

***CHALLENGES OF DEVELOPMENT OF YOUTH HANDBALL CLUBS: THE
CASE OF BODITTI TOWN IN WOLAIYTA ZONE-SOUTH NATION
NATIONALITIES AND PEOPLE REGION***

BY

ENDRIAS FERENJ

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

AUGUST, 2006

ADDIS ABABA

***CHALLENGES OF DEVELOPMENT OF YOUTH HANDBALL CLUBS:
THE CASE OF BODITTI TOWN IN WOLAIYTA ZONE -SOUTH NATION
NATIONALITIES AND PEOPLE REGION***

BY

ENDRIAS FERENJ

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

AUGUST, 2006

ADDIS ABABA

*Addis Ababa University
School of Graduate Study
College of Life Science
Department of Sport Science*

*Challenges of Development of Youth Handball Clubs: The Case of Boditti Town
in Wolaiyyta Zone- South Nation Nationalities and People Region*

*By:
Endrias Ferenj*

Approved by board of examiner

_____	_____	_____
Chair person,dept,Graduate committee	Sign	Date
_____	_____	_____
Advisor	Sign	Date
_____	_____	_____
Internal Examiner	Sign	Date
_____	_____	_____
External Examiner	Sign	Date

ACKNOWLEDGEMENTS

First and for most would like to thank my almighty God for helping me accomplish this study. My greatest gratitude also should be given to my advisor Dr.ShalemikaelBizuneh who devoted his precious time to make this study sensible. Again my heartfelt thanks go to AtoBahiluTeskaye for his unreserved Moral, economic and material support for me during study. .My special thanks also go to Boditti secondary and primary school physical education teachers, MelesZenawi Memorial school physical education teacher, Boditti town sport office youth and sport exports, who co-operate me during the study and data collection process.Finally, I would like to express my deepest gratitude to my best family W/r shewayeSileshi, AtoDebisaDeno and to all others whose names are not mentioned here for their unreserved spiritual, moral, economic and Material support for me during study.

ABSTRACT

The purpose of this study was to assess the challenges of the development of youth handball club: focusing on some selected weredas handball club in wolaytta zone S.N.N P.R.To realize this purposes,five basic questions regarding the assistance given to coaches,coaches attitude towards the program,why and how coaches practice the program,the effects of the program on the daily activities of trainee and challenges affecting the effective implementation of the program were asked.To address these questions, the descriptive survey methods was employed.The subject in this study were 45(18.66%) trainee 2(40%) coaches of the respective field 4(100%) of sport office leaders and 2(100%) school directors selected from the total population of 249(100%). .As a method of data gathering tools questionnaire, interview, observational checklist analysis were employed. To analysis the collected data both quantitative and qualitative methods such as descriptive statement and frequency counts, and percentage were on use respectively.The quantitative data were first edited,organized and tabulated and then analyzed by using frequency and percentage.The qualitative data were analyzed as they were understood by the researcher.The result of data analysis and interpretation indicated that the support given to coaches and trainee of handball clubs of twoweredas was low.The major constraints associated with lack of coaches qualification, lack of adequate facilities, lack of knowledge of handball game and trainees problem were found through the clubs. To overcome this problems, the following recommendations have been forwarded .This are working with all stakeholders as to solve the problems of facilities,working with sport offices leaders, find fund and communicate with trainees family, on require bases on job training should be offered for coach, once equipment as well as qualified man power and the clubs should open its door for individuals and clubs with responsible cost to develop the club.

Key Terms:*Handball, Handball Club, Challenges, Development, Training Methods, Coaching Approaches, Training Equipment, Proper Facilities, Effective Implementation.*

TABLE OF CONTENT

ACKNOWLEDGEMENTS.....	i
ABSTRACT	ii
TABLE OF CONTENT	iii
LIST OF TABLES	vi
LIST OF FIGURE.....	vi
ACRONYMS.....	vii
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	3
1.3 Objectives of the Study.....	4
1.3.1 General Objectives	4
1.3.2 Specific Objective	4
1.4 Basic Research Questions	5
1.5 Significance of the Study	5
1.6 Delimitation of the Study.....	5
1.7 Limitation of the Study	6
1.8 Operational Definition of Terms	6
1.9. Organization of the Study	6
CHAPTER TWO	8
REVIEW OF RELATED LITERATURE	8
2.1 Characteristics of Handball	8
2.2 The Development of Handball in the World.....	8
2.3 The Major Challenges of Handball Development.....	11
2.3.1 Lack of Proper Facilities.....	11
2.3.2 Large Number of Trainees.....	12
2.3.3 Inappropriate Training Methods	13
2.3.3.1 What is Training?.....	13

2.3.3.2 Main Tasks of Training.....	15
2.3.4 Lack of Qualified Coach.....	15
2.3.4.1 Roles of Qualified Coach.....	16
2.3.4.2 Coaching Styles.....	17
2.3.4.3 Coaches Communication.....	21
2.3.4.4 Coaches Plan.....	23
2.3.4.5 Planning Training Session.....	25
2.3.4.6 Outline of Training Session.....	25
2.3.5. Trainees Problem.....	25
2.3.5.1 Player Discipline.....	26
2.3.5.2 Benefits of DisciplinaryPlayers.....	26
2.3.5.3 Educating Your Players.....	27
2.3.6 The Role of Players in Handball Game.....	28
2.3.7 Economic Status of Parents.....	29
2.3.8 Lack of Support for Handball Trainees.....	29
2.3.8.1 Fund Raising.....	29
2.3.9 Lack of Knowledge about Handball Game.....	31
CHAPTER THREE.....	33
RESEARCH METHODOLOGY.....	33
3.1 Research Methods.....	33
3.2 Source of Data.....	33
3.3 Population and Sampling Technique.....	33
3.4 Data Collection Instruments.....	33
3.4.1 Questionnaire.....	34
3.4.2 Interview.....	34
3.4.3 Observation.....	35
3.5 Data Collection Procedure.....	35
3.6 Methods of Data Analysis and Discussion.....	35
CHAPTER FOUR.....	36
DATA ANALYSIS AND DISCUSSION.....	36
4.1. Introduction.....	36

4.2 Background Information's of the Respondents.....	36
4.3 The Economic Status of Trainers Family	39
4.4 Analysis of Boditti Town Sport Office Leader's Response.....	44
4.5 Analysis of Boditti Preparatory and Secondary School and Meles Zenawe Memorial School Principal's Responses According to Handball Course and the Game	45
CHAPTER FIVE.....	47
CONCLUSION AND RECOMMENDATIONS.....	47
5.1. Conclusion.....	Error! Bookmark not defined.
5.2 Recommendations.....	49
REFERENCES.....	51
APPENDIX-1.....	(53-62)

LIST OF TABLES

	Pages
Table4. 1: Respondents in Sex, Age, Grade and Qualification	37
Table4. 2: The Economic Status of Trainer’s Family	40
Table4. 3: Background Knowledge of Respondents about Handball	40
Table 4.4: Analysis of Trainer’s Responses According to Facilities of Training	41
Table4. 5: Analysis of Trainee’s Responses According to Training Methods	41
Table4. 6: Analysis of Trainees Support According to Handball Training.....	42
Table4. 7: Analysis of Coaches’ Response According to Training	43
Table4. 8: The Main Strategies of Boditti Town Sport Office Leaders are that Minimize the Challenges of the Development of Boditti Town Youth Handball Club	44
Table4. 9: Two High School Principal’s Respondents According to Handball Course and about the Game in the School	45
Table4. 10: Observation Checklist for Handball Club Trainee’s Equipment and Facilities of the Field for Boditti Town.....	46

LIST OF FIGURE

	Pages
Figure 4.1: Fathers education level.....	38
Figure4. 2: Mothers education level.....	39

ACRONYMS

AFL	Australian Football League
AV	Available
BC	Before Christ
IHF	International Handball Federation
NV	Not Available
PV	Partially Available
SNNPR	South Nation Nationalities and People Republic
SPSS	Statistical Package for Social Science.

CHAPTER ONE

INTRODUCTION

This chapter represents the basic aspects that could give essential information on the general knowledge of the study. It describes the back ground of the study, gives some highlights pertaining to what the problem is about, identifies the significance and limitation of the study, and provides operational definitions as used in the research documents.

1.1 Background of the Study

Handball is essentially a simple game based on intelligent interposing. For youth players skills, techniques, tactics and good movement are most easily grasped in a simple form. However, the program of youth handball training should be capable of producing players who are beneficial to the main club. This can be achieved through the well organized youth handball development program.

According to Florida youth soccer Association (FYSA) Coaches handbook (2010:8) States the youth level where we need to realize that the game we play is not the "adult game". Age appropriate training is crucial at each age group to match the activities to their abilities, needs and individual characteristics. The game must be enjoyable for the player in order to keep enthusiasm high so they continue to the junior level. The activities need to be a purpose.

Thus, because of its impact on the development of youth handball players and their upgrading and contribution to the main clubs in relation to performance should be given due attention. It is the training which is being conducted by coaches that determine the performance of players and the development of main club status. Therefore, coaches are required to approach each training session with the well structured plan and method of training. Handball is a type of the game which is played by six field players and a goalkeeper pass a ball to throw in to the goal of the opponents team. The game is also played by both sexes. The main objectives of the game is to score the goal by moving the ball towards the opponents goal.

The dribbling and passing techniques of handball are very similar to those used in basketball. In spite of this, handball retains a unique nature that involves continuous play, body contact and movements. This makes the game attractive. In general there are large number of challenges which affects the development of handball through developing countries. These are lack of qualified coach, lack of facilities, lack of equipments, lack of support, lack of knowledge about handball game, lack of trainees interest... etc.

According to Antropol 34 (2010). History of Handball is a sport which is rapidly gaining more and more popularity and this is inevitable. Americans are accustomed to watching such sports as football, basketball, soccer and baseball. Team handball, combining aspects of handball, soccer and baseball, is one of the most popular sports in the world. The game is unique with a rapid and physical yet simultaneously skillful and strategic style of play. Team handball originated in the Berlie physical education school in 1919 with Professor Carl Schelenz and became an official Olympic sport in 1972. Since its beginning team handball has developed into a very popular game in Europe countries and is slowly becoming a recognized sport worldwide. Team handball is played by six court player (three back courts, two wings', and line player or circle runner) and goal keeper on each team, with two 30 minutes halves, on a court measuring 20x40m. Long term training processes in handball, along with appropriate selection, lead to formation of an optimal, specific bio-motor structure responsible for achievement of top performance in handball. Handball is very complex sport where successful performance depends on a number of basic abilities in particular strength, power, speed and endurance. Creativity in combination with speed and strength as well as coordination makes these sports very attractive but tough to play. The manifestation of these characteristics and their mutual interactions of interest a large number of scientists around the world and force them research this field. During the past years coaches have recognized the value of scientific research and are becoming more and more open to scientific approaches and to results obtained from such researches. Handball has becoming one of the most interesting topics for researches, due to various movement patterns and different level of abilities required to top level results (Ibid).

In general there are many challenges of the development of youth handball club and the interest of the training that govern handball are also a drawback for its complexity and lack of interest by the trainers. In the school the focus and concern of handball is development of physical, social,

emotional, moral and teaching of skill, the acquisition of knowledge and the development of attitude through movement and as a result it contributes much to process. Some of these challenges of the development of youth handball club of Boditti town are handball courses is not given in the lower grade school, the lack of qualified coaches, lack of facilities, lack of trainers interest, lack of know how about handball at the young age and lack of families support. For example in Europe's at schools and setting of programs for children about 7 years of age could be argued to be a good approach in order to boast the dominance of handball in various countries. The sooner start the sports, the more likely you are to continue the sport. At a young age like this, it is also important for the child to enjoy what he or she is doing. If you are too serious about what you are doing, the child might get bored try another sport that is more fun. This is why it is important to have a qualified coach to teach handball. He or she needs to know how to deals with children in a good way, stimulating their sense making it fun to come to training. Once skill are more developed after a few years, one could get more serious about the sport, as by the time one could argue the player takes it more serious, wants to progress and develop, wants to win games and play handball at a professional level.

So in essence a good coach is crucial at the very beginning of a child development in handball. Moreover, to get a hold of good coaches', one need to make sure that there are good education for them either nationally or internationally, where skills and techniques can develop. Also, it needs to start from an early stage where interest is caught for handball, perhaps, first as a player and then at latter age, as a coach MohammadeElcadon(2008).

1.2 Statement of the Problem

In the implementation of coaching approach and training methods the researcher has seen practice challenges of coaching handball clubs. Focusing on some selected Boditi town handball club from wolaytta zone observed some complaint from training provider clubs not have on in depth understanding about modern training approach and lack of proper facilities that enables them to properly accomplish their mission. This shows that there are some problems which face handball trainers to implement effectively proper training .Moreover taking the experiences of the trainee's researcher in the consideration it can be said that the training approach is highly affected by shortage of qualified personnel, lack of appropriate training equipment, lack of

facilities to a given training standard and insufficient materials for training .Therefore the lack of this situation finally creates a difficulty on trainees and coach in terms of developing the training program and achievements of their objective. Taking there are all things in to account, the problems facing administers, coaches and handball trainees during the course of training due to various factors, such as training related to environment, personal; social, psychological and physical characteretc. Therefore found it timely and crucial to question how do training is practiced and what are the major challenges encountered sport office leaders, coaches and trainees. In order to meet the objective of the study the following research questions are addressed as a guide for treating the problem.What are the major challenges affecting the development of handball club in selected weredas?, To what extent sport equipment and facilities are available?In what actual administration and coaching is practiced?, and In what way training methods are applied?

1.3 Objectives of the Study

1.3.1 General Objectives:

- To assess the major challenges that influence the development of youth handball clubs in Bodittitown of Wolaiytazone in S.N.NP.R.

1.3.2 Specific Objective:

This study specifically has tried:

- To scrutinize the attitudes of sport officers towards the implementation of handball programs in the town.
- To identify the types of support that coaches obtain to apply in the hand ball training program.
- To assess the major challenges that hinder the effective implementation of handball training program in selected clubs in the town.
- To investigate the methods employed to practice handball training in the town.

- To examine the types of facilities and equipment available for handball training practices.

1.4 Basic Research Questions

The study would answer the following basic research questions.

- What attitudes do sport officers have towards the implementation of handball programs in the town?
- What are the types of support that coaches obtain to apply in the hand ball training program?
- What are the major challenges that hinder the effective implementation of handball training program in selected clubs in the town?
- How are the methods employed to practice handball training in the town?
- What are the types of facilities and equipment available for handball training practices?

1.5 Significance of the Study

This study has the following significance. This study may contribute to the challenges of the development of youth handball club in Boditti town.

- It gives an opportunity for coaches to be aware of the problem and help them to design strategies for implementing the suggested recommended points.
- It can also be used as the reference for the next generation.
- The result of the study indicates the challenges of the development of youth handball club and the interest of the trainees through the game.

1.6 Delimitation of the Study

This study should be conducted Boditti town Youth handball club. The study gives more attention to assess the challenges of the development of youth handball club in Boditti town because of time, research materials and other constraints.

1.7 Limitation of the Study

In conducting this study, the researcher has faced the following problems, which contributed the limitation of the study. These are, shortage of reference and research materials, time limitation and lack of knowledge about computer.

1.8 Operational Definition of Terms

1. Coach – is to give classes of sports or school subjects in training and instructing a person or a group of people. (athletes, games, actors etc.)
2. Club- is a team in which a number of individuals are engaged to the same end to contribute separate powers to or effect usually together in different sport events and some other areas.
3. Challenge- to call invite or summon to a content controversy, debate, or similar affair especially to invite to a duel,
4. Handball- is a dynamic popular and exiting sport that requires athleticism strength and stamina, great fitness and most of all team work.
5. Equipment- materials used to facilitate handball training session successful.
6. Training- is a long and complex scientific process.
7. Handball Coaching - A thorough knowledge of the physical basis of the tactical and technical elements of handball offers an adequate basis for conscious and systematic coaching work.
8. Youth- young people who played in under age 20 categories,

1.9. Organization of the Study

These studies consist of five chapters. Chapter one deals with introduction, statement of the problem, its significance, delimitation or limitation of the study and definition of key words. Chapter two deals with the review of related literature. The methods are dealt within chapter three. Chapter four is the discussion and analysis of data. Chapter five deals with summary, conclusion and recommendation of the study. Lastly, list of reference materials, questionnaires, check list and appendix that in the study was attached at the end of the paper.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter discusses about characteristics of handball game, the development of handball in the world, training methods of handball, coaching style, objectives, tasks and characteristics of training

2.1 Characteristics of Handball

Handball is a sport from the category known as sport games and is becoming more and more popular in the world. A relatively rapid learning of this game based on natural human motion has allowed it to be popularized quickly. The development of the game is also influenced by its attractiveness based in variable action and direct conflict with an opponent. Such conflict deals for a good physical preparation of a player. The competitors playing handball have a neat stature because all the body muscles are used in a game. Permanent motion where all the joints of upper and lower limbs work, develops and improves their range of motion. Intense and permanent physical activity generates changes in the central nervous system and in the muscles as well as in organs such as the heart, lung, liver, and kidneys. The handball game is not only influenced by physical fitness. As any physical activity it is performed and generated by thinking. A player has to in strenuous action rapidly see, retain, estimate, conclude and act relevantly. Two teams attempt to gain victory which is the object of the game. The players must follow all the fair play rules and sports regulation issued in order to keep the sportsmanlike. Handball is a team game, so it plays an important role in education. Players learn to cooperate with each other. A game must be tough but in accordance with the fair play rules. Team work and sportsmanlike conduct all these positive aspects and forms of conduct result - as time goes in socially acceptable behavior in everyday life. This is vital, educational aspect of playing handball.

2.2 The Development of Handball in the World

Handball is a well known sport in many countries in Europe. Where it is known to be most popular countries like Sweden and France. It is today the second biggest sport in Europe for men and for women. In countries such as France, handball is being developed amongst children at

young age, enabling to them to make living out of this sport at an older age. Outside of Europe handball is not as known and popular in Europe. MohammadeElcadon (2008).

Handball History. There are two stories where handball first started. One view is that it was invented in Germany back in 19th century. It was out door sport to keep players fit during the summer months. It was meant for football players and kicking the ball was forbidden, you were only allowed to use your hands(www.domdigger.com).

Another view is that handball can be traced back to the antiquity, where it started on a tombs tone in Athens, Greece in 1960 B.C.

The first handball game however, in our time, was played in 1917 in Germany and first appeared in the Olympics in 1936. Handballs governing body was formed in 1928 and was called Federation international Handball Amateur and was later in 1946, changed to today's international handball federation (IHF). Before 1940, it was very common that handball was played outdoors. In Copenhagen however, in 1940, it was brought indoor for the first time where it was played on a court a little bit larger than a basketball court and the indoor goals for the first time (ib.d).

A little bit smaller than the outdoor ones. Indoor handball flourished in Germanic countries (such as Germanic and Sweden) during these times. This is in essence, could be seen as an argument to why it is big in Germanic countries today. Today however, the indoor variant is far bigger than outdoor, which is rarely played any more. According to Salford handball (2010), handball has always been a sport dominated by European nations and it was played outdoors, it was mainly dominated by Germany, Austria and Denmark, as not many countries outside of Europe played the sport back then(Ibid).

This could also be seen as a key indicator to why it is more developed in Europe today and more recognized here, rather than outside of Europe. In the Olympic competitions, the three top nations in the women's team are Denmark, Korea and Russia and for the men there are Russia, Yugoslavia, and Sweden (London 2012.com). A conclusion one can draw from this is that, with the exception of Korea; all teams that have been proven to be the most successful in big competitions are European countries. In the late 19th century, handball was developed in

Denmark, Sweden, and Germany. It is used to play outdoors and it used to be called field handball. There are 7 millions players registered in the world today, means that handball actually could and should more recognized than it is today, having so many people playing the sport already.

According to MohammadeElcadon (2008)An aim of India handball, is to create a quarterly handball news magazine where the new of handball could easily be spread around the country. This way, people will find out more about that handball is about and could be seen as a good way of marketing. Coaching camps are also on the agenda, which could be beneficial as coaches will be more educated. Handball in India is quite known as well as developed, and recognized in Asia. And by doing this, in India will be more exposed internationally, handball could possibly be more developed in India. If India handball become more recognized abroad, children might see an opportunity to make their country more famous as they might want to pursue a professional career with in handball, where nationally or internationally. Handball India has great potential both nationally or internationally, where the India a representatives have been invited to the IHF, where obtaining new training techniques, training aids and international standard filed would be on the agenda.

Armature club in Africa, America and Oceania could be used as targets to develop and make them more recognized and brought in to a professional level, which later could then become more internationally known. Doing this one could argue, could be difficult, as hard work comes with it. But with right strategies and with hard work, it could work out. All in all, passion, hard work and skillfulness could be what it takes to make handball more recognized in other continents than Europe.

ZolatanMarczinka(1993)Africa has seven zones with seven presidential where they are working on the development of handball (Cahbonline 2012). It is a much known sport in countries such as Tunisia, Egypt, and Algeria but many of these players that play in the national team, actually play abroad at professional level, such as in France. Reason could be because of financial reasons but also because it is easier to get signed with a club there since the sport is more recognized and developed there. Other countries apart from the Africa countries mentioned are not very developed and recognized, which is unfortunate. Reason could of course be because of

other sports, such as volleyball and football, are dominating in this country. According to Mebratu Belay (1986), unpublished Handball was started in Addis Ababa University by foreigners. Then it went to military campus with the help of four Addis Ababa university teachers and handball dispersed throughout Ethiopia. In 1961 handball clubs were formed, and then in 1962 the Ethiopian handball federation was established. In 1964 Ethiopia became a member of the international handball federation (IHF). At that time handball was given as an integrated course in Kotebe College. At a time of Darge the handball game was played by men and women throughout the country. From 1978-1983 it was a competitive sport for youths in southern Ethiopia in the school and kebele. After that the game wasn't held continuously because of the lack of supporters and lack of facilities (Ibid).

2.3 The Major Challenges of Handball Development

Devorah Wuest (1994:14) states that: - challenges are numerous in all areas of teaching handball as one major part of the physical education program shares the advantage, disadvantage and the problems in all respects equally. "Secondary school physical education programs have been criticized by the public and professionals' criticism has focused on the worth of the subject matter, the outcomes related, the manner in which the program is conducted, and the contribution to the education of the students. Unfortunately, the criticisms obscure the fact that there are many outstanding programs of secondary school physical education being conducted throughout the nation. Dedicated teachers work hard toward achieving the desired outcomes for their programs, using a variety of approaches that adhere to the basic tenets of curriculum and instruction and are sensitive to the context in which they teach". The following are the main challenges of handball clubs in Boditti town, these are lack of proper facilities, large number of trainees, lack of training methods, lack of qualified coaches, trainees' problem, lack of trainees' interest, economic status of trainees' parents, lack of support to the clubs and lack of knowledge about handball.

2.3.1 Lack of Proper Facilities

Facilities are prerequisites and preconditions to run the training session smoothly and effectively. In order to improve performance in handball facilities should be considered and fulfilled at the onset of the club. Based on types and characteristics of handball, facilities are different and constructed and built for permanent use.

In regard to the above concepts Horne (1985:232) Noteol that “the physicaleducation program needs the dictate the quality and quantity facilities “.According Jesse and Williams (1964:107) in some huge schools the shortage of facilities are very real. They also emphatically explain there remain many communities and institution with the most limited facilities. on the influence that storage of facilities can flay claim they(Ib.d:441)further suggested, when facilities are lacking or merge as in innumerable school than class in physical education are held to class rooms corridors and basements. Such place limit the program and which facilities are lacking youth do not learn the skill and coordination that is essential for their development.

When handball fell shortage of the facilities required teachers will also be in a problem on this issue they (Ib.d) write it follows inevitably that lack of facilities has its effects up on the morale of teachers as well as on the teaching learning process the problems can in part be tackled in the necessary materials are available on this issue Perstarise and Sincliair(1978:210) wrote “a huge priority must be assigned to facilities that can meet the challenge since overcoming obstacles means creating a better situations without the help of facilities the realization of the objectives of physical education seems impossible on this regard. Evidently school facilities play an important role in creating conductive atmospheres to overall quality of teaching learning process. As explained by Sidentop (1991) a major responsibility of every handball teacher for is to provide a safe learning environment for students. Safety learning should be considered when planning but it is in the implementation of a lesson that safety be foremost. DarlySidentop (1991:209).

2.3.2 Large Number of Trainees

There are problems that large number of trainees should be in the training field, it should affects coaches to implement the correct training methods and it is difficult to control trainees

According to Knopp and Leonhard (1968:388) stated that the type of program, teaching methods available facilities affect that the size of the class.

Bucher and Koeing (1974:211) state that:-“the size of classes affects the number of teaching situation and equipment, the size of the area and the number of available teachers. They further suggested of (Ibid: 212) that the effectiveness of teachers will be seriously hampered if an excessive number of students”.

2.3.3 Inappropriate Training Methods

To train a young athlete one coach should know the training methods. This the training methods include training objectives, tasks and principles.

2.3.3.1 What is Training?

According to Dr.Dietrich Harre(1982).In general usage, the term “training is used to denote different things. In broad sense training today is used to mean any organized instruction whose aim is to increase man’s physical, psychological, intellectual or mechanical performance rapidly.

In the field of sport we speak of training in the sense of preparing sports man for the highest levels of performance. At present this term is used also in a broader sense, in strict sense, sports training is the physical intellectual, psychological and moral preparation of an athlete by means of physical exercise, i.e. by applying workloads. This definition is reflected by the expressions endurance training, strength training, training method, interval training, training condition, etc.

In the broad sense, sport training is the entire systematic process of preparation of athletes for the highest levels of athletic performance. It comprises all those learning influences and processes, including self tuition by the athlete, which are aimed at improving performance.

The special characteristics of various fields of physical education result in the pursuit of different objectives in sports training. In line with these objectives, sports training in all fields of physical education are aimed not only at improving performance but also at combating diminishing performance due to ageing so as to improve or at worse to maintain the mental and physical performance and motivation; sport training plays an important part informing an all-round personality.

Training for competitive sport is a particularly effective way of developing the personality. Its purpose is to achieve the lengthiest level of athletic performance measured by the yardstick of international achievement.

Working for the highest level of athletic achievement through sports training and competition develops the whole personality as a mental and physical entity. Training for competitive sport

should be conducted in such a way as to cover all these physical and mental qualities which the athletic needs in order to realize his goals by the integration of sports training and community education. The increased physical and mental capacity also enables the athlete to meet the wide variety of problems with which he/she is confronted in everyday life. For this reason, development of moral qualities, which not only determine sporting prowess, but which also constitute the norms and standards of socialist society, is one of the essential tasks of training. Sports training is a process of athletic improvements which is conducted on the basis of scientific principle and which, through systematic development of mental and physical efficiency, capacity and motivation enables athletes to produce outstanding and record-breaking athletic performance. The athlete's personality develops in accordance with the norms and standards of a socialist society through a positive and conscious approach to the problems arising in the course of training. Team sports like handball are favorite of boys and girls. But there are certain teaching and students interest problems which require special measures.

Accordingly to Bucher and Koenig (1974:257) states that "the problems are method of dividing between the teaching of skills and actual playing game itself and problems in specifying certain position team sports like handball and method on the problem of providing opportunities for creative thinking".

If the teaching process is to be effective class organization is key to success. The organization problem revolves around failure to manage with limited equipment and facilities to a large size class and failing to combine boys and girls during instruction (Ibid:261) they further suggest (Ibid:350) on the problem of class organization that flexibility in management of class should be a by word for all teachers because many unforeseen occurrences create interruption problem in the already established school routine. To avoid the problem that can possibly arise on the teaching learning process Clyknap and Leonhard (1968:277) suggested the criteria that should be set in selecting methods. These are in the method compatible with the goals sought? Are the methods used the best possible means of achieving the goals sought? Are the methods used the type of activities involved? Are the methods interesting to students

2.3.3.2 Main Tasks of Training

The object of training for competitive sport is to prepare athletes for the achievement of outstanding athletic performance in competition. For this reason the main tasks of athletic training based mainly on the specific requirement of sports competitions but also on the amount of training itself. These two aspects should be taken in to consideration because requirements are arising from the structure of competitive performance (performance structure) of individual sports are not fully consistent with training requirements. This is due to the facts that the volume and intensity of training is generally more variety than those of competition. Based on the performance structure, the main tasks of sport training consist improving and developing personal performance factors and the relation existing between these factors, which corresponding to the actual requirements of competition in specific events. The performance factors for the individual can be classified in to five groups, which can in turn be broken down in to individual performance factors: the athlete's personality, Physical condition, technique and co-ordination, technical ability and finally mental preparation. Which includes a knowledge of sport science. Dr. Dietrich Harri (1982) principles of sports training.

2.3.4 Lack of Qualified Coach

Every coaches need a variety of coaching methods to used as tools with their terms. When developing and executing appropriate and effective training session, it is helpful to consider different coaching methods. Coaches have a significance impact on both the quality of performance and the quality of enjoyment that players achieve in handball. Coaches largely determine whether the experience in handball is a positive or negative and whether the player gain or lose self-esteem. It is important that coaches develop a general approach or philosophy towards coaching that will ensure a consistent, positive impact on their players. Before establishing one club a responsible body should know about the importance of a coach. If there is lack of qualified coach the objectives of the club should not achieve a goal. If a coach holds qualification certificate he should implements correct coaching styles and philosophy.

2.3.4.1 Roles of Qualified Coach

The aim of the study is to analyze how coaches define their role and what impacts those social representations might have on their everyday activity. Based on a multi-dimensional model of coaches' role developed inside the dramaturgical framework, the focus of this qualitative, referential and performative levels.

According to AFL(2014) the coach of a club holds a dynamic and vital position within that club. Coaches represent players, officials and supporters as the figurehead of the club. The coach must be a leader, continually analyzing, studying, planning and assessing the game as it develops, while being aware of the capabilities of his/her team. The coach must strive to bring out the best result possible for the group of players under his/her direction and develop the team as both a group and as individuals.

The game's emphasis on running and possession handball has developed to an extent that at every level players are aware of the need to be fit, skilled and versatile. Players are expected to be able to adopt attacking and defensive roles regardless of the positions they play. It is the coach's responsibility to ensure the development of these attributes to a level equivalent to the age and ability of members of the team. The increased importance of tactics to maintain possession and restrict the opposition has placed even greater emphasis on the coach's role in creating a successful team. The coach must be able to communicate well with his/her team and create the correct environment for players to perform at their optimum level.

Coaches have many diverse roles which can vary in importance according to the age group of the team. In simple terms, the role of the coach is to plan, act and review. This is an ongoing process aimed at improving the qualities of the coach and the performance of players. The basic roles that an effective coach is playing as: **Manager** (dealing with a wide range of players, officials and supporters), **Leader** (assigned to organize training, match-day events and team morale), **Teacher** (instructing handball skills and team tactics), **Mentor** (behind every successful person there is one elementary truth: somewhere, somehow, someone cared), **Communicator** (providing clear instruction and feedback to the team and individual players), **Planner** (annual integrated plan covering pre-season, competition, physical, technical,

tactical), **Motivator** (including engendering players' acceptance of own responsibility) & **Goal-setter** (making sure that goals are achievable, challenging and measurable).

The coach is the role model so it is important to set standards in everything you do. With this, mutual respect will be gained from all involved in the game. This not only refers to being knowledgeable about the game, but also has to do with coaching within the laws, having respect for the abilities of opponents and the umpires as well as abiding by AFL(2014) youth coaching manual.

2.3.4.2 Coaching Styles

Coaching style is the manner in which the coach works with the players and his/her team. There are a lot of coaches who are using different coaching styles. Thus, coaching styles have their role in the outcomes or success of training program. According to Dewitt J.(2001:9) there are three types of coaches styles.

- A. An authoritarian coach: is a coach who makes all the decisions for the team. There are little or no option for questioning, and players must complete every task the coach assigned.
- B. The chief Executive officer: is one who runs his/her team as it were a corporation. The bottom line for the chief executive officer coach is production, and production is determined by the coach's philosophy.
- C. Friendly coach: is a coach one who place a priority on relationship on individuals. The friendly coach treat all players individuals, unfortunately, being a friendly coach is sometimes ineffective because the line of authority is blurred.

According to AFL(2014) in a study of more than 500 coaches, five distinct categories of coaching styles were identified. There is, however, no one perfect style that leads to success. Most coaches often possess certain characteristics of each coaching type, but should be aware of the advantages and disadvantages of the various coaching styles.

Authoritarian coach Strong Disciplines :Well organized, Good team spirit when winning, Intelligent & logical approach,Well planned and organized, Up to date with new techniques & Gives impression of not taking the game seriously.

Coaching Philosophy players achieve in handball. Coaches largely determine whether the experience in handball. Coaches have a significant impact on both the quality of performance and the quality of enjoyment that is a positive or negative, and whether the players gain or lose self-esteem. It is important that coaches develop a general approach or philosophy towards coaching that will ensure a consistent, positive impact on their players.It is imperative that a coaching style and philosophy takes into consideration the age and ability of players in the team(Ibid).

A coaching philosophy is individual and reflects both the coach's personality and coaching objectives. However, it should be reasonably constant over time and for different groups of layers. The goals of each player or group may vary and the achievement strategies associated with those goals may also vary, but the underlying philosophy of coaching should remain constant.It is unrealistic to expect someone who is starting coaching to have a clear philosophy to apply, however, developing a successful coaching philosophy should be based on: Knowing why you coach, knowing why players participate, considering the opinions of others &developing a set of personal guidelines on how you will operate as a coach.

Developing a philosophy of coaching also centers on the concept of respectessentially include:

- A coach must respect the players and provide all participants with equal opportunities.
- A coach should also encourage players to respect the principles of fair play & respectthe opponents.

In developing a coaching philosophy, players must be the overriding consideration. The sport belongs to the players and coaches should therefore have a player-centered approach. It is the

coach's responsibility to assist players to set and achieve goals. Coaching goals may be as simple as creating enjoyment or as demanding as striving to win. The coach should Endeavour to ensure that the goals set by players are both achievable and in line with the overall coaching philosophy.

It may help coaches to clarify their coaching philosophy by writing it down. The content will be based on the values and beliefs that come from your experience and direct your coaching.

It is not enough to merely have a coaching philosophy. As coach, you must also consider how the philosophy will be communicated to players, parents and administrators. It is also reasonable to consider how to ensure that the coaching philosophy is followed and what you will do if your coaching philosophy is challenged. That is, how will you deal with the different values of different people?

According to AFL(2014) youth coaching manual Personal characteristics Sense of humor and compassion. Good listening and motivational skills. Thinks clearly in pressure situations.

Flexible personality – able to coach over a long period of time and cope with different individuals. A model of socially acceptable behavior. Has enthusiasm to instill confidence in players. Assumes the role of a strong supporter of players and system. Seeks to improve Attends coaching courses, seminars and supports accreditation. Communication handling of discipline Keeps the team under control. Is fair and consistent at all times. Refrains from embarrassing players publicly. Public and player relations Leaves the door open for discussion. Holds frequent team meetings – listens to players.

Keeps administration and maintenance staff informed and establishes lines of responsibility. Communicates regularly with coaches of the other clubs and the coaches association. Player preparation Training Plans well for each practice. Maintains variety and specificity in training. Urges players to assist each other and take responsibility during training. Provides immediate feedback following the completion of tasks. Understands the basic training routines and their relevance to team play Game preparation Develops strategies to cope with a variety of opposition strategies, opposition strengths and weaknesses and game significance. Effectively uses and analyses statistics. Is versed in the most effective styles of play – prepared

to listen to advisors and adopt suggestions of significant others. Has Extensive Approaches to Coaching.

The following recommended coaching approaches are aimed at assisting coaches to respond effectively to some of the social needs of adolescents. Coaches should view the list as a collection of alternatives to be used at their discretion. The manner of delivery of each behavior should also be determined by the coach and will be strongly influenced by the interpersonal attitudes that are typically unique to each coach/player relationship.

Time Management

As a coach of adolescent handball, you are faced with many problems throughout a handball season which are quite unique to the teenage group. Unlike the majority of senior handball, teenagers are still deciding what their priorities are in terms of their sporting, social and academic careers. This can cause problems in time management whereby they try to fit in too many commitments appropriate for their lifestyle. Eventually, something needs to give.

According to AFL (2014) youth coaching manual. The challenge coaches face in this situation would be to assist the player with these extra demands. The ideal situation would be for players to manage their time so that commitments are met and at the same time maintain interest and enthusiasm for handball. However, this is not always the outcome. The reality is that at some stage coaches will need to deal with low attendance rates at training and even struggling to field a team on weekends. These problems will always be perennial issues, but the following steps may help minimize the effects they might have on your team.

This is an opportunity to discuss team rules and expectations for the season. Develop strategies, Always try to be pro-active to situations that may occur. Some strategies may include; Potentially disruptive players especially should be assisted to overcome behaviors that will impede their learning or the learning of others in the team. Ignoring these factors that can disrupt the team and impede learning can result in the teaching/coaching role becoming more and more difficult and contribute to player dropout.

Behavior problems can destroy the coach's aim to provide enjoyable learning experiences. Most problems can be avoided if training sessions are well planned and a clear code of behavior is established and reinforced from the outset.

A knowledgeable coach who provides training sessions that yield fun, active participation and development of skills, and that allow all players to achieve personal success, will not be confronted with disciplinary problems very often. In a coach who in general coaching is the process of importing technique, skills, knowledge and attitudes. Which aimed at improving the performance of the individuals by using methods appropriate to their ability and aspiration. A coach is a person who imparts his knowledge to those who wish to learn and benefit from his expertise(Ibid).

DeborahWuest (1994:16) states that “teachers that there are many exciting directions in secondary school physical education today. Outstanding programs and exemplary teachers providing direction for young professionals seeking to provide their students with quality physical education”.Handball teachers involved in the programs serve as positive role models for students to emulate. They are active, fit, and enthusiastic, and they practice what they preach “and share their experience with their students. They are excited about their students as well as their achievement, and put fourth that extra effort that so often makes a difference they are committed to excellence.

2.3.4.3 Coaches Communication

Coaches Communication is an essential component of good coaching. Communication is a process that involves for more than the spoken word.It is the information link between coach and player which pulls together all aspects of coaching from sport science to team management.In the coaching environment, effective communication involves skill in sending messages and skill in interpreting messages.

1. Effective communication

All players respond differently to variouscommunication.Some should find cues must effective, others respond to verbal cues and others to touch.Using a number of forms of communication should not only maintain a playing groups interest, but increase the chance of finding a

communication 'trigger' that works for each player. Communication is also more effective when a coach encourages open communication and welcome input from the group of players. This involves establishing an environment of mutual trust and respect between players and coach.

2. Non-verbal communication

Non-verbal communication refers to all information which is not presented verbally by the coach but has powerful messages that can bring about both positive and negative behaviors in players. Non-verbal communication can be very effective if used in the correct manner, but distracting if used inappropriately.

There are four main areas of non-verbal communication.

- A. Visual: includes all aspects of body language, such as posture, gesture, facial expressions and eye contact.
- B. Touch: Touch can be a very effective way of imparting meaning. For example, a pat on the back or hand on the shoulder, or using manual manipulation (physically guiding a player through a movement) as a teaching skill. Significance caution must be taken with physical contact. Different players should feel comfortable with different amounts of physical contact and closeness and this should be respected. In addition, there are legal implications with sexual harassment. A good rule of thumb is only touch the player if they are comfortable with you using it.
- C. Voice expression : a phrase often said is it's not what you say, but how you say it. The tone of voice, rate of speech and volume of voice can dramatically change what is being said. For example, depending on how you say the word 'no', it can express fear, doubt, amazement, sarcasm, or anger. How you can say something can also gain attention, maintain interest and emphasize points.
- D. Role model: these are the other things a coach can do to communicate to their players, i.e. arriving to training on time and being dressed for action. Making the effort to do these things communicates to the players that you are interested in what they are doing. Most of the meaning we give towards comes not from the words themselves, but from the non-verbal factors, such as facial expression, tone, body language etc. Non-verbal communication can complement a verbal message and may even substitute for it.

coach may only need a slight nod or raised eyebrow to tell the player all they need to know.

2.3.4.4 CoachesPlan

There are many factors that are important for effective coaching. However, if there is any one area that is perhaps more important than the others, it is the area of planning.

1. The yearly plan

AFL(2014).youth coaching manual states that a yearly plan is an essential components of effective coaching for players intending to optimize their development.playersinvolved in the levels of sports often achieve some success without a yearly plan,but few should reach their full potentialand go on to become high level players unless they have a structured training and competition plan.school,club,zone,state and national program should all be linked together and through optimal calendar planning should ensure a progressive structure and sequence of training and competition.

The yearly plan helps players maintain a balanced lifestyle,prompts the coach to organize facilities,equipment and transport well in advance, enables parents and schools to create for the needs of the participant (and allows the players to organize training and competition around school requirement) and provides an objective measure which coaches can use to assess the effectiveness of their program.AFL(2014) youth coaching manual.

- Phases of a yearly plan

In order to be successful the coach must be well prepared and plan ahead.The importance of planning cannot be understand.A major reason for having a yearly plan is to schedule the various phases throughout the year in order to bring about optimal performance so that the playing group is at peak of its training at the time of competition.A teams training schedule should be organized and planned to also ensure individual and group goals are achieved .The planning process therefore should be an organized, methodical and scientific procedure which assists the players and coach achieve predetermined standards. A yearly training program should be simple and flexible.All coaches should have a yearly plan dividing the training year in to small phases. Each

of these phases should have specific training objectives. This enables the coach to work with in manageable segments (Ibid).

A yearly plan can be divided into three phases:

- Off-season or transition phase.
- Pre-season or preparatory phase
- In-season or competition phase

- Off-season phase:

This eight to ten week period follows the intense competitive season. The aim during this time should be to maintain physical conditioning and facilitate recovery. During this period, players should stay active to maintain endurance fitness and control body weight. Off-season recreational activities are useful. This period is the most suitable for overcoming weaknesses in body structure, conditioning and skill. Weight-training program, speed work and skill development can be carried out.

- Pre-season phase:

This is the period which immediately follows the off-season. During this time the coach should plan to develop the players' capacity for effort for general physical preparation techniques and strategies. After a base has been established, speed and power activities should gradually be incorporated with endurance activities decreasing - skill activities should be the focus of training.

- In-season phase:

Training during this period should be appropriate to handball. Activities should be selected to maintain pre-season fitness and develop individual and team skills. During the competitive phase, activities should be structured to

- Maintain the physical standards acquired in the preparation phase.
- Perfect techniques and tactics.
- Gain competitive experience with the aim of improving game skills and mental capacities.

2.3.4.5 Planning Training Session

The training session is the basic building block of coaching. It is essential that coaches thoroughly plan each training session. At training handball skills are learned conditioning and fitness level are achieved and team confidence is developed. In handball, the training session should contain various drills and training activities set between a warm-up at the beginning and the cool-down at the end.

To decide on what drills are suitable for a particular session, the coach must first evaluate the team performance and then plan for optimal practice time. Goals should be established before each segment of a training session. This should ensure individual and team deficiencies and strengths should be focused on. When planning a training session, 'Venues' should be noted. Various venues can be used during the handball year, particularly in the pre-season period. In addition the home ground, coaches should seek alternative venues ranging from an athletics track or swimming pool, to well grassed hilly surface, indoor gymnasium or basketball court. If carefully selected, these venues can greatly improve the general standard of training.

2.3.4.6 Outline of Training Session

Many coaches now provide the players with an outline of the training session before training. Players can be informed on the overall aims of the session. An approximate length and intensity of practice should be **specific**. Training must be specific to the demands of the game. With the running training, the distance covered the intensity and the number of repetition must be appropriate to the game and the various playing conditions. It is essential that running work be supplemented with activities using handball. Besides, **Quality not quantity** must be taken in to account. In general terms, the emphasis should be on a quality, non-stop training session rather than one of low volume and long duration.

2.3.5. Trainees Problem

Trainees attention is drawn to handball games which are of their own favorite as whose abilities, needs, and interests may be differ from their own. trainees with low motor abilities are often ignored by the handball training.

According to Bucher, (1975:407) Students are not aware of the objective of physical education. They would rather prefer to play than learn. As one student suggested or saying “we should be able to participate instead of doing dumb drill and year” (Bucher, 1957:3).

Some students think that physical education has little for them their life swirl different that resulted in the little value for them (bucher1975)

2.3.5.1 Player Discipline

Player discipline is an important factor underpinning learning, development and performance. ACT Academy of Sport Psychologist Michelle Paccagnella produced the following framework for enhancing player discipline. Enhancing player discipline a disciplined player is one who is in control of their behavior and conduct, adheres to training protocols and consistently trains and performs to a required standard. While good discipline is not a prerequisite for achievement, it is certainly an ingredient that can make the life of both the player and coach a lot smoother. Ultimately, it is the responsibility of the player, however a good coach can greatly assist them to instigate and maintain good discipline.

How to identify the disciplined player? -Discipline can apply to both commitment to off-field issues (for example, organization, healthy diet, etc.) and during the course of training or competition to adhere to team plays or control emotions. Good player discipline incorporates a high level of commitment, responsibility, motivation to train and perform, meeting all requirements (such as administration), organization and good focus. At the more elite levels, this entails a certain level of professionalism, including ownership of goals, self-control and maintaining good life balance.

2.3.5.2 Benefits of Disciplinary Players

There are some obvious benefits of disciplinary players. These include:

- Providing structure.
- Helping to put players in a position to achieve their goals.
- Facilitating leadership when other players rely on you, and
- Increasing coach ability of the players.

2.3.5.3 Educating Players

The first step in enhancing player discipline is education. Do your players know what discipline is, or how it can enhance their performance and enjoyment of football? Does your players' understanding of discipline match your own? These questions can form the basis of an education session to help you and your players embrace and understand the concept of discipline. Education sessions can take the form of group brainstorming sessions, formal workshops, informal discussions or individual player meetings.

Strategies for enhancing players' discipline: Once players have a good understanding of discipline, there are many things a coach can do to further support and enhance player discipline. The following approaches will help to establish an environment where discipline problems are largely avoided and where the few discipline problems that may occur are managed well.

- Provide concrete training rules, particularly with young players. Establish the rules and the consequences of breaking them. Allow your players to help with the establishment of rules and consequences so they have ownership of them.
- Create the kind of culture you want.
- Provide a structured, consistent training environment.
- Encourage the behavior you want and reward it.

.AFL (2014) Youth coaching manual help them discover the following qualities for themselves:

- Be supportive and flexible.
- Maintain a process orientation where you focus on performance, not outcomes.
- Be aware of other influences on the player (for example, other sports, school demands and talent programs).
- Allow for flair/creativity/spontaneity (both yours and your players).
- Encourage your players to set and review their goals.
- Be a role model/mentor or provide them with role models. Provide examples of other player discipline (how they train, live etc).
- Maintain a good coach-player relationship and communication.

According to Erickson et al, (2007) stated that: in order to run a successful handball program, the coach must be prepared to fill various role and accept many responsibilities. Coaching is much more than simply teaching the basic skills of handball. You do not usually realize how much there is to coaching until you become involved in it! If you have the commitment to be an effective coach, you will have the motivation to make the time to do all that is necessary to be effective a coaching.

Coaching experience seems to accelerate the importance of some working competences. Indeed, coaching experience has been perceived by coaches as a main source of coaching knowledge.

According to AFL(2014)youth coaching manual discipline can be applied to players' thoughts and emotions, as well as their on and off-field behavior. Teach your players to review their goals, discover their optimum level of arousal, control their self-talk, replace negative thoughts with positive ones and deal with their emotions.

Unfortunately, many players don't learn how to be disciplined until they experience real failure, disappointment, adversity or injury, forcing them to improve their discipline. However, through education and a commitment to enhancing player discipline, you may be able to help your players learn this valuable lesson sooner rather than late(ib.d)

2.3.6 The Role of Players in Handball Game

For many handball players the objective and motives for playing handball are at first understandable and visible, both the players, the trainer and the team. However, that does not\ change the fact, that there can be even very different regarding the players attitude and view on training and match. Especially in conflict situations the different degrees of motivation and attitudes are brought clearly for ward Bungay, 2013.

It is important for both the trainer and the players on the team that a united knowledge consciousness about the trainer and the players objectives and motivation is present.

According to Vella-Barrows (2013) stated that: In team sport like handball the collective objective for the whole team sport must always have a higher priority than the more individual objectives and interests. It can be difficult assignment both for the trainers as well as for the

teammates. To create space and freedom for the unique with special interest on handball team. The trainer and the team must however be aware, that there ought to be room for individual wishes and considerations. Simplified said the individual can improve or participate, Blomfield, 2004.

2.3.7 Economic Status of Parents

It is obvious that economic status of the trainers is one of the major factors which negatively affect the training. Because the low economic leveled families do not facilitate and support their sons in during of training sessions.

2.3.8 Lack of Support for Handball Trainees

Different trainers need different support towards handball training. Handball is fast and continuous play type of a game and it needs high amount of energy to play the game. According to trainers economic status more of their parents are in low level, this show challenges of the trainees through training. To overcome this type of problems fundraising and sponsorship are important. With limited funding and support the clubs often find it difficult to provide for their members without the members themselves having to bear the cost.

2.3.8.1 Fund Raising

It can be defined as rising money for specific club events or purchases for capital projects like synthetic pitch. Be it uniforms there are many ways that the club can go about achieving its target. The first step that needs to be taken is to determine exactly why the funds are being raised. The club then needs to target a specific amount of money that they hope to raise. Once this has been established a budget and timelines with measurable objectives needs to be develop. A successful fundraising campaign involves more than preparing a goal and a plan. It is important that there are enough people to help with the events. Some clubs may have a fundraising committee which organize the campaign and sets the ball in motion. However if you can spread the workload and how a few extra hands to help out leading up to the events, it should be easier for all involved. It is important that all involved are aware of the event and what their tasks as well as ensuring that they are committed to the project. Working to a timeline should help keep things on target. The method of fundraising that you have selected should relate to the fundraising

target. There is no use running a late evening social function if you are rising money of juniors. Donations:-donations are another means of obtaining money for the club. This are of a philosophic nature, where by the club may accept funds without offering a service or goods in return. People give donations for various reasons. There are charitable trusts and foundations, corporate companies and individuals who are willing to don't money should have a business proposal to present to prospective donors. This proposal should tell the donors what the clubs about and why it should benefit from such a donation. Have a list of potential donors that you want to approach. It is important that you target the right donors ([www.fth.ch/files/sport/development/club management.](http://www.fth.ch/files/sport/development/club%20management.)).

Handball federation plays a great role for the development of handball club. To encourage, foster and develop handball in all its forms throughout the world amongst all ages and sections of the population without discrimination, to promote their health, well being and participation in competitive and recreational activities. To encourage, foster and develop the national associations to promote and develop the sport of handball in case of female participation. To promote handball generally in all its forms and to initiate, support and co-operate with others in proposals and activities designed to assist in the promotion of the handball associations object including increased participation amongst young, elite, age group and recreational players (Trudel, 2001).

According to BuzuVis (2006) suggested that: The sport federation should provide administrative and financial support for sport projects or clubs. Whether you are a beginner wishing to try something new or looking for continuity from what you practiced at home or at playground.

The value of players work together with that of financial activities created by the practice of sport largely exceed the amount of grants accorded by government to sport. Sport federation strives to find solutions which satisfy the demands of a modern sport while preserving ethical values. Handball federation is assembly of handball club associations which have freely and democratically adopted with the goal of organizing, harmoniously developing and assuring their respective sport's future that of the international sport competitions. Handball federation has the responsibility for its sport and is an important element in promoting sport clubs. Train, educate and organize courses for athletes, coaches and officials.

The greatest possible diversification sports responds to the great mass of sport people's needs, desired and attitude. Classify the competitors status, qualify and appoint technical officials (Judges, referees sport federation recognize that the media and television in particular, play a very important role in the promotion and the development of sport. Attract sponsors and event organizers and thus generate for the development of sport. Occur on the playing field in the context of organized competitions. Consider that sights between spectators while unacceptable behavior aims at causing trouble at the event and even more outside the stadium (WSF, 2006).

2.3.9 Lack of Knowledge about Handball Game

Handball is a sport which is rapidly gaining more and more popularity and this is inevitable. Handball has been adapted to the accelerated life style of modern human beings and the sport specific skills of handball have derived from the basic movements of running. Jumping and throwing.

The equipment needed is only a court with two goals and a ball. The court size and markings are uncomplicated. The goal can be easily improved and the ball, even though specifically sized for women and men is still small enough compared to the large goal, for easy scoring.

The rules are simple and easy to learn, even for beginners. Although there are some obvious limitations with regard to playing behavior, the rules are essentially not restrictive. They make body contact possible and allow natural body power to be utilized within the parameters of fair play.

The game appears to the battle between two teams. However, the principal character of the game is still a toy the ball. It is a fast diversified and interesting game for the spectator; where a team continually alternates between attack and defense. Particularly spectacular and exiting are the powerful goal shots often prepared with acrobatic movements, the many goals and the goal keepers' virtuosity in saving.

The team's unity is vital, mainly in defense yet in attack there is still room for individual improvisation. Practicing and playing together encourages the growth of friendships which overflow into everyday life. Although the games success depends on disciplined team wark, the players still have opportunity to "let off steam."

The players are individual members of the team and have equal chance to score. The varied movements of running with or without the ball promote the co-ordinate development of the body, arms and legs.

The ever changing game situations induce the player to always think, make a decision and react quickly. It can be played competitively by both men and women from childhood to maturity for 2-3 decades because it maintains fitness.

I believe that the most important advantage of this game is that handball in Its own complex way- with physical, mental and moral training helps to develop a human begins personality and, it is still a very enjoyable game(Antropol 34,2010).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Methods

In order to have clear picture about the challenges of the development of youth handballclub, coach's ability, trainers interest and practical materials the descriptive survey method is implied. The method is appropriate to describe, understand and define the challenges of the development of youth handball club. The objective is to know the challenges of the development of youth handball club and trainees interest towards handball game, by analyzing the relationship between coaches, trainees, sport office leaders, families and practical material using the descriptive survey method was employed. The researcher undertook investigation on coaches of handball in the field.

3.2 Source of Data

In wolaita zone there are three reform towns and twelve weredas. One town and one weredas purposefully based on their access to transport and availability of time to collect the data. There are two clubs, two sport offices, coaches and two high school leaders. The data source for time study were Trainees of two clubs & coaches, Sport office leaders & High school leaders.

3.3 Population and Sampling Technique

In this study two weredas were selected by simple random selection technique out of 15 weredas. These weredas are Boditti and Damot gale. The total population of handball trainees 45(18.66%) and handball coaches 40% were selected as a simple random method only from five clubs.

3.4 Data Collection Instruments

The instruments used for data collection were questionnaires, interviews and field observation. To ensure the appropriateness of the items, a pilot study were carried out in selection 45 handball trainees were selected. Questionnaire was also administered to two high school teachers and 12

handball trainees who were selected for the pilot study. Based on the response obtained from the pilot study, collection and revision was made in order to avoid ambiguity of the questionnaire item and to maintain the validity and reliability of the language coherence. After that the questionnaire were distributed to handball coaches and trainees of two handball clubs in Boditti were selected for the study.

3.4.1 Questionnaire

As the major data collecting instrument closed ended and open ended questionnaire were employed both handball coaches and handball trainers. Closed-ended questionnaire consists of questions that offer respondents a set of answers to choose the one that reflect their views. Open-ended questionnaire consist of questions which invite respondents to write their ideas, views and beliefs. Both type of questionnaire were developed respondents related to the influences of the development of youth handball club and interests of the trainees. The content of each questionnaire were composed of statements related to handball influence of the development of the club, interest of the trainees, lack of facilities and materials.

3.4.2 Interview

Face to face interview was conducted with two governmental school directors, and one sport office leader. To this end, a set unstructured open ended interview questions were prepared in Amharic and distributed finally, it was translated into English. The interview were mainly focused on the problems of handball development and trainers interest , handball facilities the relationship of coaches and the trainees regarding the training process in the handball coaching , the involvement of society Implementation of handball game to promote and facilitate for the successful participation of handball trainers. The data obtained from interview consist of responds of the directors and the sport office leaders about their knowledge, experience, opinion perceptions and intervention concerned on concerning the development and promotion of handball.

3.4.3 Observation

The purpose field observation in handball activity was to obtain and acquire information on how do coaches of handball implement and transmit knowledge and practical skill to their trainees in general and to support handball trainees. Getting information whether coaches understand trainees self-confidence or not participating and performing the skill of handball activities. The data collected from the observation consists of detailed descriptions on trainees activities; trainees were observed to get full information during the training process in the handball field. .

3.5 Data Collection Procedure

To gather the necessary data and ease of understanding questionnaires were prepared in English and Amharic languages. Questionnaires prepared in Amharic were distributed for handball trainees and the questions prepared by English were distributed for handball coaches.

3.6 Methods of Data Analysis and Discussion

In the study, both quantitative and qualitative methods were used to analyze the information collected using different instruments from different sources. The quantitative data obtained from questionnaire was analyzed and processed using SPSS, version 17.0 software program. Descriptive statistics such as mean, frequencies and percentages were used to explain and describe the final results of the study. Furthermore, the processed results of the study would be illustrated by graphs, tables & pictorial reviews precisely.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4. 1. Introduction

This chapter deals with the challenges of the development of youth handball club in the cause of Boditti town, Wolayta Zone S.N.N.P.R. The presentation is grouped in to four categories. The first one is the analysis of the responses of trainees who responded to the questionnaires administered to two clubs. Following this there is analysis of the response of the coaches of the clubs. Thirdly, there are analyses of the Boditti, town sport office leaders. Finally, there are analysis of school directors who responded to the interview designed to them. Interpretation of the data is given under each table.

4.2. Background Information of the Respondents

To collect data on the challenges of the development of youth handball club : the cause of Boditti town Wolayta Zone S.N.N.P.R. 45 trainees, two coaches, four sport office leaders and two school principals were selected and two sets of questionnaires prepared and distributed to each group. The following table shows that the background information of respondents.

Table 4.1: Respondents in Sex, Age, Grade and Qualification

No	Item	Alternative	Respondents								Remark
			Trainees		coaches		Sport office leaders		Principals		
			No	%	No	%	No	%	No	%	
1	Sex	Male	45	100	2	100	4	100	2	100	
		Female	-	-	-	-	-	-	-	-	
		Total	45	100	2	100	40	100	2	100	
2	Age	14	7	15.55							
		15	14	21.11							
		16	9	20							
		17	10	22.22							
		Above 17	5	11.11	2	100	4	100	2	100	
		Total	45	100	2	100	4	100	2	100	
3	Grade	Eighth	3	6.66							
		Ninth	12	26.66							
		Tenth	10	22.2							
		Eleventh	14	21.11							
		Twelfth	6	13.33							
		Total	45	100							
4	Qualification	• Certificate			-	-	-	-	-	-	
		• Diploma			-	-	2	50	-	-	
		• Degree			2	100	2	50	1	50	
		• M.A			-	-	-	-	1	50	
		• Total			2	100	4	100	2	100	

Regarding to the sex of respondents as shown in table 1 item No 1, 45 (100%) of the trainees were males as 2(40%) of coach, 4(100%) of Boditti town sport office leaders and 2(100%) of school principals are male.

When we come to the age of the respondents item 2 one the same table indicates that 7(15.55%) of the trainees were in the age of 14, 14(21.11%) of the trainees are in the age of 15, 9(20%) of

the trainees are in the age of 16, 10(22.22%) of trainees are in the age of 17 and 5(11.11%) of the trainees are in the age of above 17.

Concerning the age of coaches 2(100%), leaders 4(100%) and principals 2(100%) are above 17 years.

Regarding to the grade level of the trainees 3(6.66%) of are in grade eight, 12(26.66%) are in grade nine, 10(22.22%) are in grade ten, 14(31.11%) in grade eleven and 6(13.33%) of the trainees are in grade twelve.

Finally on the same table item 4 the qualification of the coaches, leaders and principals 2(100%) of coaches were 1st degree 2(50%) of office leaders were collage diploma graduated, 2(50%) were 1st degree and 1(50%) of principal is 1st degree and the rest 1(50%) is M.A.

From this analysis the researcher understood that the coaches, leaders and school principals were well educated and well equipped with experience of leadership needed for office and school level.

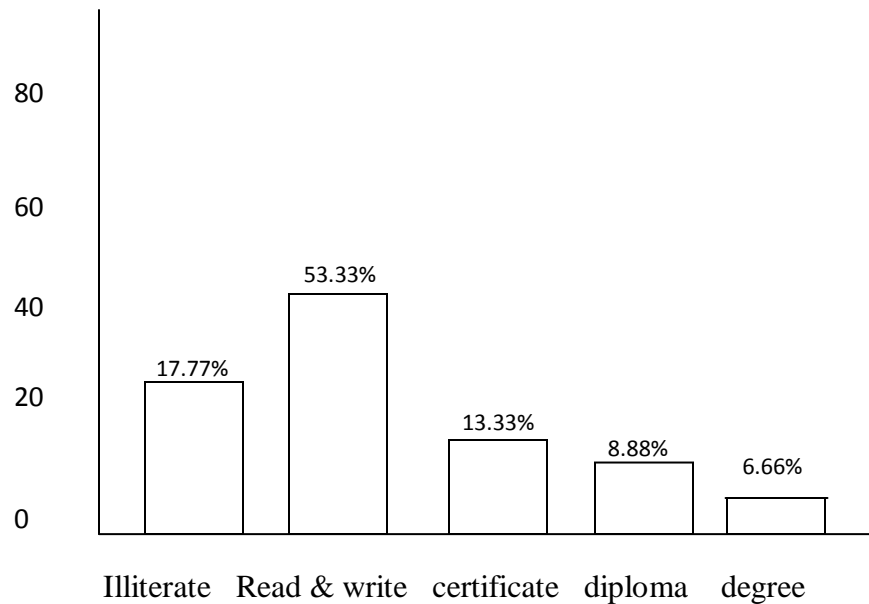


Figure4. 1: Fathers education level

As the information indicated in the bar graph one can see that 8 (17.77%) of the respondents replied that their fathers are illiterate 24(53.33%) of them also respond their father can read and

write, 6(13.33%) of them also respond their fathers are certificate, 4(8.88%) of their fathers are Diploma and the rest 3(6.66%) of them said that their fathers are found in the 1st degree level.

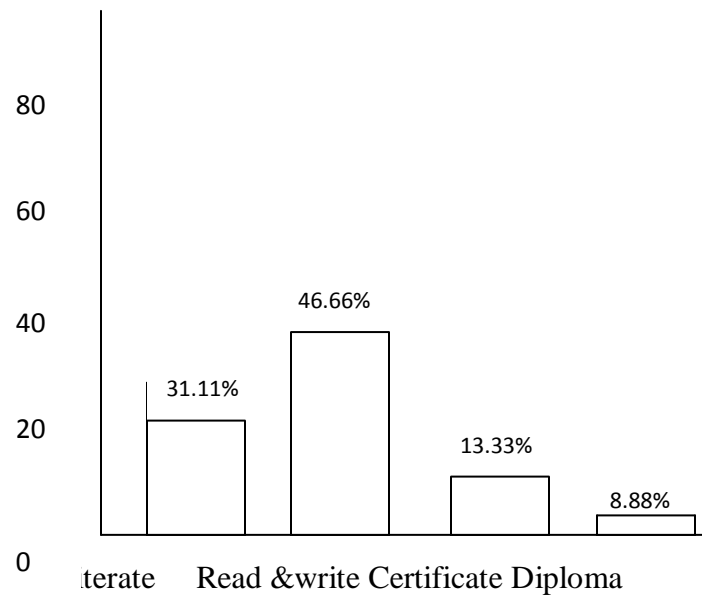


Figure4. 2: Mothers education level

As it can be observed from the bar graph the 14(31.11%) of the trainers responded that their mothers are illiterate, 21(46.66%) of the respondents replied that their mothers can read and write and 6(13.33%) of them at the certificate level and 4(8.88%) of their mothers are at the diploma level. This shows that the large number of trainees mothers are not educated and some of them found in the low level is challenges the trainees because they are not volunteered to their sons to participate any kind of game.

4.3 The Economic Status of Trainers Family

It is obvious that economic status of the trainees is one of the major factors which negatively affect the training. The following table shows the economic status of youth handball club trainers family of Boditti town.

Table4. 2: The Economic Status of Trainer’s Family

No	Item	High		Medium		Low	
		No	%	No	%	No	%
1	Economic status of trainees family	8	17.77	16	35.55	21	46.60

According to the data in table 4.2 out of 45 trainees 8(17.77%) of them informed that their family economic level is found in high level 16(35.55%) of them responded medium level and 21(46.66%) the trainees responded that it is in low level.

This shows that most of the trainee’s family’s economic level is found in low level. Thus, their parents’ economic standard negatively affected their training.

Table4. 3: Background Knowledge of Respondents about Handball

No	Item	Respondents				Remark
		Yes	%	No	%	
1	do you have knowhow about handball game rules?	-	-	45	100	
2	Do you learned about handball at elementary school?	-	-	45	100	
3	In the school students play handball game?	-	-	45	100	

According to table 3, 45(100%) of the respondents do not know about handball game rules before the member of handball club, 45(100%) respondents do not learned at the elementary school about handball and 45(100%) of the respondents respond there is no game of handball was played at the school area. This shows that the handball game is not played at the school is affects the interests of the handball trainees because the trainees are spend more times at the school than the training field.

Table 4.4: Analysis of Trainer’s Responses According to Facilities of Training

No	Item	Respondents				Remark
		Yes	%	No	%	
1	Is there playing field and enough balls for training?	21	46.66	24	53.33	
2	Is there clothing room and bath?	-		45	100	
3	Do you have sport clothes for training?	13	28.88	32	71.11	

As indicated in table 4, 21(46.66%) of the respondents answered that there is playing field and enough balls for training, the remain 24(53.33%) of the respondents responded that there is no facilitated field and enough balls.

This is true that the researcher during the observation time observed that the playing field of handball is not facilitated and the handball for training is not enough.

This problem challenges the trainees because the training of handball needs enough balls for trainees to know the skills of techniques, tactics, passing and shooting.

Table4. 5: Analysis of Trainee’s Responses According to Training Methods

No	Item	Respondents				Remark
		Yes	%	No	%	
1	Your coach gives you enough training?	38	84.44	-	-	
2	Do coach’s prepare plan for handball training?	45	100	-	-	
3	Your handball club was played the game with other clubs?	-	-	45	100	

Concerning tables 5 item 1, 36 (84.44%) of the respondents believed that their coach gives for them enough training and the rest 7(15.55%) of the respondents said the coach does not give enough training.

As shown in table 5 item 2, 45(100%) of the respondents said that their coaches have annual, monthly and weakly plan.

According to table 5 item 3, 45(100%) of the respondents responses our club doesn't played any kind of the game with other youth clubs.

Table4. 6: Analysis of Trainees Support According to Handball Training

No	Item	Respondents				Remark
		Yes	%	No	%	
1	Do you supported by anybody you become a member of handball club?	13	28.88%	32	71.11%	
2	If your answer is yes, then who is your supporter? Family	13	28.88%	32	71.11%	
3	Government	-		45	100%	
4	NGO	-		45	100%	

According to table 6 item 1, 13(28.88%) of the respondents response their family supported them in the training time, the rest 32(71.11%) of the respondents said that they do not supported by anybody.

As indicated clearly in table 6 item 3 and 4, 45(100%) of the respondents response they doesn't supported by government and NGO. This shows that the lack of support from sponsors is challenges the trainees to accomplish their objectives properly.

Table4. 7: Analysis of Coaches' Response According to Training

No	Item	Respondents				Remark
		Yes	%	No	%	
1	Do you have manual for coaching?	2	100	-	-	
2	Do club have facilitated field and enough ball for training?			2	100	
3	Is there any supporter to the club?	1	50	1	50	
4	Did you took coaching course?	1	50	1	50	
5	How many times your club played competitive game?			2	50	

Concerning table 7 item 1, 2 (100%) of the respondents response there is coaching manual, in item 2 2(100%) of the respondents response there is no facilitated handball field and enough ball. This shows that the lack of qualified field and few handballs is challenges the trainees according to training. In the same table item 3, 1(50%) of the respondents response e there is support and 1(50%) of respondents response there is no support at all. In item 4, 1(50%) of respondents said that they took the coaching training and 1(50%) of the respondents cannot took the coaching training. In item 5, 2(100%) of the respondents said that there is no competition was held because of less attention of the game and number of clubs through the zonal area. This the lack of competition is affects the interests of the trainees because competition motivates the trainees to play the game continuously.

4.4 Responses of Sport Office Leaders' of Boditti Town'

Table4. 8: The Main Strategies of BodittiTown Sport Office Leaders are that Minimize the Challenges of the Development of BodittiTown Youth Handball Club

No	Item	Respondents				Remark
		Yes	%	No	%	
1	Are coachesimplement the rules of handball game in the field?	2	100	-	-	
2	Is there handball coach in your town?	2	100	-	-	
3	Is there a handball official in your town?			2	100	
4	Are coaches qualified to train a team?	1	50	1	50	
5	Is there handball field and enough balls?	-	-	2	100	
6	The sport offices of your town support a club?	1	-	2	100	
7	The team held competition with others?	-	-	2	100	

It indicated in table 8 item 1, 2(100%) of the respondents response there are a team in a town, 2(100%) of the respondents said that there is a coach to train a team. In the same table 2(100%) of respondents response there is no officials in the town and 2(100%) of the respondents response coaches are less qualified to train a team. According to field and ball 2(100%) of respondents response there is no field and enough ball to train a team and special support.

In the same table item 7, 2(100%) of the respondents respond the competition is not held when a team was organized in the town.

4.5 Analysis of Boditti Preparatory and Secondary School and Meles Zenawi Memorial School Principal's Responses According to Handball Course and the Game.

Table 4.9: Two High School Principal's Respondents According to Handball Course and about the Game in the School

No	Item	Respondents		Remark
		Yes %	No%	
1	Is handball course should given by physical education teachers?	1(50)	1(50)	
2	Is there handball field in your school?	1(50)	1(50)	
3	Is there handball in your school?	1 (50)	1(50)	
4	In the break time your students play handball game?	1(50)	1(50)	
5	Should physical education teachers play handball game in the school?	yes 1(50)	no 1(50)	

Basic materials and equipments necessarily to carryout daily trainee's session successfully are established in short supply. This can be also seen clearly from rating scales used to what extent these equipment and facilities are available in handball club.

Therefore, to make training activities more effective, it is necessary to have an appropriate the physical environment which infrastructures and equipments, which facilitate the training, program at large.

Table4. 10:Observation Checklist for Handball Club Trainee’s Equipment and Facilities of the Field for Boditti Town

Note- AV=Available
 PV=partially available
 NV=Not Available

Check list for handball training	AV	PV	NV	Remark
Handball field	yes		yes	
goal	yes			
goal net			yes	
center line		yes		
penalty line		yes		
bath room			yes	
Clothing room			yes	

Observation takes place in Boditti town handball training field trainees are do training.

As indicated table above, except very and few types of equipments and basic facilities in the training field are not available forconducting training.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The purpose of this study was assessing the challenges of the development of youth handball club of Boditti town. In this study all possible efforts were made to get most probable answer to basic questions making strong review of related literature, collecting relevant information through questionnaires, unstructured interview and observation. To this end, this study has the following specific objectives.

- To assess the coaching style of the coach.
 - To assess and evaluate the training of youth handball clubs.
 - To assess the availability of facility and equipment.
 - To forward suggestions to improve the current situation
- ✓ The study triad to assess the following basic questions.
1. Does available equipment and supplies facilities for training process of handball?
 2. What is the interest of trainees towards handball training?
 3. In what way actual administration and coaching is practiced?
 4. How coaching process is given in handball training?

Research study employed a descriptive survey method and it was conducted in two weredas handball clubs. The subject of the study was 45 handball trainees, 2 coaches 4 sport offices leaders and 2 high school principals. The information obtained from simple respondents through questionnaires, interview and observation. The data were analyzed using percentage and frequency. In addition through interview and observations were presented in complimenting the data obtained by means of questionnaire. Based on the data analyses the major findings were obtained.

From the data analysis the major finding obtained are summarized as follows

1. Regarding to the sex of the respondents as shown in table one all of the respondents are males and when we come to age,7(15.15%)of the trainees were in the age of 14, 14(21.11%)of the trainees are in the age of 15, 9(20%)of the trainees are in the age of 16, 10(22.22%)of trainees are in the age of 17 and 5(11.11%)of the trainees are found the age of above 17.
2. Concerning of coaches,sport office leaders and high school principals are found above 17 years and regarding to greedlevel few number of trainees are found in elementary school and the rest of them are found in high school level. For the coaches and leaders qualification 2(100%) of coaches are 1St degree, 2(50%) of sport office leaders were collage diploma, 2(50%) of sport office leaders are 1st degree and 1(50%) of school principals were1st degree and 1(50%) of the principals is M.A. From the analysis the researcher understood that coaches, sport office leaders and high school principals were well educated and well equipped with experience of leadership needed for office and school level.
3. According to as the information of families of trainees education level few number of them are educated more than high school and large number of trainees family are below high school level.This shows that families low level education is negatively affects the training of the club.
4. According the economic states of the trainees family large number of them are found in low level and some of them are found in medium level,thus their low economic level are negativelyaffects the training methods.
5. According to traineesknowledge about handball rules, they have no idea about the rules of handball game.This the lack of knowledge is challenges the implementation of handball training correctly.
6. Analysis of trainees response according to facilities and supply equipment challenges coaches and trainees to implement training correctly of equipment 24(53.33%)of the respondents responded thattheir is no facilitated handball field and supplies of equipment, this sows that the lack of facilities and supplies of.

7. According to the competition of the club, 45(100%) of the respondents responded that there is no competition held at all, this shows that the lack of competition negatively affects the interests of the trainees.
8. According to support of the club 37(71.11%) of the trainees have not supported by anybody. This lack of support is challenges the development of the club.

In general, the main objective of the study was the development of youth handball club through Boditti Town. It should focus on the training methods, coaches and trainees need to keep in mind in decisions are made at the clubs. The existence of unfavorable condition as well as lack of equipment like balls, shirt and shorts and addition to this, lack of facilities like handball field, goal nets, goal poles etc. The study has indicated that the lack of qualified coach and lack of training methods are negatively affects the development of the clubs. The study has indicated that the low support of the club and the lack of knowledge about handball rules are negatively affect the development of the clubs.

5.2. Recommendations

Based on the conclusion derived from the findings of the data analyzed, the following recommendations were made as possible ways of curbing the problems observed.

Any training can be successful and effective if it supported with appropriate equipment and facilities. For example, if all players have a ball to use at their practice. So much more can be engaged in play in the same time. This improves different techniques and tactics of handball. Therefore, the sport office leaders and other responsible bodies should give emphasis to their youth handball club try to accommodate and supply facilities and equipment.

As findings indicated that there is a problem of coaches quality to implement the training methods correctly. Therefore, sport office leaders and the woredas government leaders should prepare the way to certify the coach.

It was found that the support of youth handball club was low. Therefore the sport office leaders and leaders of the town find sponsors to support the clubs.

Finding revealed that there was lack of communication with trainees' family. Therefore, it is suggested, that sport office leaders coaches and responsible body should communicate with the trainees' family to give awareness of handball clubs.

REFERENCES

- AFL (2014). *Youth Coaching Manual*
- Antropol 34 (2010). *History of Handball*.
- Bongay (2013). *Participation in Variety of Sport Activities*.
- Buzu Vis (2006). *The Discrimination of Sport Activity*.
- Dewitt, J. (2001). *Coaching Girls Soccer*.
- Dietrich Harre (1982). *Principles of Training*.
- Erickson et al (2007). *The Role of Coach in Handball Game*.
- Horne (1985). *Youth Coaching Manual*.
- IAAF (2001). *Developing a Coaching Philosophy, the Official Guide To Coaching Athletes*
- Janus, Czerwiniski and Frantisek.(2012). *Basic Handball (Methods/Tactics/Techniques)*.
- Jesse and Williams (1964). *Coaching Handbook*.
- Kolhari, C.R. (2008) *Research Methodology Methods and Techniques. (2nded) Indica; New Age International (P) Ltd Publisher*.
- Koul, L. (2006). *Methodology of Educational Research (3rd Ed). New Delhi, Vikas Publishing House Pvt. Ltd.*
- Kumar, R (1999).. *Research methodology: A step. By Ste Guide for Beginners.Melbourne; Addison Wesley Longman Australia Pries Ltd.*
- LippinCott William and Wilkins (2012). *Coaching Young Athlete*
- Lokesh, K. (2006). *Methodology of Educational Research (3rded). NerwDelti, Vikas Publishing House Pvt. Ltd.*
- Man Beck n Druck.(1997). *International Handball Federation, Rules of the Game*.
- Mebratu Belay (1986). *Introduction to Handball, Addis Ababa, Unpublished*.
- MohammodeElkedon (2008). *England. How to Make Handball More Attractive and Recognized In Internationally In the Continent Math Europe*.
- Peter JL Thompson M.sc (1991). *Introduction to Coaching Theory the International Amateur Athletics Federation*.
- Vella- Burrows (2013). *The Collective Team Objective*.
- ZoltanMarczinka(1993). *Comprehensive Study of Handball*.

Appendix

APPENDIX-1
Addis Ababa University
College of Life Science
Department of Sport Science

Questionnaires for Bodititown handballclub.

This questionnaire is designed to collect information for research purpose only

Dear trainees

Its objective is to assess your aim of study on the problems of handballclub, trainee's interest and training method of Bodititown. I kindly request you to give your genuineresponse for each of the questions. All information and data you provide will be used only for the purport of this study.

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

Thank you in advance kindly cooperation

Instruction write your own back ground information on the space provided

Name of the club-----

Sex-----

Grade level-----

Age -----

Region -----zone ----- wered-----Town-----

Parent level of education

Level	Mother	Father
No schooling	-----	-----
Read and write	-----	-----
Certificate	-----	-----
Diploma	-----	-----
Degree	-----	-----

Instruction:Please answer for the following question either by circling the letter of your choice and or writing complete answer on the space provided.

1. Before the member of handball club do you know about handball game?

A, Yes B, No

2. Do you learned about handball at elementary school?

A, Yes B, No

3. In your school student play handball game?

A, YES B, No C, Sometimes

4. Is there playing field and enough balls for your training?

A, Yes B, No

5. Is there clothing room and bath?

A, Yes B, No

6. Do you have sport clothes and shoes for training?

A, Yes B, No

7. Your coach given you available training?

A, Yes B, No

8. Does your coach prepare plan for training purpose?

A, Yes B, No

9. Does your handball team played any commutativegame with other team?

A, Yes B, No

10. Does family and other body support your club?

A, yes B, No

If your answer is no, justify the reason_____

If your answer is yes, then who is your supporter?

11. Family A, yes B, No

12. government A, yes B, No

13. NGO A, YES B, No

If your answer is no what is the reason?_____

APPENDIX-2
Addis Ababa University
College of Life Science
Department of Sport Science

Questionnaires for Handball Coaches

Dear Coaches

The purpose of this questionnaires is to collect available data collection on the problem of the development of youth handball club, a trainers interest and coaching method of training in Boditi town Wolaytazone SNNPR aimed at finding the major challenge in handball development and coaching methods.

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

Thank you in advance for your cooperation

Instruction please write background information on the space provided.

Name of the club-----

Sax-----

Age-----

Qualification-----

Work of experience-----

Region----- zone----- wereda----- town-----

1. Is there playing field and enough balls for your training?

A, yes B, No

If your answer is no, justify the reason _____

2. Is there clothing room and bath?

A, Yes B, No

If your answer is no, then what is the reason? _____

3. Do you have sport clothes and shoes for your training?

A, Yes B, No

If your answer no, then what is the reason _____

4. Does playing field are comparable to apply techniques and tactics?

A, Yes B, No

If your answer is no, justify the reason _____

APPENDIX-3
Addis Ababa University
College of Life Science
Department of Sport Science

Questionnaires for Sport Office Leaders

Dear leaders

The purpose of this questionnaires is to collect available data a study on the challenges of the development of youth handball club in Boditti town wolayta zone S.N.N.P.R. aimed at finding the major challenges in handball development and coaching methods. Hence, you are kindly answer to fill in this questionnaires that accommodate genuine response to the questions.

Thank you in advance for your cooperation.

Instruction: Please write background information on the space provided.

Name of the office-----

Sex-----

Age-----

Qualification-----

Region-----Zone-----Wereda-----Town-----

Part one:Personal Profile

Please circle your responses

1. Sex A, Male B, Female
2. Age (in years)
 A, Under 24 B, 25- 30 C,31-40 D, 41 and above
3. Marital status A, Single B, Married
4. Education background A, Certificate B,Diploma C, Degree D, M.A

Instruction: Write the following questions either by circling the letter of your choice and or writing complete answer on space provided.

1. Are coaches implement the rules of handball in the field?

A, Yes B, No

If your answer is no, then what is the reason_____

2. Is there handball officials in your town?

A, Yes B, No

If your answer is no, identify the reason _____

3. Is there handball coach in your town?

A, Yes B, No

If your answer is no, then what is the reason_____

4. Are coaches qualified to train the club?

A, Yes B, No

If your answer is no justify the reason_____

5. Is there handball field and enough balls?

A, Yes B, No

If your answer is no, then what is the reason_____

6. The sport office of the town supports the club?

A, Yes B, No

If your answer is no justify the reason_____

7. Ateam played any competition with other teams?

A, Yes B, No

If your answer is no justify the reason_____

APPENDIX-4

Add is Ababa University

College of Life Science

Department of Sport Science

Questionnaires for school principals

Dear principals

The purpose of this questionnaire is to collect available data a studyon the problem of the development of youth handball club a trainers interest and coaching method in Boditittown Wolaythzone SNNPR aimed at finding the major challenges in handball development and coaching methods.

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

Thank you in advance for your cooperation

Instruction: Please write back ground information on the space provided.

Name of the school-----

Sex-----

Age -----

Qualification-----

Region -----zone ----wereda -----Town-----

Part 1, personal profile

Please circle your response

1. Sex A, Male B, Female

2. Age (in years)

A, under 24

B, 25- 30

C, 31-40

D, 41 and above

3. Marital status

A, Single B, Married

4. Education background

A, Certificate B, Diploma C, Degree d, Master

Instruction: Write the following questions either by circling the letter of your choice and or writing complete answer on the space provided.

1. In your school handball course should given by physical education teachers?

A, Yes B, No

If your answer is no, then what is the reason? _____

2. Is there proper field of handball in your school?

A, Yes B, No

If your answer is no what is the reason? Please justify it _____

3. In the time of break students play handball game?

A, Yes B, No

If your answer is no, justify the reasons _____

4. Is there text book of handball in your school?

A, Yes B, No

If there is no text book in your school what do you think the reason? _____

APPENDIX-5

Add is Ababa University

College of Life Science

Department of Sport Science

Observational Checklist

No	Item	Alternatives		Remark
		Yes	No	
1	Goal			
2	Goal net			
3	Center line			
4	Finality line			
5	Bathroom			
6	Clothing room			

Declaration

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

Name _____

Signature_____

Date_____

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

Name _____

Signature_____

Date_____