range group interactions such as developing learning communities, stimulating students' or faculty discussions and encouraging idea exchanges (Bruffee, 1993).

## Description of Handball Teaching Strategies

Fig 1; - A description of the teaching process



📖 Adapted from Amare Ademe (2006:19)

### 2.4. Effective Teaching In Handball

According to Alex Moore, (2004:40) there are nine discrete ‘teaching skills’ of an effective teacher to hand ball;-

- High expectations
- Planning
- Methods and strategies

- Pupil management
- Time and resource management
- Time on task
- Lesson flow
- Assessment
- Setting appropriate and challenging home work.

(Ibid; 2004:91) described the points that make a good teacher:-

- Enthusiasm for your subject
- A willingness to provide a variety and interest in the class room environment
- Highly qualified in your subject area
- Able to maintain discipline
- A mentor and role model
- Showing respect for pupils
- Trying to have a positive impact wherever possible through mature and well judged actions and words
- The ability to plan, to be organized and to demonstrate attention to detail

## **2.5.The Frame Work of Handball Learning**

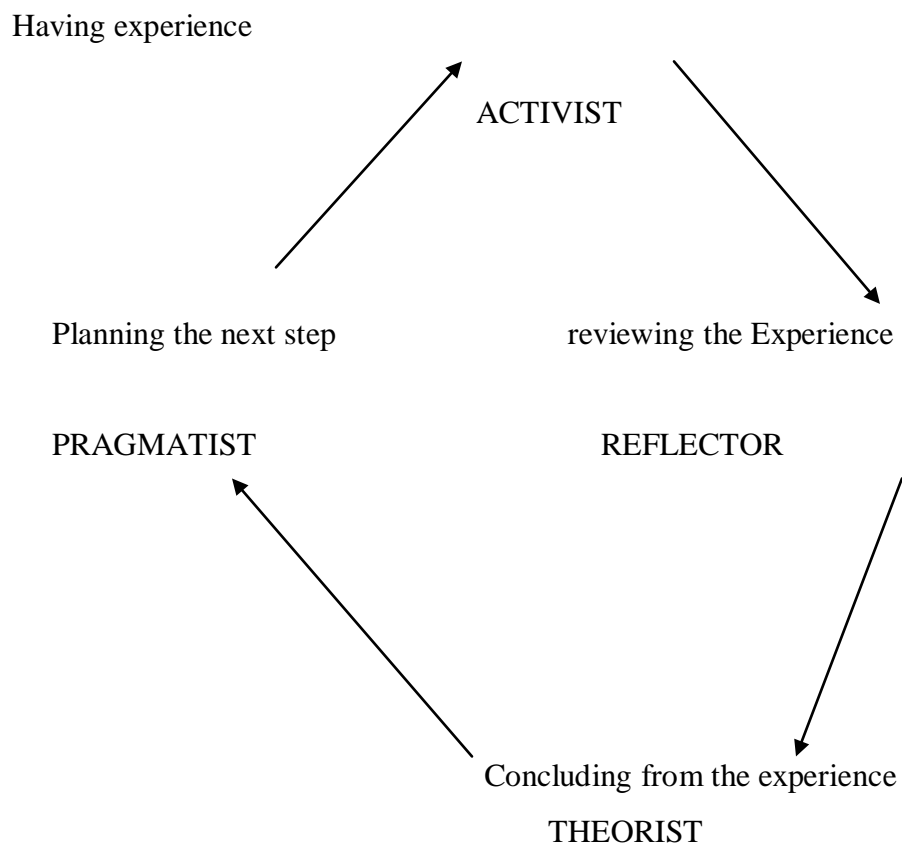
(Ibid; 2004:155) stated that there are the points that made handball learning process effective. From those points the following are some of them:-

- Start by taking account of your learner – their experience, personal identity, their knowledge about how they learn factors that may affect their learning.
- Define their learning objectives-by negotiation.
- Identify strategy for achieving their objectives- by agreement.
- Recognize the achievement of the objectives-WhichMay celebration or support.
- Review critically the learning that has taken place.
- Plan the next learning activities.

## Learning Styles

The way which learners prefer to learn is indicative of their learning styles. According to Brookfield (1986), one important element in facilitating learning is helping learners to become aware of their own idiosyncratic learning styles. He determined that a learner would begin at any point in the cycle and then continue around the cycle during the learning process (see fig. 2.)

**Figure 2:- The learning cycle**



Source: from Brookfield. (1995)

### KEY:-

**An activist-** will learn best by getting involved and having ago.

**A reflector-** will work on ideas and develop them with others.

**A theorist-** will think things through carefully and find out more.

**A pragmatist-** will plan and try things out by using common sense.

A researcher has been suggested that if the learning style of the teacher and the learner are similar; the relationship will be more successful. They will adopt the same approach to issues that rise and they do not have to reinterpret information in order to understand it.

## **2.6. Getting Smart: Efficacy Teaching of Handball**

Howard (1990) adopted the situated learning conceptions to a program of efficacy teaching that he called “Getting Smart.” This view rejects the premise that intelligence is innate and rejects the educational process that seems to follow from this view, such as ability tracking. The negative effect of this point includes feelings of inferiority and lowered self esteem, expectation for academic success and feeling of personal control. Getting smart based on three critical elements:-

- Teaching children a Constructive theory of development such as “smart is not something that you just are; smart is something that you can get.”
- Building children’s confidence through belief and emotional support. This approach emphasis positive communication that generate positive attitudes in students about his or her capacity to learn and
- The students the efficacy of effective effort step by step matches the difficulty. Over time, the material is more complex and the student is “smarter.”

## **2.7. Schooling Culture and Home Environment**

Boykin (in press) suggested the schools are deeply embedded in the cultural fabric societies. They have evolved from an early 20<sup>th</sup> century that does not apply now and will clearly not apply in the 21<sup>st</sup> century. The significance of schooling; which need to be overhauled. He proposes five specific changes:-

- Schools should focus on pedagogy more than on socialization to cultural standard.
- Schools should be more clients centered rather than fulfilling organizational mandates that are culturally driven.
- Schools should emphasis talent development (cognitive growth and learning potential) rather than talent assessment.

- Schools should acknowledge the diversity of society in a genuine multicultural education program.
- Education should be functional for the realities of the 21<sup>st</sup> century.

## **2.8. What May be Assessed When We Teach Handball?**

Teaching evaluation has its own central element that the assessment and the quality of class room interactions. Since teaching includes activities broader than class room interactions, evaluations of teaching must assess more than class room performance. While departments and schools may identify additional items among teaching activities that may be assessed are the following; -Quality and amount level of class room interaction or including shared interaction, Supervisions of field work, Advising students', Conduct, supervision of laboratory instruction, Development of curricula, new courses and class room materials, Supervision, mentoring of a student' One-on-one consultation and Service on a students' examination.

### **Why We Evaluate in Handball Teaching Learning Process?**

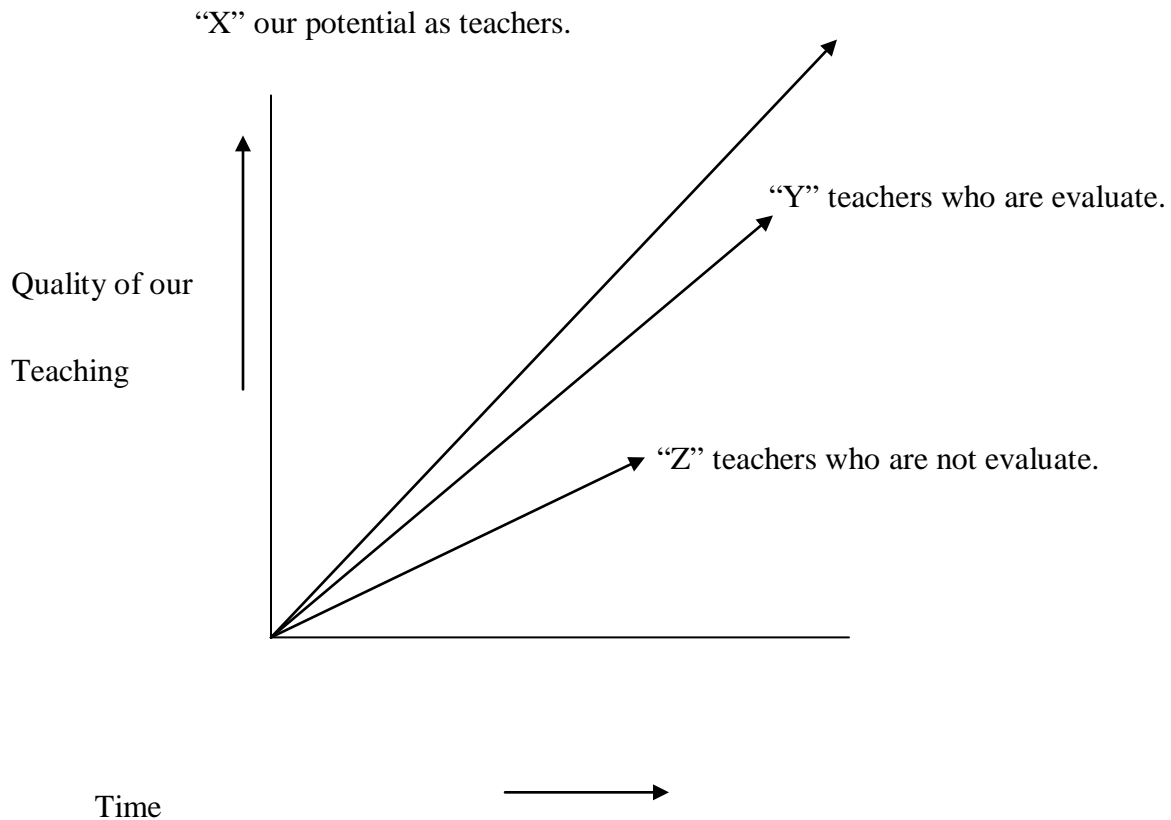
According to Max Fox (1993, 427), in order to take part in evaluation in any realistic and motivated manner, you have to recognize the benefits to you personally and teaching your subject or course and your students. This leads to consideration of your aims have been formulated and only there are you able to formulate effective method to evaluate your teaching effectiveness'. To judge the efficacy of specific teaching strategies, approaches and innovations so that; there can be some critical debate as to the worth and value of strategies used other can appraise a teachers' effectiveness in the light of a performance appraisal for promotion purposes. There are many possible purposes for assessing, sources of information and uses for which that used.

### **The effect of evaluation to teach handball**

Evaluation takes a certain amount of time and effort to effectively our own teaching. Is this a wise use of time? I would argue that it is for three reasons;-

- Potential of teachers
- Teachers who evaluates
- Teachers who does not evaluates

**Fig. 3; - The effect of evaluation in teachinglearning process**



Adapted from Max Fox (1993, 427)

Figure -2. Shows that quality of teaching will be developed with the combination of teachers potential and abilities of evaluating their teaching strategies. Unless, potential of teacher is without evaluating their teaching strategy will not bring their quality of teaching skill. Regardless of how good or how poor we are as teachers’ we all have the potential to get better over time (**see the arrow X.**) Yet some teachers continually improve and approach their potential (**see arrow Y**). While others experience a modest improvement early in their career and then seem to level of in quality or some time even

decline (see **arrow Z**). WHY? I would argue that the primary difference between those who do and those who do not improve, is the only former gather information about their teaching and make an effort to improve some aspects of it every time they teach.

## **2.9. Teaching Sport Skills In Handball**

Teaching means pedagogy and sport readopts; refers to the science and art of teaching sport skills. Good teaching is good coaching. It involves that you have good communication skills, understanding at athletics motivation and knowledgeable motivation and emphatic coach. These are all important, but a good teacher you need more (Martens; 2001: 77). There are four stages of teaching sport skills;-

**1. Introducing the skill;** -Introduce the skill with enthusiasm expressed in actions and words speak clearly and use language your athletes can understand. Then you upper the athletes the simpler your words need to be. Be brief too. Say what you have to say in fewer three minutes. Avoid sarcasm, Annoying mannerisms and abusive language.

**2. Demonstrate and explain the skill;** -It is the primary ways to help your student acquire a mental plan for a skill. The skill should demonstrates by someone can perform it proficiently and whom the student respect for being good in the sport.

**3. Practice skill;** - Student should practice skill as soon as following demonstration and explanation. This brings you to a critical decision. While the students practice the skill as a whole or break it in twoparts. These are correct errors and improve them.

**4. Correct errors;** - For practice to be productive; you must provide your students' with two types of information to correct errors;-

- How the completed performance compared with the designed performance.
- How to change an in correct performance to more closely approximate the designed performance. Both types of information feedback (Marten's; 2001).

## **2.10. Planning For Teaching Handball**

Planning helps to save time later and it has been made you a better teacher. Season plan helps to ensure that you have time to teach the skills and strategies for the season; As well as to keep in mind what is important not so important to do. A season plan also plays off the course of many seasons. It is a farm work for evaluating the past season and developing a better plan for next season. In preparation for developing a seasons plan you need daily plan your situation (Ibid; 2001:77-83).The primary purpose of teaching is to improve and plan performance of the students'. The systematic application of the skill instruction biomechanics and principles of training to the development students in planned performance training. Planned performance training seeks to achieve maximum so that peak performance occurs at predetermined moments in the competitive season. That offer all is the point of competition without such planning. The training of athletes becomes haphazard and good results become a matter of happen stance rather than planning and prediction.

### **Assessment**

The first requirement of successful planned training. A teacher must evaluate students and their abilities, the level of competition and the time available for teaching and competition. From this evaluation, the objective and goals for individuals and a team are their efforts defined. A set of expectations for the athletes establishes direction and purpose of their efforts. Expectations frame the goals teacher and students will have for the season. As the same time through, goals must be realistic and open ended goals that are too grandiose only serve to discourage performance. Goals that do not evolve inhibit the unexpected abilities of students. Goals are most often achieved when accompanied by the true expectations of success.

### **Evaluation**

The fourth element of planned performance, it is equal step but an ongoing process that demands of any teaching situation. Evaluation provided measurement and feedback that allows the teacher and student to evolve over the course of season.Knowledge, values, and opinions and believes. This in itself is philosophy and you likely to do this unconsciously. A strong bond between the teacher and students lead to higher levels of

commitment and athletic performance with that in mind. It is a level of commitment and athletic performance with that in mind. It is the wise a teach that takes the time to think through and formalize his or her personal coaching philosophy highly interactive learning experience that takes a critical reflection approach to developing personal philosophical base to teaching([http: \(www.en.wiki.peda.org/wiki/frank/Reynalds\)](http://www.en.wiki.peda.org/wiki/frank/Reynalds)).

## **2.11. Facilities and Equipments for Handball Teaching**

According to Belay Lema (2011); the lack of facilities or absences facilities and equipments is a limiting factor to education development. Unless this problem is resolved; it has difficult to develop students to highest levels. However, it is important for education administrators to try to improve training, facilities and to create a positive environment which encourages proper teaching. The following some suggestions which may be help in improving facilities or equipments;-

- Clearly identify your facilities and equipments need to know exactly what you need and its priority.  
Join with other community groups to develop strategy to achieve your needs.
- Consider whether corporate support may be available to provide equipment or clothing under conditions that are reasonable.
- Consider teaching for periods of the year in existing in other locations in order to improve the quality of teaching (Jackson;2001:387)

## **Student Support**

Athletes or students wishes to achieve reasonably high performance goals, an adequate support system must be created to provide that opportunity such as;-

- ✓ Enough time away from school.
- ✓ Adequate diet and rest.
- ✓ Access to get continual simulations and encouragement which creates a positive training environment shows support for the aspirations of the student.

### **Administrative support**

In order to develop a well organized education and competition programmed there must be good planning and affair degree of administrative support. It could include handling correspondence and travel arrangements, train teachers, school principals, product books, facilitates N.G.O's, fund raising, training facilities, contact with media, promotion meetings, expand schools, discuss with societies, and keep peace and security of school and surrounding and so on.

### **Financial Support**

All sport administrators learn that raising money for teaching of hand ball is purposeful, in a major need and responsibility (Jackson; 2001:388). Unless and other wise students, teachers, the schools and educational sectors were supported with finance by concerning bodies from time to time the field of teaching learning process specially Handball become faced with different obstacles. In steady of these, it is good to follow that teaching systems that given in the class and in the field concerning their work.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. Methods of the Study**

In this study both qualitative and quantitative procedures were used in interpreting, analyzing, tabulating and coding data. The information was collected from observations, interviews, and questionnaires and quantitative is mainly to analysis the information achieved from questionnaires and qualitative is mainly used to analyze information to data gained through observation and an interviews.

#### **3.2. Study Area and the Source of Data**

The source of information for this study was from students, teachers, directors, experts and principals of Shambu and Tulu Wayu sub cities. To collect the necessary information's, the researcher used simple random sampling technique for those teachers, students and experts to respond to the questionnaires. This was so as the selection system gives equal opportunities for the respondents that were supposed to be chosen for the study. And the other technique was purposeful sampling technique strategies for the interview of directors and principals that found in the study area; this is because they were conducting their duty in that position and small in number. The sources of data employed in this study were primary and secondary sources. Primary data was to get information from students, teachers, and woreda sport office experts and authorities. These sources are selected as a researcher presumed that they are core area of encompassing students teaching to improve their performances. Secondary data was collected from relevant manuals, technical documents and prepared reports.

#### **3.3. Sampling Design**

A cross-sectional study was used for the particular survey to find out constraints of handball teaching. The study was mainly a qualitative and quantitative one. The data were collected through observations practically in the field and theoretically class

room, interviewing of directors and principals, the target population or those teachers and students who were selected randomly as a sample to respond the questionnaires.

### **3.4. Sampling Technique**

In this research, the simple random sampling technique was used. As Kothari (2004) stated, this simple random sampling technique is also known as ‘chance sampling’ or ‘random sampling’.

The research design employed in this study was descriptive survey method. As a result, the study was supposed to reveal the major constraints and challenges of teaching handball in SH/P/S and T/W/P/S. In this study, qualitative and quantitative approach was designed to obtain the required information. In quantitative approach data was collected to determine and to assess the problems of teaching handball. Qualitative study also used to provide supplementary data of the quantitative study. It was mainly to involve a collection cross sectional data on similar issues which was assessed by the quantitative study. Under this sampling design, every item of the universe has an equal chance of inclusion in the sample (p.60). The researcher used this method as the individual sample had been selected in such a way that each member of the population had equal chance of being selected.

### **3.5. Sampling Size**

Kothari (2004) also stated, in survey type research studies usually have large samples because the percentage of responses generally happens to be below, as low as 20 to 30 %, especially in mailed questionnaires studies. Thus, the survey method gathers data from a relatively large number of cases at a particular time; it is usually cross-sectional (p.120). Based on this, from the total number of 692 grade twelve students, the researcher took 125 or 18 % from the total population. So, 125 students were randomly taken as a sample and from 52 teachers of total population 16 or 30.76% and 6 expertises’ from 12 total populations or 50% by simple random technique. The other sample that the researcher used to gather information was by purposely selecting two directors and four principals. Because, they were conduct their duty at that position. Abiy Zegeye et al (2009) stated,

“Purposeful sampling is used when focusing on a limited number of informants, whom you select strategically. So that their in-depth information;weregives optimal insight in to an issue about which little is known” (p.64).

### **3.6. Data Collection Instruments**

In this study, the major instruments used are observation, questionnaires, interview and relevant document analysis. The questionnaires wereprepared by simple words and sentencesto create understanding for the participants.

#### **3.6.1. Observation**

This instrument is mainly and intentionally selected as it was appropriateto assess students’ performance during teaching, learning, facilities and equipment of training method of teaching and supplements. I was observed three teachers for three days each when they were teaching physical education.

#### **3.6.2. Questionnaires**

Both closed ended and open ended questions weredistributed for both students and teachers.

#### **3.6.3. Interview**

Is a research instrument and was employed to draw ideas in relation to assess the problems of teaching hand ball with a students’ performance. For the interview the researcher selected two teachers, one school director, two woreda sport office experts and two authorities.

### **3.7. Validity**

In order to ensure trust-worthiness while conducting this research, I made unreserved efforts in conducting intensive interviews, observations and questionnaires for different

levels of my participants. Not only these but also spending extensive time in the field, honestly conducted the overall research activities.

Nature of Validity: - Tests and other evaluation instruments serve a variety of purposes in school. Regardless of the type of instruments used or how the results are to be used, all measurements to be possess certain characteristics. One of the most essential of this is validity. Several researchers (Anastasi, 1976; Frankle and; Gronlund, 1985; Nitko, 1983; Slavin, 1974) viewed the validity of such instruments with reference to the soundness with which they can be interpreted in a particular way or the usefulness of test scores for a particular purpose. The question of validity is different from the question of appropriateness; for validity cannot be satisfied only on the basis of a test meeting its own objectives (Anastasi, 1976; Tuckman, 1975). Depending on the above concepts as indicated in the objectives of the study not only these but also from research questions; in addition to the above as I understood from the respondents this thesis paper tried to valid its objectives. These ideas also confirmed in chapter five by concluding the constraints of hand ball teaching in both preparatory schools.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

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

The total populations of this study as indicated in the table below were 153 or one hundred fifty three. Of these; 125 or one hundred twenty five grade twelve students', 16 preparatory teachers', two or 2 school directors', 6 or six experts and 4 or four principals from different positions. All of the respondents were selected according to their use ability that is randomly and purposefully.

The researcher distributed 106 or one hundred six questionnaires' among them 106(100%) of the questionnaires were returned. Lastly, an interview was made with School directors, hand ball teachers, youth and sport woreda, zone, bureau experts and principals respectively.

**TABLE 1 -Research setting and participants of the study**

No.	Types of participants in the study	Research instrument	Experts	Principals	T/wayu preparatory	Shaambu preparatory	Total
1	Students'	Questionnaires'	-	-	75	150	125
		Observation	-	-	75	150	125
2	Total Teachers'	Questionnaires'	-	-	8	8	16
3	H.P.E. teachers'	Questionnaires'	-	-	8	8	8
		Observations	-	-	8	8	8
5	School directors'	Interview	-	-	1	1	2
6	Woreda educational experts'	Interview	2	-	-	-	2
7	Woreda youth & sport experts	Interview	2	-	-	-	2
8	Woreda youth and sport office principals	Interview	-	2	-	-	2
9	Zonal youth & sport experts	Interview	2	-	-	-	2
10	Zonal youth and sport principals	Interview	-	2	-	-	2

#### **4.1. Data Gathered From the Distributed Questionnaires'**

Applying percentage and frequency were employed in the analysis of the data gathered.

The data gathered are organized using the tables and then followed by the descriptions' of the results.

#### **Students back ground information**

Preparatory students attending 12<sup>th</sup> grade in 20014 in T/W/P/S and SH/P/S were selected for the research as a sample to finalize and understand depending on these sampled students conclude the rest of them.

**TABLE 2: Information's of students' respondents**

**Students back ground information**

No.	Identification	Sex and age levels	Number and %		Total	
			No.	%	No.	%
1	Sex	Male	65	52	125	100
		Female	60	48		
2	Age	17-19	39	31	125	100
		20-21	65	52		
		>22	21	17		
3	Grade	12 <sup>th</sup>	125	100	125	100

As indicted in the first part of this chapter 125 students were involved in the study. As presented in the above table two 65 or 52% of the students respondents were male, while the remaining 60 or 48% of them are females. Concerning the age of respondents 39(31%) of them are between 17-19 years of age; 65 (52%) of them are between 20-21 and the rest of them are >22 (17%) years of age. It can be easily concluded that the majority of the respondents were between the ages of 20-21 years of age. With regard to educational level of students respondents 125(100%) are grade twelve preparatory students in T/W/P/S/ and SH/P/S/ in academic year of 20014.

**PART I**

**4.2. Students' Response**

**Parent Level of Education**

In the following, respondents were asked to report about their parent level of education. This part of questionnaires' helps the researcher to understand the students' family back ground around their education level. This is because in what way they help the students' in teaching and learning process when the teacher will give the home work, an assignment and other practical work projects in hand ball learning process.

Their responses are presented in the following table below;-

**TABLE 3; - Students' Responses regard to their parents' level of educations.**

No	Father or mother	No schooling any kind		Read and write		Primary (1-8)		Secondary (9-12)		Certificate, diploma & above		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	Father	61	49	37	30	14	11	8	6	5	4	125	100
2	Mother	79	63	35	28	8	6	3	3	-	-	125	100

From the total of 125 students who gave responses to the parent level of education who have certificate, diploma and above were only 4% concerning fathers and none (0%) for mothers respectively. But majority of the respondents 49% and 63% replied that no schooling any kind both for fathers and mothers consecutively. This indicates that almost more than 55% agreed that the role of parent to increase the knowledge and students' attitude towards handball learning process is nothing. This is because, they have not enough understanding most of them are no schooling any kind. If so how we can estimate from students' positive idea in relation to hand ball teaching learning process? **Have you seen?** This tries to indicate that the constraints of handball teaching will start from here.

### **Questions asked about Handball & students' interest in relation to handball**

**TABLE 4; - Students interest concerning handball**

No.	Items	Yes		Partially yes		No.		Total	
		No.	%	No.	%	No.	%	No.	%
1.	Do you know hand ball?	91	73	18	14	16	13	125	100
2.	Do you have positive attitude towards learning of hand ball?	30	24	41	33	54	43	125	100
3.	Do you have interest to study hand ball profession in future?	36	29	38	30	51	41	125	100
4.	Does your hand ball teacher start lesson on time?	105	84	12	10	8	6	125	100
5.	Can you ask your teacher when he/she explain, demonstrate & practice to repeat the lesson	100	80	9	7	16	13	125	100

According to **table four** item number 1, 91(73%) of the students' responds previously they know handball while 18(14%) of the students were partially know and the remaining

16(13%) of the students' not know and understand about handball previously. This implies that greater than 10% of the students' were not hand ball previously. Item number two indicates that 41(33%) of the students' partially interested to learning of handball in the other word 30(24%) of them were more interested and the remaining 54(43) of the students are not interested learning of handball. **Do you think why this is so?** As I was understood from the observed class and they wrote on open ended questions the reasons is that the lack facilities and materials. In the same table item number 3, 35(29%) of the students' responded interested to study handball profession in the future; 38(30%) of the students responded partially interested to study while 51(41%) of the students' responded not interested to study handball profession in the future. Because, the students' they wrote on the open ended questions the majority of the students interested for the future other profession. Item number 4, 105(84%) of the students' were responds there teacher has been the lesson on time while 12(10%) of the students responds partially and the remaining 8(6%) of the teachers was not start the lesson of handball on time. Lastly, in item number 5, on the same table 100(80%) of the students responds ask their teachers on theoretical and practical lessons on the other hand 9(7%) of the students responded partially yes and 16(13%) of the students were responded not ask their teacher in the lessons.

**TABLE 5: - Arrangements of teachers through teaching learning process of handball**

No.	Items	Very high		High		Medium		Low		Very low		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1.	Arranging & organizing your group.	-	-	6	5	13	10	60	48	46	37	125	100
2.	Providing you with different activities.	-	-	-	-	20	16	39	49	45	56	125	100
3.	Monitoring your performance to see that is satisfactory.	41	33	34	27	30	24	11	9	9	7	125	100
4.	How do you evaluate your activities for your health & improvement of the country?	-	-	70	56	55	44	-	-	-	-	125	100
5.	To what extent the participation of you in handball lesson during theoretical & practical session?	46	37	42	34	37	29	-	-	-	-	125	100
6.	Give you chances to participate in learning process?	-	-	59	47	55	44	11	9	-	-	125	100
7.	How do you rate the availability of references for handball in the school library?	-	-	-	-	-	-	-	-	125	100	125	100
8.	Is there handball teaching material during teaching learning process?	-	-	-	-	7	10	14	20	49	70	125	100
9.	Do parents support available handball materials to their student have to participate in sport?	-	-	-	-	-	-	-	-	125	100	125	100

From the total of 125 students who gave responses to the role of teachers in arranging and Organizing group discussion, only 6(5%), and 13(10%) answered ‘high’ and ‘average’ respectively. But the majority of the respondents 60(48%) and 46(37%) replied that the role of their teachers is ‘low’ and ‘very low’ in the order given above. This indicates that almost more than three fourth of the respondents (75%) agreed that teachers conduct group discussions only occasionally. The classroom observation also revealed that the

teachers gave little attention to group work. Three of the teachers said that they could not play active role here due to the fact that there was not conducive environment in the classrooms. They reported uncomfortable seats among factors that constrain to arrange and organize group discussions.

Concerning providing the students' with different activities need to practice in handball, only 20(16%) of the respondents answered that the teachers play 'average' role. However, the majority of the students 49(39%) and 56(45%) reported that the action of the teachers, in this aspect, is limited to 'low' and 'very low' respectively. The classroom observations also showed that the teachers introduced the language items students need for practice in a more traditional way mainly through explanation. Though, Nunan (1991:1) assigns the teacher in this stage as informant, who selects the new material to be learned and presents in such a way that the meaning of the new language is as clear and memorable as possible. The above idea shows that the teachers didn't present the new language systematically in an attractive way. Due to this problem, students participations skills in hand ball is failed to be developed.

Regarding giving the learners chances to participate in handball activities, 41(33%) were replied very high, 43(27%) answered high, 30(24%) medium or average, 11(9%) replied low and 9(7%) answered very low respectively. The classroom observations also showed similar results.

As far as encouraging students to speak about handball shows, despite the fact that Kohonen et al. (2001:40) recommended, the data showed that only 16(13%) of the respondents replied 'high' to the teachers' actions to the point under discussion. The other respondents 36(29%), 49(39%) and 24(19%), replied 'average', 'low' and 'very low'. As the interview data reveals, the teachers admitted that they only advise students only in the class classroom. From the students interview data it could be analyzed that the students were not encouraged properly in handball lesson either in the theoretical or practical class. One of the respondents said; "...but he has to motivate us even to talk with each other about handball anywhere. He did not do that. This indicates that the teachers didn't facilitate and organize them to provide feedback and encouragement regularly.

This tells us the students' knowledge was not developed because of the reason stated above. Asked if the students were given with appropriate amount of practice or not, only 9(7%) of the respondents answered that the teachers play high role in this regard. But the other respondents 14 (11%), 53(43%) and 49(39%) replied that their teacher's duty as this points is concerned, is limited to 'average', 'low' and 'very low' respectively. The classroom observations also showed that the role of teachers was highly limited to explaining the lesson. The students were hardly observed being involved in the practices contrary to Nunan (1991) suggestions. He comments that at this stage it is the students who do most of the talking through practice activities (Nunan 1991:1).

The responses students gave for the role of the teachers in monitoring the performance of the learners is that only 9(7%) replied 'high', the others 29(23%), 58(47%) and 29 (23%) answered 'average', 'low' and 'very low' respectively. The three the teachers answered that as discussed above, due to classroom environment, it would be difficult to monitor students skill and performance in a continuous manner, even though Underhill

(1987:27) suggests the application of it. This shows that teachers didn't monitor students' performance in giving them a continuous based assessment in recording their performance over a long period of time. Regarding the role of teaching speaking strategies, only 12 students (5 and 7) replied 'high' and 'average' respectively. But almost all the students 55(44%) and 58 (46%) answered 'low' and 'very low' in the given order. The teachers also said that they advise students to use handball but they admitted that they rarely teach technical strategies.

Generally, responses of the majority of students and teachers, classroom observations indicate that the role of teachers in developing hand ball in theoretical and practical sessions' was found to be low.

## PART II

### 4.3. Techniques and strategies' used by the teacher to teach handball effectively and efficiently

#### 4.3.1. Techniques used

**TABLE 6: - The following statements are techniques that used by teachers'.**

No.	Items	A		B		C		D		E		Total	
		No.	%	No.	%	No.	%	No.	%	No	%	No.	%
1	Group discussions	-	-	-	-	55	44	70	56	-	-	125	100
2	Dialogues	71	57	47	38	7	5	-	-	-	-	125	100
3	Questions & answer	109	87	16	13	-	-	-	-	-	-	125	100
4	Translations	54	43	67	54	4	3	-	-	-	-	125	100
5	Instruction	44	35	62	50	19	15	-	-	-	-	125	100
6	Oral report	-	-	-	-	-	-	125	100	-	-	125	100
7	Panel discussions	10	8	33	26	41	33	29	23	25	10	125	100
8	Story telling	125	100	-	-	-	-	-	-	-	-	125	100
9	Interview	-	-	-	-	-	-	125	100	-	-	125	100
10	Role play & drama	-	-	-	-	-	-	125	100	-	-	125	100

**Key; - use always (A), usually (B), sometimes (C), rarely (D) and I don't remind (E)**

As it can be seen from the table above, 55 (44%) responded that the teachers use discussion method sometimes. But more than half of the students 70 (56%) answered that this technique was rarely used in their classrooms. The data from teachers and students' interview also depicted that teachers use questions and answers, dialogues and instructions for most of the time. The classroom observations also showed that teachers use group discussion methods very occasionally. From the successive classroom observations, the first teacher used them twice while the other ones used them only once.

Regarding dialogues (conversation), almost all the students 71 (57%) and 47 (38%) replied that it was the kind of a method teachers used 'always' and usually' in the order given above. Only 7(5%) of the respondents said that they used it sometimes. As mentioned above, the data from other tools (classroom observations and interviews) also indicated that reading dialogues is a dominant technique used in the classroom. For example, the three teachers used it during all their classroom observation sessions (see the Appendix). From students' interview, all the students said that reading dialogues is the most applied technique of learning demonstrating skill. One student said, '...most of

the time we read the dialogue one by one". Because of this fact the speaking skills of the students were not developed. As far as questions and answer technique is concerned, 109 (87%) of the respondents answered those teachers always use the method. But the remaining 16 (13%) said that they 'usually' used it. All the other data gathering instruments also showed similar results. The teachers and students said that it was one of the frequently used techniques, together with dialogues and instruction methods. The classroom observations also indicated that the three teachers used this technique during the entire sessions of the visit. This indicates that through this technique the students couldn't develop their handball skill.

Concerning translation /interpretation, the data depicted that 54 (43%) and 67 (54%) of the respondents, almost all the students, replied that the teachers used it 'always' and 'usually' in the order given above. Only 4 (3%) of the total students answered 'sometimes' Asked if instruction was used or not, 44 (35%), 62 (50%) and 19 (15%) answered 'always', 'usually' and 'sometimes' respectively. The observations also showed that it was one of the techniques frequently used in the classroom (see the Appendix).

Generally, as revealed in the data, the majority of the students answered that teachers used dialogues, questions and answers, instruction and translation/ interpretation techniques for most of their theoretical classes. This indicates that teachers did not consider the balanced activities approach recommended by Parrott (1993: 201) to develop the fluency of their learners.

### 4.3.2. Strategies Used

**TABLE7: - The following are strategies used by hand ball teachers to teach handball skills.**

No.	Items	1		2		3		4		5		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
1	Helps me to discover what ways of learning best for me in handball.	100	80	13	10	6	5	6	5	-	-	125	100
2	Designs me with different ways of using passes.	109	87	15	12	1	1	-	-	-	-	125	100
3	Helps me keep on talking through teaching me such as using gestures.	103	82	16	13	6	5	-	-	-	-	125	100
4	Helps me to develop quick shoots.	24	19	46	37	55	44	-	-	-	-	125	100
5	Helps me ask for error correction.	119	95	6	5	-	-	-	-	-	-	125	100
6	Encourages me to learn handball outside the class room or the school	55	44	49	39	9	7	12	10	-	-	125	100
7	Provide me to understand the basic handball skills	-	-	-	-	-	-	125	100	-	-	125	100

**N.B. Strongly disagree (1), disagree (2), undecided (3), agree (4) and strongly agree (5)**

Asked if the teachers helped the students discover what ways of learning work best for them in developing speaking skills, the majority of the students 100 (80%) and 13 (10%) replied ‘strongly disagree’ and ‘disagree’ respectively. But the remaining 6 (5%) and other 6 (5%) answered ‘undecided’ and ‘agree’ to the question. The three teachers answered that they did little in teaching strategies acceptadvising them and giving tutorial classes for the students.The above result tells us that the teachers didn’t help the students to be autonomous learner in discovering what ways of learning works best for them. This leads them not to develop their skill.Regarding experimenting students with different ways of using passes, almost all the students 109 (87%) and 15 (12%) replied ‘strongly disagree’ and ‘disagree’ respectively. Only one student answered ‘undecided’.

Concerning helping students keep on talking through teaching them speaking strategies,

almost all the students 103 (82%) and 16 (13%) replied 'strongly disagree' and 'disagree' respectively. But the rest 6 (5%) answered 'agree' to the question. The classroom observation also showed that the students were rarely seen using different strategies while learning handball. A student started telling a story in handball and gave up in the middle while he was trying to look for the right word to express the incident he was telling about. He could have used body motions like gestures or synonymous words, instead, to express the meaning.

Concerning accuracy of quick shoots 24 (19%) of the students replied strongly disagree, 46 (37%) disagree and 55 (44%) undecided respectively.

As far as helping students ask for error correction is concerned, almost all the respondents 119 (95%) strongly disagreed with the statement; the rest 6 (5%) of the students also answered 'disagree' to the question. The classroom observations also showed that students were not observed asking for error correction to either their teachers or their classmates. The teachers were also not seen teaching their students to ask for error corrections (see the Appendix).As the above result shows us most teachers didn't help students to ask for error correction. Due to this they couldn't develop their handball abilities and skills easily.

Concerning helping students not to be so much worried about accuracy, 99(79%) strongly disagreed, 15 (12%) disagreed, and 1 student replied undecided'. But the rest 10 (8%) agreed to the statement. Even if Rubin and Thompson (1982: 165) recommend the priority of fluency to accuracy for skills development, from the classroom observation of the teachers were seen giving due attention to correcting the students.

### PART III

Teaching materials and instruments used to teach handball

**TABLE 8: - The following table has been assessed the availability of facilities and materials in the schools.**

No.	Materials and instruments	Adequate		In adequate		Not existence		Total	
		No.	%	No.	%	No.	%	No.	%
1	Handball field	76	61	16	13	33	26	125	100
2	Handball and net	75	60	20	16	30	24	125	100
3	Water facilities	-	-	-	-	125	100	125	100
4	Desk and chair in the library	125	100	-	-	-	-	125	100
5	Desk and chair in the class room	125	100	-	-	-	-	125	100
6	Whistles, cone and other practical work materials	64	51	61	49	-	-	125	100
7	Chalk board in the school	125	100	-	-	-	-	125	100
8	Clinic and room for changing clothes	-	-	-	-	125	100	125	100
9	Handball student text book	125	100	-	-	-	-	125	100

Table eight shows a student's responses concerning the availability of facilities in the school. In item number 1 table eight; 76 (61%) of the students responded adequate handball field in the school; 16 (13%) of the students answered in adequate handball field while 33 (26%) of them are replied not existence hand ball field in the school. In the same table item number 2 shows that about hand ball and net in the school. Here the students are responded 75 (60%), 20 (16%) in adequate and 30 (24%) respectively. From item number 3 we understood that 125 (100%) of the students responded there no water facilities in the school. This is the big questions to develop handball in the school. In the same table item number 4, 5, 7 and 9 describes desk and chair in the library and in the class room; chalk board in the school and handball students text book. Those are 125 (100%) adequate in the school consecutively. On the contrary, concerning whistles, cone and other practical work materials a student's replied 64 (51%) adequate, 61 (49%) in adequate in the school. Finally, item number 8 shows clinic and room for changing clothes they replied that 125 (100%) not existence.

## PART IV

### 4.4. Different activities used in handball

**TABLE 9; - The following table shows different activities' of students' in handball class comparing with other subjects.**

No	Different activities	High		Medium		Low		Total	
		No.	%	No.	%	No.	%	No.	%
1	Students' participation, interest and self confidence to be successfully compared with other subjects.	23	19	32	26	70	56	125	100
2	Participation of students' in group activities compared with other disciplines.	59	47	49	39	17	14	125	100
3	Students' participation in answering questions and forwarding ideas in the class and in the field.	51	41	45	36	29	23	125	100
4	Encouragement of teachers to handball students' success in theoretical and practical activities.	67	53	36	29	22	18	125	100

From the above table nine item 1 describes a students' participation, interest and self confidence to be successful compared with other subjects. They replied that 23 (19%) high, 32 (26%) medium and 70 (56%) low respectively. In the same table item 2, a students' responded 59 (47%) high, 49 (39%) medium and 17 (14%) low in group activities. Item number 3 shows 51 (41%) high, 45 (36%) medium 29 (23%) low and in item number 4 a students' replied 67 (53%) high, 36 (29%) medium and 22 (18%) low concerning the encouragements of teachers to the students'. from the above table we easily understood the interest of the students' are not as much as high to hand ball as other disciplines or subjects. Why this is so? Because, they circuited by different problems around their homes and schools.

## PART V

### 4.5. Students' Role

**TABLE 10; - The following are strategies used by learners to develop handball learning efficiently.**

No.	Items	A		B		C		D		E		Total	
		No	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	I s train handball outside the class room	-	-	-	-	50	40	75	60	-	-	125	100
2	I ask my teacher for clarification when I don't understand what he or she says	12	10	16	13	24	19	32	26	41	33	125	100
3	I ask my teacher or classmates for correction of errors in my learning	7	6	9	7	15	12	-	-	94	75	125	100
4	I listen to the discussion and report back to the class	-	-	-	-	-	-	125	100	-	-	125	100
5	I try to correct myself when I feel of practice of handball	11	9	22	18	33	26	45	36	14	11	125	100
6	I plan my way developing hand ball learning process	12	100	-	-	-	-	-	-	-	-	125	100
7	I participate in pair and group work	6	5	15	12	33	26	71	57	-	-	125	100

**Key; - A (always), B (usually), C (sometimes), D (rarely) and E (never)**

In the first question, students were asked if they speak about hand ball outside the classroom. The majority of the respondents 75 (60%) answered that they rarely speak about hand ball outside the classroom. Finally,50(40%), sometimes respectively. The students' interview showed that students did not hear about hand ball outside their classrooms. One of the respondents said that he did not talk about hand ball outside his classroom due to the fact that there was not exposure to use the subject.But Nunan (1991) suggests that teachers need to provide activities to students which enable them to use their field outside the classroom. Regarding the second question, the majority of the respondents, 75 (60%) replied that they rarely use this strategy. 50 (40%), of them stated

that they use this strategy sometimes respectively

From the data gained through the classroom observation and interviews, it could be seen that students rarely ask questions for clarifications. The above ideas show us that students didn't ask their teachers for clarification. This indicates students do little to learn by their own. Thus, they couldn't develop their skills in theoretical and practical class. Regarding participation in pair and group work, only 6 (5%) of the respondents answered that they always use such strategy. 15 (12%) of them replied that they usually use this strategy and 33 (26%) stated that they sometimes do it. However, the majority of the respondents 71 (57%) said that they rarely participate in pair/group work. The classroom observation and the interviews also showed that students hardly work in pairs or groups. As far as the third question is concerned, only 7 (6%) of the total respondents answered that they always ask their teachers or classmates for correction of errors in their speaking. The other 9 (7%) replied that they usually use this strategy while 15 (12%) of them stated that they sometimes use it. However, the majority of the students 94 (75%) answered that they almost did not ask their teachers or classmates for correction of errors.

Asked if students try to correct themselves while practicing, only 11 (9%) replied they always use this strategy. 22 (18%) of the respondents answered that they usually use it whereas 33 (26%) said that they sometimes do it. But 45 (36%) replied 'rarely' and 14 (11%) said 'never'. Concerning the sixth question, only 5 (4%) of the respondents answered that they always plan their way of developing skills. 7 (6%) and 15 (12%) replied that they plan 'usually' and 'sometimes' respectively. But 54 (43%) of them stated that they rarely plan their way of plan in hand ball activities. This indicates that students follow occasionally without plan their future lives. Because of these reasons how we expect the favorite teaching learning process in our countries. Specially hand ball theoretical and practical sessions. From the above table that is table ten item number 1 to item number 7 it tries to ask the students' participation, feel and future interests in hand ball by recognizing themselves in correcting their errors by following up the teachers and their class mates.

#### 4.6. BACK GROUND INFORMATION OF TEACHERS'

**TABLE 11; - The following table shows age, qualification and work experience of teachers**

No	Sex	Age								Qualification								Experience							
		25-28		29-30		>30		Tot.		Dip.		Degree		M.sc.		tot		1-3		4-5		>6		Total	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Male	5	31	8	50	3	19	16	100	5	31	11	69	-	-	16	100	3	19	6	37	7	44	16	100
2	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

According to table eleven item 1, 16 (100%) of the teacher respondents are males; with respect to their age 5 (31%) of them are 25-28 years old; 8(50%) of the teachers are 29-30 years old and 3 (19%) of the respondents are >30 years old. Concerning the qualification of the respondents 5 (31%) of them are diploma and 11 (69%) of the respondents' are degree holders. Lastly, as a result of their work experience 3 (19%) 1-3 years; 6 (37%) 4-5 years and 7 (44%) >6 years work experience. As we have easily understood from the above table there is no female respondent teacher.

#### 4.7. Problems that hinder students' participation in handball activities

**TABLE 12; - The following table shows societies attitude towards handball**

No.	Items	High		Average		Low		Total	
		No.	%	No.	%	No.	%	No.	%
1	The attitude of teachers towards the participation students' in handball teaching learning process	16	100	-	-	-	-	16	100
2	Negative attitude of community, religion and culture towards participation of students in handball activities	11	67	5	33	-	-	16	100
3	The encouragement and understanding of administration employees towards students' participation.	5	33	3	17	8	50	16	100
4	The knowledge of teachers towards the participation of in handball teaching learning process	16	100	-	-	-	-	16	100
5	Facilities and equipments in the school	-	-	-	-	16	100	16	100
6	Attitudes of students themselves towards the subject matter	4	25	1	6	11	69	16	100
7	Skilled human power with the discipline	-	-	-	-	16	100	16	100

According to the above table twelve item 1, the attitudes of teachers of physical education towards participation of students' in handball teaching learning process was 16 (100%) high. In same table item 2, 11 (67%) high and 5 (33%) responds average respectively. For question number 3 the teachers responded 5 (33%) high, 3 (17%) average and 8 (50%) low consecutively. As a result of the knowledge of teachers' the respondents responded 16 (100%) high. On the other hand concerning the facilities and equipments in the school 16 (100%) of them are responded low. In the same table item number 6 describes the attitudes of students themselves towards the subject matter; here the respondents answered 4 (25%) high, 1 (6%) average and 11 (69%) low respectively. Finally, concerning human power in the discipline 16 (100%) answered low. This is also the other problem of handball.

**TABLE 13; -Materials and facilities used in the school**

No.	Items	Adequate		In adequate		Not existence		Total	
		No.	%	No.	%	No.	%	No.	%
1	Teachers guide	-	-	-	-	16	100	16	100
2	Chalk and board in the class	16	100	-	-	-	-	16	100
3	Handball field	16	100	-	-	-	-	16	100
4	Whistle, cone and other practical materials	-	-	16	100	-	-	16	100
5	Handball, posts and nets	16	100	-	-	-	-	16	100
6	Room for changing clothes	-	-	-	-	16	100	16	100
7	Students text book	16	100	-	-	-	-	16	100
8	Tables and chairs for teachers	16	100	-	-	-	-	16	100
9	Desk and chair in the library	-	-	16	100	-	-	16	100
10	Clinic	-	-	-	-	16	100	16	100
11	Water facilities	-	-	-	-	16	100	16	100
12	Notice board in the school	16	100	-	-	-	-	16	100
13	Desk and chair in class room	16	100	-	-	-	-	16	100

According to table twelve items 1, teachers are responded there is no teachers' guide in their school that is 16 (100%) answered not existence. In the same table item 2, 3, 5, 7,8,12 and 13. Those indicated that chalk board in the class room; handball

field;handball, posts and nets; student text book; tables and chairs for the teachers; notice board in the school and desk and chair in the class room. Concerning the above items the respondents answered 16 (100%) adequate in their school. On the contrary, items number 6,10 and 11 which describes room for changing clothes; clinic and water facilities responded by them 16 (100%) not existence in the school. In the same table item 4,responded by the teachers' 16 (100%) in adequate in their school. Not only these but also the theoretical and practical observation was supported the above idea.

#### **4.8. Analysis of the Interviews**

##### **Directors' and principals' Interviews**

Two directors'and four principals (authorities) from the populations were selected by the researcher on the basisof their School hand ball performance (see theAppendix).

Concerning why students did not actively participate in handball activities such as pair/group discussions, role play/ drama, interview, oral report anddebating, almost all the respondents said that they were not given chances dueto the fact that teachers usually insisted on teaching aloud andcompleting them with suitable expressions. The data from teachers' observation also indicated that they usually did activities related with dialogues. Asked if the students could learn hand ball skills andcompleting them with suitable expressions, both of the directors and principals answered that theydid not benefit more advantages from doing such activities. The students' observationalso showed that the advantage of using technique over other activities was for no reason.

Regarding why students did not use supplementary materials at their home(home areas) to learn speaking skills, the majority of the respondents said thatthey did not learn such strategies to help them develop the abilities. Some ofthe students also said that because they were not given activities related tothose materials, they did not have reasons to spend time in learning speakingin such ways. However, Nunan (1991) suggests that the students need to begiven regular and frequent opportunities to use language freely, especiallyoutside the classroom.

Asked if students made effort to learn speaking skills by their own, almost allthe respondents answered that they had little interest because they did notknow that strategy

helps them learn the skills. But few students said that they sometimes speak English with their family members and friends.

Lastly, concerning the role of teachers in teaching hand ball skills, almost all the respondents suggested that the teachers need to emphasize theory more than accuracy. This is because of materials in school. They also commented that teachers should use supplementary materials to help them teach skills in a meaningful and understandable way. Generally, the directors and authorities interview depicted that teachers were not playing active role in developing students' skills. The data indicated that they were using inappropriate techniques and strategies so that students developed poor performance.

#### 4.9. The Analysis of Classroom Observations

##### 4.9.1. The Role of Teachers in Teaching Handball Skills

To see if the teachers play their role effectively in teaching hand ball skills, a checklist was prepared and used during the classroom observations as follows.

**Table 14: Class room observation and the role of teachers**

No	Items	Teacher X				Teacher Y				Teacher Z			
		Day A		Day B		Day A		Day B		Day A		Day B	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Did the teacher introduce objectives of the topic?		√	√			√		√	√			√
2	Did the teacher write the topic of the lesson on the black board before starting presentation?		√		√		√		√		√		√
3	Did the teacher attempts to use different instructional methods of hand ball to encourage students' participation?		√		√	√			√		√		√
4	Did the teacher give equal attention for all corners in the class room?		√	√			√		√		√		√
5	Was there any miss understanding of some content element by the teacher when teaching?		√		√		√		√		√		√
6	Did the teacher summarize important concepts of the lesson?		√		√		√		√		√		√
7	Is the teacher providing immediate help for students during group work?		√		√		√	√			√	√	
8	Arranging and organizing group discussion		√		√		√		√		√	√	
9	Guiding and supervising pair or group discussion		√		√		√		√		√		√
10	Advising to use your ability through learning basic skill of handball		√		√		√		√		√		√

As mentioned in the third chapter of this paper successive classroom observations were

made to see the classroom practice of teaching learning process skills. The observations were made according to the checklist prepared for this purpose as shown above.

The checklist was used and filled for all of the days separately for the three classes of study. But the final data were presented as depicted above. As it can be seen from the checklist, the three teachers were presenting the lessons traditionally, mainly through explanation, for all of the Observation days. They were not seen selecting the new material to be learned (expressing certainty and uncertainty, asking for and giving opinion commands and requests, and telling stories) through supplementation and modification based on what is given in the textbook. Even though many writers (Richards and Rodgers, 1986; McDonough and Shaw, 1993; Brumfit, 1979; Cunningsworth, 1979; Hutchinson and Torres, 1994; Acklam, 1994) tell us to supplement lessons with teaching aids available (cassettes, radio, DVD, CDs and other teacher made materials such as charts, tables, diagrams and models), three of the teachers did not use them in presenting the lesson. Additionally, three of them were not seen presenting and managing the lesson by using appropriate time. They spent much of the time presenting the lesson, as mentioned above, mainly through explanation.

Moreover, the teachers were not seen giving each of the performers a chance to participate in the practice. Even though this is partly due to the teachers were repeatedly seen giving some chances only to high achievers in the class. Three of them were not seen using monitoring mechanism to see that the performance of the learners is satisfactory. The main activities done in the class and field were seen to be asking and answering questions traditional way of teaching.

#### **4.9.2. The Role of Teachers in Using Teaching Strategies**

**Table 15: Field Observation and strategies used by teachers**

No	Items	Teacher X				Teacher Y				Teacher Z			
		Day A		Day B		Day A		Day B		Day A		Day B	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Handball field		√		√		√		√		√		√
2	Handball and net		√		√		√		√		√		√
3	Water facilities		√		√		√		√		√		√
4	Whistles, cone and other practical materials		√		√		√		√		√		√
5	Clinic		√		√		√		√		√		√
6	Room for changing clothes		√		√		√		√		√		√
7	Toilets		√		√		√		√		√		√
8	Presenting the new skills need to practice in systematical and meaning full way		√	√		√	√		√		√		√
9	Giving chances to participate in different activities		√		√	√			√	√			√
10	Giving appropriate amount of practice		√	√		√	√		√		√		√
11	Monitoring performance to see that it is satisfactory		√		√	√		√		√		√	
12	Providing with activities to create changes.		√		√		√		√		√	√	

Regarding the strategies teachers used to develop ability of the students, they were rarely seen to help learners discover what ways of learning work best for them. No one was observed helping learners find quick ways of recalling what they have learned, for example, through experiences and personal memories. Above all, even though scholars urge the application of strategies to help learners ask for error correction and help them to learn from the error they make (Rubin and Thompson, 1982, Hall, 1997; Lessard-Clouston, 1997), no teacher was seen helping his/her learners.

The data from students' interview also showed that teachers were not using effective strategies such as using gestures and others to teach speaking skills. They were not seen teaching speaking strategies which help students guess the meaning of new vocabularies in their day to day speech.

However, Rubin and Thompson (1982) suggest that teachers should teach their students speaking strategies which enable them to use the language in the real life communications.

Generally, three teachers were observed not using effective teaching strategies which help the learners develop speaking skills.

**Table 16: Checklist for Identifying the Role of Students**

Do students do the following?

No	Items	Teacher X				Teacher Y				Teacher Z			
		Day A		Day B		Day A		Day B		Day A		Day B	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Inter change ideas outside the classroom.		√		√		√		√		√		√
2	Ask teacher for clarification when I don't understand what he/she says.		√		√		√		√		√		√
3	Participate in pair and group work.		√		√		√	√			√	√	
4	Ask teachers or class-mates for correction of errors in their learning.		√		√		√		√		√		√
5	Listen to the discussion and report back to the class.		√		√		√		√		√		√
6	try to correct when they feel that not using the correct form while learning		√		√		√		√		√		√
7	They practice ways of developing skills.		√		√		√		√		√		√
8	they talk and share ideas about handball learning problems and effective strategies with their teacher and classmates		√		√		√		√		√		√
9	they evaluate their weaknesses and strengths in handball		√		√		√		√		√		√

Rubin and Thompson (1982) recommend that students need to use different strategies to develop skills. However, the students were observed to be almost passive. They were

rarely seen asking and answering questions. They were hardly observed taking active participation in the pair/group work. It could be seen that they showed little individual effort and interest toward the existing work/activities. Almost no students were observed reporting the result of their discussion to the class. The learners were observed using a limited number of strategies to learning of hand ball. None of the students asked for error correction and help. Moreover, no one was observed using different styles and techniques. This indicates that the students were also making less effort to learn handball skills efficiently and effectively.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATION**

#### **5.1. Summary**

This part was to assess the study on the constraints and challenges of handball teaching: in cases of SH/P/S and T/W/P/S in focus grade 12<sup>th</sup> and to suggest possible solutions. To this end, the study tries to answer the following basic questions:-

- ❖ What are the constraints that affect teaching of handball?
- ❖ What strategies do the schools use to minimize these problems?
- ❖ Are there materials and equipments for teachers and students to carry out handball teaching the school effectively?
- ❖ To what extent the school communities have understanding about the use of handball?

Based on the data analysis the following major summary was obtained:-

- Students' class room and field participation in hand ball is unsatisfactory; the finding in the study indicates that the majority of the hand ball students responded that they do not participate in asking or answering in the class of handball. Similarly, teachers' respondents confirmed that, handball student's low participation in both theoretical and practical classes.
- The problems of curriculum designed and organized in handball; of the teacher respondents responded lack of instructional materials' the remaining one is not giving due to attention the subject area and lack of skilled power. Regarding the curriculum development of handball, the directors, woredas, and zones experts suggested that during the development of the curriculum handball teachers and other handball specialists should take part in designing the curriculum to reduce hand ball constraints.
- Thus, teachers' participation in curriculum development is crucial in any system of education, this in turn would help to promote the commitment, moral of staff to implement the curriculum in the desired manner.

- Family support in students' participation in handball activities the majority of respondents replied family did not get support students. This may contribute to low participation of students in handball activities.
- The constraints of students participations in handball activities;-
  - Lack of educational back ground, knowledge and understanding about students' participation in handball activities.
  - Lack of students understanding and attitudes towards handball.
  - Lack of encouragements of administration and employees towards students' participation in handball teaching learning process.
  - Low attitudes of teachers towards participation of students.

According the ministry of education (MOE, 2002: 18) school facilities includes water, clinic, library and pedagogical center. These materials are required to be proportional to the number of teachers and students in the school. However, in both of SH/P/S and T/W/P/S the facilities and materials were very low and most of them are not existences. For example;-

- Teacher guides not existence.
- Shortage of practical hand ball field.
- In adequate practical equipments. Such as, handball, nets, whistles, cone and other practical materials.
- Absence of water facilities and clinic.
- Shortage of reference book in the libraries and room for changing clothes.
- The students have low perception and interest of learning handball.

## 5.2. Conclusions

From all that has been discussed and analyzed so far, the following conclusions have been drawn:-

- The students' participation in both theoretical and practical class is low.
- Hand ball teachers did not give attention for handball course; not discusses issues with students' life activities and environmental realities.
- Equipments and materials (resources) that can help the teacher in bringing about an intended desirable behavioral change in students was not enough. For example:- practical teaching materials, clinic, water facilities, changing cloth room in handball activities for students to practice which hinder the perception of them.
  - ❖ In steady of the above reasons;the majority of the students were not interested to learn hand ball. Therefore, it is possible to conclude that:-
- Lack of proper facilities.
- Poor educational background.
- Less participation in handball activities.
- Attention is not given by the principals and concerning bodies equally with other courses.
- Lack of back ground information and knowledge about handball.
- It is obvious that the role of handball teacher is to create the best conditions for learning. To do so, a teacher is expected to act differently in different situations. Concerning teaching handball, a teacher has to play his/her role in all stages (presentation, practice and production) actively. However, it was inversely understood.

### **5.3.Recommendation**

Based on the findings of the above conclusions the following recommendation were forwarded;-

- In order to make the curriculum effective; handball teachers, parents, the community at the large, NGOs and other concerned governmental offices should be involved during designing the curriculum of handball; which helps to balance and avoid unnecessary ideas in the text book.
- The majority of the selected schools have not clinic, water facilities and necessary equipments in their school compound. These create fear in the students mind and discourage participation in handball learning. Therefore the schools in cooperation with regional health office, the Red Cross, zonal and woredas' educational and sport office experts, parents and other concerned bodies should establish those facilities in the school to give first aid and teach about health and how to protect themselves from injury.
- To increase students' participation in handball activities by giving handball course properly, by increasing students' understanding and interest; encouraging students' to the administration and hand ball teachers; by preparing handball competitions.
- To increase practical and theoretical interaction, teachers have to motivate and encourage handball students' to develop positive attitude and to participate in asking and answering questions in handball classes. During observation some of the existing facilities were:-
- Inadequate and the others not existence. Therefore, be facilitated by using the government and societies resource investigating on building class rooms to reduce over crowdedness' in hand ball field, hand ball materials, making available water supply, building cloth changing rooms, teacher guidelines, text books and other hand ball materials.
- To develop positive attitudes of students; the handball teaching learning

process should be related to their needs and interest. Therefore, as much as possible the concerned bodies should give attention and motivate the students according to their own needs and objectives of the handball course.

- Directors, experts and principals have to control, evaluate and encourage handball teachers to teach properly and start the class on time; in addition to produce and utilize relevant instructional materials which are locally made to promote the teaching learning process in the field of study.
- In general handball materials and handball field discourage the students'. Therefore, the schools should allocate budget to purchase handball materials to construct handball field, to prepare handball competitions' and should include in their annual plan.

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**APPENDIX A**

**ADDIS ABABA UNIVERSITY**

**SCHOOL OF GRADUATE STUDIES  
COLLEGE OF LIFE SCIENCE  
DEPARTMENT OF SPORTS SCIENCE**

**Questionnaires Prepared for Preparatory Students'**

**Dear students';-**

This questionnaire is designed to collect information for research purpose only. Its objective is to assess your opinions on the problems of handball teaching and students attitude in Tulu Wayu Preparatory school grade 12<sup>th</sup> in focus. I kindly request you to give your genuine response for each of the questions. All information and data you provide will be used only for the purpose of this academic study.

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

**Thank you in advance kindly for your cooperation.**

**PART I**

**Instruction; - Write your own back ground information on the space provided.**

Region\_\_\_\_\_

Name of school\_\_\_\_\_

Zone\_\_\_\_\_

Sex\_\_\_\_\_

District\_\_\_\_\_

Grade level\_\_\_\_\_

Sub city\_\_\_\_\_

Age\_\_\_\_\_

**PARENT LEVEL OF EDUCATION**

**Level Father**

**Mother**

No schooling any kind	_____	_____
Read and write	_____	_____
Primary (1-8)	_____	_____
Secondary (9-12)	_____	_____
Certificate, diploma & above	_____	_____

1. Do you have a positive attitude towards learning of handball? A. yes B. Partially yes C. No Please, justify the reasons for your answer \_\_\_\_\_
2. Do you have interest to study the handball profession in future? A. yes B. partially yes C. no please, gives the reasons \_\_\_\_\_
3. Does your handball teacher start lesson on time? A. Yes B. No C. Not at all
4. How often does the handball teacher relate their lesson with your life activities or environmental realities? A. Frequently B. Rarely C. Not at all
5. How does your handball teacher know whether or not you understand the lesson he or she teach in the class room? A. By asking questions one by one B. By writing for “yes” or “no” answer C. By asking “are these questions?” D. If there is any other methods or mechanisms please specify it \_\_\_\_\_
6. How often do you discuss issues related to the teaching learning process of handball teacher? A. Frequently B. Rarely C. Not at all
7. Can you ask your teacher when they explain, demonstrate and practice to repeat the class work and practical activities?

A. Yes      B. No      C. Some times

8. To what extent you use references book for studying of handball subject from the school library?

A. Frequently    B. Rarely      C. Not at all

9. Do parents support available handball materials, to their daughters to participate in sport activities? A. Yes      B. No      C. Rare

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

A. Yes      B. No      C. Not enough

11. How do you rate the availability of reference for hand ball in the school library?  
A. Adequate    B. In adequate    C. Not existent

1. To what extent the participation of you in handball lesson during theoretical and practical session?

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

2. Do you believe that the participation of students in handball activities can contribute for your health and improvement of the country? A. Yes    B. No    C. Partially I believe    D. I don't know

3. What is your feeling or perception about teaching learning process of handball in your school? Please, specify  
berefily\_\_\_\_\_

4. What do you recommend to improve the teaching learning process of handball?  
\_\_\_\_\_  
\_\_\_\_\_

5. How your teachers advise you when you are learning?\_\_\_\_\_

6. Arranging and organizing your group?  
A. Very high    B. High    C. Very low    D. Low

7. Providing you with different activities? A. High    B. Low    C. Unknown

8. Monitoring your performance to see that is satisfactory?  
A. Very high    B. High    C. Low    D. Very low

9. Giving you chances to participate in learning process?  
A. High    B. Medium    C. Low

## **PART II**

**Techniques and strategies' used by the teacher**

### 2.1. Techniques used

The following statements are about techniques used by handball teachers to teach effectively and efficiently. Read each statement carefully and respond according to your teacher by putting a tick mark (p) under the alternative given in front of each statement to indicate how frequently your teacher uses them to teach you.

**KEY;** - use always (5), usually (4), sometimes (3), never (2) and I don't remind (1)

No.	Items	5	4	3	2	1
1.	Group discussion					
2.	Dialogues or conversation					
3.	Questions and answers					
4.	Translations					
5.	Instruction					
6.	Panel discussion					
7.	Oral report					
8.	Story telling					
9.	Interview					
10.	Role play and drama					

### 2.2. Strategies used

The following are strategies used by handball teachers to teach handball skills. Read them carefully and put a tick mark (p) under the corresponding column.

**N.B.** strongly disagree (1), disagree (2), undecided (3), agree (4) and strongly agree (5)

No.	Items	5	4	3	2	1
1	Helps me to discover what ways of learning best for me in handball.					
2	Designs me with different ways of using passes					
3	Helps me keep on talking through teaching me such as using gestures.					
4	Helps me find quick ways of recalling what I have learned by particular contexts and personal experience.					
5	Helps me ask for error correction.					
6	Encourages me to learn handball outside the class room or school					
7	Provide me to know the basic skills of handball.					

### **PART III**

#### **Teaching materials or resources used to teach handball**

**Instruction;** - please, mark with a tick (p) response in only one of the three alternatives by assessing the availability of facilities and materials in school.

No.	Items	Adequate	In adequate	Not existence
1	Handball field			
2	Handballs and net			
3	Water facilities			
4	Desk and chair in the library			
5	Desk and chair in the class room			
6	Whistle, cone and other practical work materials			
7	Chalk board in the school			
8	Student text book			
9	Clinic and room for changing clothes			

### **PART IV**

### Different activities used

**Direction;** - Rate the activities of students in handball class in comparing with other subjects or disciplines such as Biology, chemistry, Football, basketball, volleyball and extra.

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

### PART V

#### STUDENTS' ROLE

**Instruction;** - The following are strategies used by learners to develop handball learning process. Read them carefully and decide whether you use or not use them when you are learning.

**N.B.** 5(always), 4(usually), 3(sometimes), 2(rarely) and 1(never)

No.	Items	5	4	3	2	1
1	I speak about handball about hand ball outside the class room					
2	I ask my teacher for clarification when I don't understand what he/she says.					
3	I participate in pair and group work.					
4	I ask my teacher or classmates for correction of errors in my learning.					
5	I listen to the discussion and report back to the class.					
6	I try to correct myself when I feel of practice handball.					
7	I plan my way of developing handball learning process.					

**THANK YOU IN ADVANCE!**

**A X B**

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
COLLEGE OF LIFE SCIENCE  
DEPARTMENT OF SPORTS SCIENCE**

**Questionnaires prepared for physical education teachers.**

**Dear teachers;-**

The purpose of questionnaires is to gather the available data as study on the problem of handball teaching and students interest in SH/P/S and T/W/P/S in focus grade 12<sup>th</sup> aimed at detecting to assess the problems in handball teaching and learning process.

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

**Thank you in advance for your cooperation!**

**Back ground information**

**Instruction one;** - Please back ground information on the space provided.

Region\_\_\_\_\_

Sex\_\_\_\_\_

Zone\_\_\_\_\_

Age\_\_\_\_\_

District\_\_\_\_\_

Qualification\_\_\_\_\_

Sub city\_\_\_\_\_

Grade level\_\_\_\_\_

Name of school\_\_\_\_\_

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

**PART ONE**

**WAY OF TEACHERS IN HANDBALL TEACHING**

**Instruction;-**Please, Respond for the following questions either by circling the letter of your choice or writing a complete answer on the space provided.

1. Are there adequate materials for students to participate in handball activities? A. yes  
B. Partially yes C. No D. I don't know
2. How do you rate the problem of equipment and facilities of handball when compared with other subjects? A. satisfactory B. Not satisfactory C. Undecided

If your answer to the above for number “2” is “B” please, describe the problems \_\_\_\_\_  
\_\_\_\_\_

3. Do you believe handball activities can integrate with the community interest? A. Yes B. No  
B. I don't know

4. Do you believe handball course had equal perception to other courses by school administrators and school community? A. yes B. Partially yes C. No D. I don't know

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

If your answer for number “5” is “c” which one of the problem is it? A. skilled man power B. less attention to the subject area C. instructional materials D. lack of syllabus relevance with the existing condition

6. What is your opinion about students' interest in handball activities both theoretically and practically? A. Low B. Medium C. High D. Very high

If your answer to number “6” is “a” or “b” please mention the reasons  
\_\_\_\_\_  
\_\_\_\_\_

7. How do you examine the number of periods you teach in a day or a week with your teaching effectiveness? A. under loads B. fair loads C. Over loads  
Based on your response mention the advantages or disadvantages of it \_\_\_\_\_  
\_\_\_\_\_

8. Is there enough hand ball playing area or field in school? A. Not enough B. Yes C. No

9. To what extent the participation of students' compared in hand ball activities with other disciplines? A. equal participation B. Low C. Medium D. High E. Very high

10. How do you often hold department meeting in relation to teaching learning of your respective subject? A. Frequently B. Rarely C. Not at all

If your answer is “A” or “B” to the above question describe the advantage you gain from it?  
\_\_\_\_\_  
\_\_\_\_\_

11. In your school what are the major challenges that hinder the effective teaching learning process of hand ball?  
\_\_\_\_\_  
\_\_\_\_\_

12. How did handball students' perceive the discussion, question and answering held in the class room and practical class? A. low B. Medium C. High D. Very high
13. How do you often suggest or instruct students' to use reference materials for your respective hand ball class? A. Frequently B. Rarely C. Not at all
14. What do you recommend in order to enhance the participation of students in school and with in the country?  
 A. Arranging handball competition B. Change of attitude at school level  
 C. Inviting role model know hand ball player in sharing their experience through mass media D. Encouraging students to participate in hand ball activities
15. What do you recommend to improve the teaching learning process of handball and to change students' interest in your school?

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**PART TWO**

**Problems that hinder students' participations in hand ball activities.**

**INSTRUCTION;** - Rate the factors that hinder students not t participate in handball activities.

No.	Items	High	Average	Low
1	The attitude of teachers towards the participation of students in handball teaching earning process.			
2	Negative attitude of community, religion and the culture towards participation of students in handball activities.			
3	The encouragement and understanding of administration employees towards students' participations.			
4	The knowledge of teachers towards the participation of students in handball teaching learning process.			
5	Facilities and equipments in the school.			
6	Attitudes of students themselves towards the subject matter.			
7	Skilled human power with the discipline			

**PART THREE**

**CONCERNING MATER**

**D FACILITIES IN THE SCHOOL**

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

No	Items	Adequate	In adequate	Not existence
1	Teachers guide			
2	Chalk and board in the class			
3	Handball field			
4	Whistle, cone and other practical work materials			
5	Handballs, posts and net			
6	Room for changing cloth			
7	Students' text book			
8	Tables and chair for teachers'			
9	Desk and chair in the library			
10	Clinic			
11	Water facilities			
12	Notice board in the school			
13	Desk and chair in class room			

**THANK YOU!**

**APPENDIX C**

**ADDIS ABABA UNIVERSITY  
SCHOOL OF POSTGRADUATE STUDIES  
COLLEGE OF LIFE SCIENCE**

**DEPARTMENT OF SPORTS SCIENCE**

**An interview prepared for school directors and principals**

**Dear directors and teachers;-**

This interview is designed to collect information for research purpose only. Its objective is to assess your opinions on the problems of hand ball teaching and students attitude in Tulu Wayu Preparatory school grade 12<sup>th</sup> in focus. I kindly request you to give your genuine response for each of the interviews. All information and data you provide will be used only for the purpose of this academic study.

**Thank you in advance kindly for your cooperation.**

In Oromia region Horo Guduru Wollega zone Abe Dongoro District specifically T/W/P/S and SH/P/S grade 12<sup>th</sup> in focus an interview guide line prepared to preparatory school teachers and school directors.

1. What do you suggest with regards to students' activities, participation and the necessary facilities that are crucial for the teaching learning process of hand ball?
2. Is there any problem that the teaching materials and other sources' of teaching aids affect students in teaching learning process? What do you suggest as a solution to those problems affecting hand ball teaching learning process?-

---

3. What do you think about the role of nongovernmental organizations, parents and the society in designing hand ball curriculum?
4. Is there a place for students' where they can change their clothes', where they can wash their bodies, toilets and other necessary materials in your schools to make them participating in hand ball activities' ?
5. What is specific assistance that is given to improve and develop about attentions of hand ball in your school?
6. Do you think that the society, family, school administration workers and schools principals have the roles to motivate the participations of hand ball students in school out of the school competition?
7. Do you have additional comments on the overall teaching and learning process of hand ball in preparatory grade level?\_\_\_\_\_.

**Appendix D**

Class Room Observation

**OBSERVATION CHECK LIST**

Region\_\_\_\_\_

Zone\_\_\_\_\_

District\_\_\_\_\_

Sub city\_\_\_\_\_

Name of school\_\_\_\_\_

Subject\_\_\_\_\_

Grade\_\_\_\_\_

No. of class observed\_\_\_\_\_

No.	Lesson presentation variables	Yes	No
1.	Did the teacher introduce objectives of the topic?		
2.	Did the teacher write the topic of the lesson on the black board before starting presentation?		
3.	Did the teacher attempts to use different instructional methods of handball to encourage students' participation?		
4.	Did the teacher give equal attention for all corners in the class room?		
5.	Was there any miss understanding of some content element by the teacher when teaching?		
6.	Did the teacher summarize important concepts of the lesson of hand ball?		
7.	Is the teacher providing immediate help for students during group work?		
8	Arranging and organizing group discussion		
9	Guiding and supervising pair or group discussion.		
10	Advising to use your strategies to teach basic skills of handball		

## Appendix E

### Field vation

Availability of Teaching Materials and Teachers Role in the Field While Teaching

## Handball

No.	Items	Availability		
		Adequate	In adequate	Not existence
1.	Handball field			
2.	Handball and nets			
3.	Water facilities			
4.	Whistle, cone and other practical materials			
5.	Clinic			
6.	Room for changing clothes			
7.	Toilets			
8.	Presenting the new skills need to practice in systematical and meaning full way			
9.	Giving chances to participate in different activities			
10.	Giving appropriate amounts of practice			
11.	Monitoring performance to see that it is satisfactory			
12.	Providing with activities to create changes.			

## DECLARATION

I confirm that this thesis is my original work, under the advice of Mebratu Belay (Asst. professor) which has not been presented in any other University and all sources of

materials used for the thesis have been duly acknowledged.

Name;Takele Tefera

Signature;-\_\_\_\_\_

Date of submission; - \_\_\_\_\_

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

Name; - Mebratu Belay (Asst. professor)

Signature;-\_\_\_\_\_

Date of Approval;-\_\_\_\_\_