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Challenges of teaching handball games in some selected preparatory schools of Tsegedie wereda, Tigray Reginal State

By

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This is to certify that the thesis prepared by Zeray Weldegebriel entitled: challenges of teaching handball games in case of western zone some selected preparatory schools and submitted in partial fulfillment of the requirement for degree of Master of education in teaching physical education complies with regulation of university and meet the accepted standards respect the originality and quality.

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Acronyms used in the text

EHF	Ethiopian Handball Federation
IHF	International Handball Federation
IAAF	International Amateur of Athletics Federation
IAHF	International Amateur of Handball Federation
IOC	International Olympic Committee

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ABSTRACT

Title: challenge of teaching handball games in physical education

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This study was conducted to find out the challenge of teaching handball games in physical education in Tsegedie woreda, Western Zone of Tigray Regional state.

Both quantitative and qualitative data evaluation methods were employed. Data were collected using both questionnaires and observation check lists, where the questionnaires were distributed to randomly select 205 students and three purposely selected physical education teachers whose corresponding responds were tabulated and analyzed. In addition, 60 randomly selected students were observed. As a result indicated, the challenge of teaching handball games on the bases of questionnaires data showed 55.6% where as the data showed by the data gathered through observation was 66%. Therefore it is recommended that depending on the result concerned bodies: such as parents, physical education teachers, community and administration of the school to complete school facilities, to give equal opportunity like other subject, to motivate students and subject matter teacher in order to increase the capacity of teachers and interest of students.

Key words: handball, challenges, techniques, tactics, physical education

Chapter One

1. Introduction

1.1 Back ground of the study

Handball is one of the rapidly becoming popular games all over the world. According to, Herb (2014) the handball game that we know today was developed in northern Europe at the end of the 1880s. Accordingly, it was popular in Sweden, Norway, Denmark and German.

It believed that, Denmark was recognizes as the birth place of modern handball. As a result the rules for modern handball were drawn up by Danish Gym teacher Holger Nielson in 1898, and published in 1906.

As codified on July 11, 1946, the International handball federation (IHF) was formed by the initiative and invitation of Denmark and Sweden. The founding members of the new federation were: Denmark, Sweden, France, Netherlands, Switzerland, Poland and Norway.

Handball is the perfect addition to any physical education program. It is played by hundreds or thousands of youngsters, either as part of physical education curriculum or as a play ground games. Handball is often referred as the perfect game, and required a great component of fitness activity. It requires strength, endurance, speed, agility, power, balance, flexibility coordination and cardiovascular endurance.

According to Dr. Kenneth Cooper in his classic book “handball is as aerobic states”, the best conditioning exercise are running, swimming, cycling, walking, handball, basketball, and just about the order. Handballs become a sport for everyone.

Handball is an ideal sport to offer for students. The basics easily learned and taught, yet competition and challenges are present from novice to expert. Because the same fundamental positioning and hitting skills are use in all forms of handball, after learning to play one wall handball, it is not difficult to learn the more popular for wall game. The designed for teaching “one wall handball” in a gymnasium using existing wall space. One-wall handball courts are easy to set up the diagrams and dimension for regulation one-wall handball courts follow the lesson for teaching of handball.

Handball was formed at the end of the 19^{th} century in northern Europe. The international handball federation was formed in 1946. The origin of handball goes to ancient Greece. Team handball is a sport that should start at the middle school levels, to prepare students for team sports like soccer and basketball. The sport is mix of basketball and soccer, but and focus on using players hands instead of feet. Team handball in school system has become a common unit taught in the middle and in high school levels of physical education class. Team handball is a team sport like that is full of exercise and is great for students entering middle school. Throughout team handball game unit individuals develop learning through the physical cognitive and effective domains in which it makes the student to think about what they are going to do with if it comes to them.

In handball game, there are three options. These are dribbling, passing and shooting. The cognitive domain used when the players think about where the ball goes next at the end of unit the students will take a unit test.

Handball is also known as a team handball, Olympic ball, European team handball, European or Borden ball is a team sport in which two teams of seven players (each six outfield players one goal keepers) pass a ball using their hands with the aim of throwing using their hands in to the goal of the other team. A standard match consists of two periods of 30 minutes and the team that scores more goals wills.

A modern handball game played on a court 40 by 20 meters (131 by 61 ft) with a goal in the center of each end. The goal are surrounded by a 6-meter zone where only the defending goalkeeper is allowed, the goal must be scored by scoring by throwing the ball from outside the zone while jumping, in to it. The sport usually indoor but outdoor variant exists in the forms of field hand ball and Czech handball (which were common in the past) and bench handball (called sand ball). The game is quite fast includes body contact, as the defender tries to stop the attackers from approaching the goal. Goals are scored quite frequently teams typically score between 25 and 35 goals each.

The game codified at the end of 19^{th} century in the northern Europe, chiefly in Scandinavian and Germany. The modern sets of rules were published in 1917 in Germany and had several revisions since. The first international games were played indoor these rules for men in 1925 and for women in 1930. Men handball was first played at the 1936 summer Olympics in Berlin as outdoors, and the next time at 1972 summer Olympic in Munich, as indoors, has an Olympic sport science. Women, team handball games added at 1976 summer Olympics.

The international handball game federations formed and as of 2013 has 174 members of the federations. The sport is the most popular in continental of Europe whose countries have won all medals, but one in men's world champions since 1938 and all women's titles until 2001, when Brazil broke the serious. The game also enjoys popularity in the Far East, North Africa and Brazil.

There are records of handball game in medieval France and among the invite in Greenland, in the middle age by the 19th century, there existed similar handball games from Denmark, Hazena in Czech Republic, Hadzana in Slovakia, gang ball in Ukraine and Torball in Germany.

Accoring to, Holger Nielsen, a teacher, introduced the game of handball as the early 1904 in Europe. In 1906, he published the fixed rules. In 1911 chronicles one reads of handball matches watched by thousands of spectators. The chronicle states there were seven men to a team. Nevertheless, to our ideas, this was not really handball. In 1917 women's sport teacher Max Heiser from Berlin, devised a team game for girls.

1.2 Statement of the problem

The researcher has taught for a long year and has accumulated rich experience in teaching handball games at Dansha, Ketema Nigus and Giday Deftera preparatory schools.

There are many challenges of teaching handball games in physical education in many schools especially in the country sides. The researcher identified challenges of teaching handball games in physical education and understood that they have great impacts particularly in teaching preparatory schools.

Inconvenient physical environment of schools, Lack of instructional materials, facilities and conducive environment are the challenge of teaching handball games. Hence, the researcher attempts to study the challenges of teaching handball games and investigate to solve the problem of students for better practice in their daily activities and interest, demonstrate the skills, rules, techniques and tactics with sufficient materials, facilitate to solve the challenges of teaching handball in physical education subject at Dansha, Ketema Nigus and Giday Deftera preparatory schools.

1.3 Objective of the study

The purpose of this study is to assess the challenge of teaching handball games in physical education.

1.3.1 General objectives

The general objective of the study is to study the challenges of teaching handball games and provided solution accordingly.

1.3.2 Specific objectives

The specific objectives of the study are to:

1. Investigate the challenges of teaching handball games
2. Identify the skill of students in participating in handball games
3. Describe the basic techniques and tactics of teaching handball games
4. Solve the challenges of teaching handball games in physical education
5. Asses the availability handball game teaching materials

1.4 Research questions

In order to conduct the study, the following research questions are raised.

1. What are the major challenges of teaching handball games?

2. What are the factors that affect teaching handball games?

3. Are there adequate facilities and conducive environment to teach handball games?

4. What are the technical challenges of teaching handball games?

5. What are the solutions for challenges of teaching handball games?

1.5 Significance of the study

The study has the following significance:

- This study may contribute to the teaching learning process of handball games and student interest in district preparatory schools.
- It gives opportunity for the teachers maximize the handball techniques teaching handball
- It will generate the information on the challenges of teaching handball game in which conduct in teaching the techniques, tactics, rules and characteristics
- It will help to identify the student challenges in learning handball games.
- It can also, be used as a reference for similar subject for the next generation.
- The result of this studies the problems of handball teaching and student interests.

1.6 Delimitation of the study

The researcher was conducted on the challenges of teaching handball game in physical education at Dansha, Ketema Nigus and Gidey Deftera preparatory schools. This study focuses on the challenges that affect student methods teaching learning process in both practical and theoretical part in handball, the impact of this process on the student's achievements are:

- The study is delimitated in preparatory school level

- The study is delimitated to students and teachers
- The study is delimitated to the age of 18-30
- The study is delimitated to the sex

1.7 Limitation of the study

In conducting this study, the researcher has faced the following problems, which contributed to the limitation of the study;

- Financial constraints have limited the scope and depth of the study
- Shortage of reference and research materials in the title
- Time limitation since the researcher in service
- Shortage of transportation in collecting of the data at the district preparatory schools

1.8 Organization of the study

This study consists of five chapters. Chapter one deals with introduction, statement of the problems, its significance, and delimitation, limitation of the study and definition of key terms. Chapter two deals with the review related literature. The methods are deals with in chapter three. Chapter four pertains to the discussion and analysis of data.

Chapter five deals conclusion and recommendation of the study. Lastly, a list of reference materials, questionnaires, check lists and appendix that attached in the study at the end of the paper.

1.9 Definition of operational terms

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

Physical education: - is an integral part of the total educational curriculum. It is the only area of the school curriculum that teachers are motor skills and an understanding of the human movement and provide opportunities to facilitate their development.

Sport: - is an organized competitive form of play.

Tactic: - is the knowledge carry out the technical element of attack and defense at appropriate time and place for the sake of team's sources.

Techniques: - is a way carrying out a particular task, especially the execution of an artistic work or a scientific procedure. A procedure that is effective on achieving an aim.

Chapter Two

2. Review of related literatures

2.1 The Historical background of Handball games

The game handball that we know today organized in Germany at the end of the nineteenth century when it was enforced to the world by a Gymnastics master konardkoch; however the development of the game service its introduction has not its own governing body it came under the justification of the International Amateur Athletic Federation (IAAF).

From 1904 handball game developed steadily under the watchfully eye of the IAAF. To keep pace with the progressive of handball games and other developing sport the IAAF appointed a special commitment presenting the countries a standardized set of rules for the game.

Modern handball game was first played at the end of 19^{th} country. The real impulses emanated from Denmark, Germany and Sweden the founding father of field handball games were probability Germany physical education exports who are gained recognized for field hand ball as a separated sport at the turn of the country based on the game introduced his country to a certain sport named hand ball in 1910.

In 1928, eleven handballed playing national met in Amsterdam on the class of the Olympic game and because of this meeting; the international amateur handball game federation was formed. In 1931 just there year after attaining a separated entity,

handball was induced in the program of the game by the international Olympics held in Berlin 1936.

In door handball game was invented in the 1904s in Denmark this is a-7- a side game played on a court slightly than a basketball court with smaller goals than its outdoor counterpart again this sports flourished in the Germanic nations where it was hoped that, it would appeal to a wider audience. With rules from other sports like basketball, being introduced this made the game simply to play it action and excitement and higher scores than soccer's handball games has always been a sport dominated by the European nations. In its formative year as an outdoor game Germany, Austria, and Denmark is in the international sphere, even though not many other nations outside Europe were playing the game.

An international handball games match for the first time was played in Germany, it was highly popular among other countries develop a head than Germany in the Olympic game, for example Yugoslovia, Romania, Russia, Bulgaria, Poland, Hungary, etc are highly popular in the world.

The indoor handball game was known the more popular of the two types of handball. The outdoor variety is really played these days mainly for special accessions. In recent year, a new outdoor version has emerged called beach "handball", naturally on the lands of a breach. This variety is now recognized by the IAAF and now has formal rules and regulations.

A handball game is now played on every habitable continent on this planet. It is estimated that about million players are registered with a club. Many of the European

clubs are professional and some have players who worth hundreds of thousands of dollars professional clubs in Asia (in South Korea, China, and Japan), are becoming established and are considerate as very competitive on the international stage. African, Americas, and Oceania mainly compromise of amateur clubs but are very enthusiastic.

Modern handball game is usually played indoors but outdoors variants in the form of field handball games which was more common in the past and beach handball. The game is quite fast-included body contacts and the defenders try to step the attackers from approaching the goals.

According to Zaltan Marczinka (1993) the progress of handball game to go back thousands of years, because the fundamental of movements of handball games are running, jumping, throwing developed simultaneously with the evaluation of human beings, as instrumental of survival.

Handball game is one of the fastest team games that involve continuous play, high scoring body contact and skill movement by the player. There are records of handball game; like game in medieval France among green land in the middle age.

The most important historical facts about handball game are the following periods.

- In 1892 the first rules of handball games was prepared in Czechoslovakia by E. Klenker.
- In 1898 handball games which is similar today's with 7(seven) players to team (7:7) was played in Denmark.
- In 1904, Holger Nilson a Danish teacher introduced the games of handball.

- In 1954, the Danes celebrated the 50th anniversary of handball games federation (the oldest federation).
- In 1917, Women's sport teacher Max Heiser from Berlin devised a game for girls while the boys had their football.

A handball game was originated around 1904 in Europe. However, the exact place where it started the person who invented the game is not well known or there is no specific evidence. The handball game started in Egypt at the ancient time using to throw same thing. At this time, there are no instructors, authors, and researchers in Egypt. The ancient people handball games use for physical preparation, recreation and leisure time. Handball is started in Greece with 11(eleven) players of the central points for all education.

In Europe where handball game began, the game reflected to only as handball. However, for most of Americans the games of handball brings a ball played with a small closed room. In American the use of handball distinguish a game involving 14(fourteen) players including (2) two goalkeeper who on a court attempt to score by shooting a ball in to a goal. The team handball game of today as formed at the end of 19th century in north Europe and Primarily in the some part of countries such as; Germany, Denmark, Norway, and Sweden. The first set of handball rules was published in 1906 by the Danish gymnastic teacher; German, Czechoslovakia, Greece claim responsibility for the development of the games that closely resemble. The game handball started in Greece and it goes to Czechoslovakia improve the game. The game was originally played at the early 1900, on large outdoor. Gradually handball involved in to its present by accepted by seven players on each sides.

The first international games were played between Germany and Belgium for men 1925 and between Germany and Austria for Women 1930.

The modern handball game was started in Germany at the end of nineteen century and most producing the rules and regulation. In 1926, the congress of the International Amateur Athletic Federation (IAAF) nominated a committee to draw up international rules and regulation for the field of handball.

In 1928, the International Amateur of Handball game Federation (IAHF) was formed with eleven countries. These countries are USA, Canada, Finland, Greece, France, Ireland, Austria, Denmark, Czechoslovakia, and Germany in Amsterdam, the international Olympic committee of handball was formed in 1936.

The international handball game federation organized men's championship in 1938 every four years. From the world war second to 1995, since the 1995 world champion ship in Ireland, the competition has been every two years. The international handball game federation was formed in 1946. The women's championship has played since 1957; the international handball federations (IHF) also organize women and men's junior world champions by July 2009. The handball game is now a day permanent Olympic event for both men and women.

The fast growth of handball games needed to the establishments of an international tournaments and world championship, coordinate the work of national association and prepare a group-putting handball to the Olympic game. Indoor handball was invented in 1940 in Denmark for short period of the play field of handball and organized world

champion ship for both. However, indoor handball with its speed, variety and excitement gradually pushed the slower field handball in the background.

From 1966, world championships were organized only for indoor handball and the development of the game accelerated. In 1972 was another burning point because of its popularity men's handball had to reintroduce at Munich Olympic; 1976 due to the success of the men and women handball followed in to the Montreal Olympics and handball becomes one of the most popular team sports of the games. Handball game was characterized by its popularity, stabilization, consolidation of rules and the development of the technical and tactical repertoire of the game.

2.2 History of Handball games in Africa

The handball game was start in Egypt at the ancient time using to throw same thing. At this time, there are no instructors, authors, and researchers in Egypt. The ancient people handball games use for physical preparation, recreation, and leisure time.

The African handball game confederation, (acronym CAHB) referring to (French: confederation African de handball), is the administration and controlling body African team handball. The African handball founded on January 15, 1973 in Lagos, Nigeria during the second all African games. The first African handball championship was organized in 1974, and the winners in men's competition were Tunisia, Cameron, and Senegal while in women's Tunisia, Senegal, and Egypt ranking from first to third.

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

The African handball game confederation (CAHB) is the institution, which runs handball game in Africa; it represents the national handball association of Africa under the supervision of the international handball (IHF). The CAHB head quarter is located in Abidjan, ivory cost. Dr. Mansourou A. Aremou from Benin, The motto of the organization is let's building African handball together.

2.3 Histories of handball games in Ethiopia

The student participation of the school life are challenges through various reasons like, culture, religion, family influence, low devotion of physical education teachers etc; for the game, which contribute for unsuccessful full life in handball game at national level in general and in our school particular.

The Ethiopian handball game was introduced by Ato Tokame Weldetsadik and other physical education teachers in Addis Ababa University; The Ethiopian handball games Federation was founded in 1962. Despite its long journey and the effort that have made as compared to other ball games, handball is less popular and less developed. This is, because the number of clubs in the country has been decreasing over the past years; our performance in the international competition has not been satisfactory and insignificant (Ethiopian handball federation).

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

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

- Less perspective to the subject

Training given, that created the corner stone to announce handball games to Ethiopians societies. In 1962 E.C Ethiopian handball games federation was established and becomes a member of international handball federation. For the first time in 1963 E.C, ten clubs are participated in the champions of handball game. Starting from 1964-1967 E.C. Handball got acceptances then, it played in the ministries fence by different special clubs. In general, Ethiopian handball game development was categorized in to three main types. Those are: development of handball in the year's 1960-1975 periods, development of handball in the years from 1976-1983 period and developments of handball in the years from 1984-1996 periods

Each of these developmental levels had its own features, for example the periods of 1960-1975 known as golden chances of handball games. The second one or the period from 1976- 1983 was not good period for development of handball games in Ethiopian. The third period is from 1984-1996. During Ethiopian new government was created special sport policies in many directions. For example in 1993 handball games was get the chance to rebuild with considering genders (Asefa Gelatu, 2005 E.C)

The Ethiopian Handball games Federation was established in 1969. One year later, 10 clubs were established in Addis Ababa for the first time, which was followed by the establishment of Addis Ababa Handball Federation in 1993 under the Addis Ababa Sports Commission. Then, Ethiopian championship competitions were organized and conducted in the case of which Ethiopia has been accredited as one of the International Handball Federation members in 1971.

2.4 Challenges of effective teaching in handball games

Wuest Bucher (1994: 390-392) states that; teaching can be defined as those interactions of the teacher and learners that make learning more successful. Although it is possible for learning to occur without a teacher involvement, generally accepted that teachers facilitate the acquisition of knowledge skills and attitude.

Teachers who are use a variety of pedagogical skills and strategies to ensure that their students are appropriately engaged in relevant activities a high percentage of the time hold positive expectations for their students and create and maintain a class room climate that is warm and nurturing.

Effective teacher are able to maintain an orderly productive learning environment, handling discipline problems appropriately while encouraging and providing opportunities for students to learn responsibility and to be accountable for their actions, wide variety of teaching methods and instructional strategies are judiciously employed to maximize student's active and successful engagement in relevant tasks. The ability to present clear explanations and offer and accurate demonstrations contributes to learning.

The ability to motivate students to perform to their potential is the goals of every teacher. Skill full teachers use a variety of teaching techniques to stimulate the interest in participation and sleep creative techniques to evolve students in the learning process. They also use appropriate reinforcement techniques to maintain students' involvement and promote a high level of student effort. These may include check lists, contacts, award system, and verbal and non verbal feedback. Praise is used thoughtfully; it is

contingent on the correct performance is specific in its nature and intent and sincere. Successful teachers continually update their lessons in an effort to meet students need and to make material presented relevant and challenging to the students.

Effective teachers have a process of superior human relation skills. They listen to students and accept students as individuals treating them as such. They strive to instill in each student a sense of self worth. An effective teacher shows concern for the well-being of students in their classes and endues or to provide students with opportunities that will enhance their self-confidence. The ability to establish and maintain reports with students, staff and readiness to acknowledge one's own mistakes are also characteristics that many successful teachers pass. A sense of humor is a well come attribute as well.

In general, effective teachers are able to successfully utilize variety of skills pertaining to organization, communication, instruction, motivation and human relations. However, effective teaching requires more than skills to the specific context and situation.

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

If teaching learning is to be active class organization and managing or demonstration are the key to success.

Deborah wuest(1994:14) states: challenges are numerous in all areas of teaching handball as one major part of physical education programs shares the advantage and disadvantages and problems in all respects equally.

Secondary school physical education programs have been criticized through the public and professionals. Criticism has focused on the worth of subject matter, the outcome realized, the manner in which the program were conducted, and its contribution to the education of students, unfortunately this criticism obscures the fact, there are many outstanding programs of secondary school physical education being conducted throughout the nation. The following are the main challenges of handball teaching. These are;

- arrangement teaching handball game activities
- shortage of proper facilities
- Large class size
- interest of students
- technical challenges of teaching handball games

2.4.1 Arrangement of activities in teaching handball games

Deberah wuest (1994:15) states that the various arrangements of instructional time used in these programs. Typically, short instructional unit of three to four weeks in length used at junior high school level to allow students to become familiar with a variety of students to many activities and allows them to identify activities in which they have an interest.

At high school level longer instructional unit are offered ranging from four weeks to semester. To increase the length of time devoted to an actually helps students attain competency in an activity suited to their ability and interest and further changes for continued participation. Mastery appears to be closely associated with the development of desired affective outcomes such as personal satisfaction, self esteem and self confidence.

This shows providing an opportunity for students to achieve mastery appears to be critical if we promote integration of activity in to one's life style. In addition using of units of increasing the length to accomplish the objectives, same school have chosen to offer activities for different ability levels such as beginning intermediate and advanced. This approach allows student to start at an appropriate level as well as receive more focused instruction according to their needs. Additional opportunities for student practice are also provided. Drop in program and intramural opportunities further students. Skill as well as encourage students to make a decision.

2.4.2 Lack of proper facilities

Physical education learning experience became memorable through the proper use of supplementary teaching aid each teacher should have a variety of good instructional materials, but should remember that the more exposure to them will increase learning. All such material should assist student to learn and should not be used as a means of entertainment where properly used such aids can increase the depth and speed of teaching learning activity.

In regard, to the above concepts Horne (1985:232) noted, “physical education program needs dictate the quality and quantity of facilities needed”.

According to Jesse and Williams (1964:104) states in same high schools the shortage of facilities are very real. They also emphatically explain that there remain many communities and institutions with the limited facilities. On the influence that the shortage of facilities can play claim they further suggests when facilities are lacking in innumerable schools, then in physical education are held in classrooms corridors and basements. Such places limit the program and when facilities are lacking children do not learn the skill and coordination that is essential for their development.

When handball feel shortage of facilities required teachers will also be in a problem on this issue they write it follows inevitably that luck of facilities has its effect up on the moral of teachers as well as the teaching learning process the problem can in part be tackled if the necessary materials are available. On this issue Perstarises and Sinclaire(1978) wrote “ a high priority must be assigned to facilitate that can meet the challenges 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 atmosphere to the overall quality of teaching learning process. As explained by Sidentop (1991) a major responsibility of every handball teacher is to provide a safe learning environmental for students. Safety should be considered when planning, but it is in the implementation of lesson that safety must be foremost Darly Sidentop (1991:209).

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

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

2.4.3 Teaching handball games using large class size

There are the problems that large class size is believed to be responsible according to Bucher (1975:319)these are it takes time discipline may be a greater problem and the administrative structure of the class will be informal.

In addition, Knapp and Leonhard (1968:388) stated that the type of program, teaching method and available materials or facilities that the size of the class.

Bucher and Keoing (1974:211) states that:- the size of class affect, the number of teaching stations the supplies and equipment, the size of the area, the number of

available teachers,. They further suggested that the effectiveness of teachers would be seriously hampered if there were an excessive number of students.

2.4.4 Interests of students in learning handball games

Different students have different interests in learning handball games. Some students believe that psychological education has great benefit for them Bucher (1975:2) states as follows "in learning physical skills, the exercise it supplies for becoming physical fit, the social contributions such as the development of sports man ship qualities learning hero to get along with others and team work this psychological benefit is the form of self confidence and out let for mental frustration; improvements of personality and development of qualities coverage and self discipline and the knowledge learned inter respect to the role of sport in the culture of world"

Even though some students accept the importance of physical education as mentioned in above paragraph education negligible number of students think that physical education has very little value for them.

This may be because of a bad experience, like poor instruction; absence of planning and organization, large number of students in one class and poor availability of facilities and equipment.

All evidence suggests that students who experience success in meaningful activities in physical education in a nurturing learning environment will improve their attitudes towards themselves, towards school, and towards the subject matter sedentop 1991, beyond that most set circumstance; teachers can promote self-growth by helping

students' undertaken new learning experiences with positive expectation for achievement.

Deberha Wuest (1994:145) states that "If students are interested in a particular activity, they will be more motivated to learn student's interests vary widely. Athletic ability is highly valued by our society some students may be interested in learning an activity order to be a member of a sports team".

In attempting to accomplish this objective, teacher must assist their student, in acquiring the necessary motor skill and knowledge pertaining to physical activity. However, the likelihood those students will continue to participate in physical activities. Once they have left school is strongly influenced by their attitudes. Thus fostering favorable interest towards handball activities is desirable outcome of handball teaching programs. Teachers must not only be concerned with the development of positive interest, but also with changing negative interest held by some students during teaching learning of handball game in physical education subject.

2.5 Techniques of teaching handball games

The challenge of teaching handball in physical education in schools are, the student could not understood what they were learned about the techniques, tactics, rules and the regulation of handball game. However, the student should know a few rules and regulation of handball game. According to Holger Nielson composed the rules of modern handball in the year of 1898. Some of the rules and regulation are; officials, number of players, playing time, the ball, the team, the player substitution, equipment,

the goal keeper, the goal area line, the free throw line, the penalty line, center line scoring, fouls committed, match drill skills and punishments.

The fundamental techniques and unrepeated wonder full skills played by players are some of the most attractive handball game situation that draws the attention of millions of people throughout the world. What makes the handball game wonder full is also you have learned the basic skills and techniques equally well each students applies these techniques in different ways in actual game situation. The most challenges of handball teaching in physical education at Tsegedie district preparatory schools the students are not well know the fundamental techniques of handball game.

According to Zaltan Marczinka (1993), some of the basic techniques of handball games are the following

2.5.1 Technical challenges of Catching handball game

In principal the ball is caught by two hands forming a bowl, where the two thumbs are pointing towards each other and forming the bottom of the bowl. The hands are meeting the ball in front of the body and drawn back at the moment, where you catch the ball. By catching low balls you turn the bowl, so the little fingers are forming the bottom of the bowl. Taking the position with catching it and this first step will influence the subsequent activities of the learner during attack. Therefore, for the purpose of successful performance, a secure and smooth catch is necessary at levels of the game. The present level of performance of the handball game demands from the player to be able to catch the ball according to the situation with one hand, too. The student must be, caught safely with two hands on catching of the ball face to face when the ball comes

above waist and below waist level, catching the ball lateral, catching the ball ground and frontal catching. (Afewerki Teklay 2014)

2.5.2 Technical challenges of dribbling handball games

Dribbling the ball is prolonged way of having position of it. This process starts when the player in possession of the ball takes the first and concludes when the ball comes to rest in one or both of his hands. This techniques it gives the player a chance to change his place with the ball and can a greatly improve his efficiency in the attack. The types of dribbling are high dribbling and low dribbling.

2.5.3 Technical challenges of passing handball games

Passing is contact the ball between attackers, with the ball mediator. This technique ensure the continuous organization of the attack, creating the conditions for collective team work and it is through passing that an individual player can become a creative member of the team. The start of passing depends on the player's temporary position by the basic position, while running and jumping. The most commonly used passing are over arm pass, under arm pass, wrist pass and backhand pass

2.5.4 Technical challenges of shooting handball games

Shooting is the conclusion of the attack with the hope of scoring. The aim of the attack organization is to create an advantageous position from which one member of the team can execute a direct goal shot with a good chance of scoring. It is possible to say that shooting is the backbone of the game. To become an effective shooter you must develop a quick release, accuracy to shoot to corners of the goal and the ability to know, when

and how to shoot. These are: - curved shot, under arm shot and through shots from the air are jump shot, curve jump shot and sliced jump shoot.

Chapter Three

3. Research Methods and design

3.1 Study site

The study was conducted on the challenge of teaching handball games in physical education Dansha, Gidey Deftera and Ketema Nigus preparatory schools in Tsegedie district of Tigray region Western zone.

3.2 Research methods

3.2.1 Quantitative Research Approach

According to Kothari (2004:05), quantitative is a "type of research approach which roots on the measurement of quantity or amount". It uses tools like questionnaires and observation methods of data collection system.

It is believed that in this type of fact finding researchers could get more people and contact with these people quicker than it may happens in qualitative one. This approach is assumed to be relatively better in survey studies as it helps to be more objective, to have higher sample size and minimize possible cost (material and time).

3.2.2 Qualitative research approach

According to Kothari (2004:05), the qualitative approach to research is "concerned with subject assessment of attitudes, opinions, and behavior", adding that researches in this situation is a function of researcher's understandings and impressions. It involves dealing with few individuals to get in-depth information. Given the explanation of the research,

the researcher has applied this means of acquiring facts and information about challenges of teaching handball game in physical education.

Moreover, this type of data collection approach allows generating of more facts and information. A specific tool of data collection employed under qualitative approach of this research is explained in detail under the subtitle application of data collection instruments.

The method is appropriate to describe, understand and defined the challenge of teaching handball in physical education at Tsegedie district preparatory schools.

The objective of this study is to know the challenge of teaching handball in physical education and the interest of students by analyzing the relationship among teachers, learners or students, environmental factor and teaching materials. Using descriptive cross sectional survey methods helps to gather a large variety of selected problem under to the study. The researcher under took the investigation on teachers of handball in class room and in the field. In data analyzing both qualitative and quantitative are applied either separately or in mixed way.

3.3 Research design

The study was mainly designed to investigate the challenges of teaching handball games and to make the study fruitful and relevant primary sources of data are employed. The primary sources are questionnaires and observation. The questionnaires were designed in line with the objectives of the study. The questionnaires for teachers and students were different. However some questions were for both teachers and students.

The major finding of the research designs are:-

- The available instructional materials are not sufficient.
- The handball court is not sufficient to facilitate teaching handball.
- There are no sufficient materials in the school.
- The attitude of the school administration is less understanding to wards of teaching handball.
- Insufficient environments affected or challenged to teach handball.
- Lack of interest of students are affected to teach handball.

3.4 Sources of data

In this study the data collection method mainly focused on the primary and secondary data sources. The researcher selected the sources of data from the three selected district preparatory schools purpose fully based on their access of transport and availability of the time to collect the data. The data sources for time to study were:-

- Preparatory school handball teachers.
- Preparatory school students.
- Documents, reference books and encyclopedia, internet Wikipedia**.**

3.5 Population and sampling techniques

In this study the researcher was selected data randomly sampling techniques from the total population of the students at Tsegedie district preparatory schools;

For observation, 20 students from each school and totally 60 students were observed. The data was collected by a means of check lists timely and objectively prepared.

For data collection using questionnaires 70% of the total students of three selected preparatory schools (respondents) was randomly selected and distributed with objective questionnaires.

3.6 Data collection tools

In order to collect required an evidence data and the objectives of data both primary and secondary data sources were collected and generated mainly using soft data, observation, questionnaires and secondary data were generated from different hard data.

The data collected from different sources and multiple instruments were gathering and the techniques were used to increase the credibility of the research to find and minimizing the challenges of teaching handball in physical education class.

3.6.1 Questionnaires

Two sets of questionnaires were prepared to obtain the data from physical education teachers and learners. Both sets contain both open ended and close ended questions in Tigrigna and English to collect data from the respondents. The questionnaires were distributed for students and teachers of Tsegedie district preparatory schools. This is due to the fact that avoids the impacts of handball games and that helps to find clear data sources.

Both sets of the questionnaires were identified the challenge and misunderstanding of teaching handball games in physical education. And the items modify in some way for the sake of specificity and simplicity.

3.6.2 Observation

Observation has a crucial role of investigate the condition of the aim and purpose of class room and field observation of teaching handball games in physical education by both teaching mechanisms. There were two kinds observational check lists prepared to collect data with participatory observation. The first check list were employed were check handball learner in physical appearance or performance in relation to specific skills and

techniques are engaging. The second check lists were employed to observe the availability of adequate material and equipments.

3.7 Data collection procedures

Both quantitative and qualitative data were collected based on the permission given from the three teachers' of Tsegedie district preparatory schools, preparatory school students; documents and consent obtained from the study participants. The data were collected by the researcher. The participants completed the survey within average of 30 minutes. General observation was also conducted with each participant to collect the observational data. The general observation took on average an hour. Furthermore, all of the instruments used in this research were translated from Tigrigna to English languages and backward from English to Tigrigna languages by the help of one Tigrigna and one English language experts, respectively.

3.8 Validity and reliability

The researcher was prepared the questionnaires to avoid the challenge of teaching handball games in physical education at Tsegedie district preparatory schools. This was used to show the subject teacher professions and the research experts to evaluate the questions to read and evaluate the questions. Both are receive the questions to read and evaluate carefully, after that the researcher expert and the teacher are avoid the un necessary questions and add the important points which is used for the research to avoid the challenge of teaching handball in physical education. And give to the researcher

critical constructive idea and correction to make the questions forward and after the validity of the questionnaires to examine the result.

3.9 Method of data analysis

In this study, both qualitative and quantitative methods were used to analyze the data collected by using different instruments from different sources.

The quantitative data obtained from questionnaire analysis was analyzed percentage and the qualitative data were first organized in to meaning full information and the data were described both an expressed by questionnaire and observation by the researcher.

In order to acquire detailed information, the data obtained through questionnaire were organized in tables and the data obtained from observation using check lists, documents analyze in narration in each categories of the table that the relevant to the issue. Both quantitative and qualitative methods of data analyzed were employed.

3.10 Ethical Considerations

The researcher collected the necessary data by the permission of the research settings administrative personnel and research participants. The anonymity of the research participants and study settings was kept by using codes, such as teacher, students and administration of the school compound.

Chapter Four

4. Data analysis and interpretation.

This chapter is devoted to the analysis and interpretation of the data. To obtain these 205 copies of questionnaire were prepared and distributed to the students of three Tsegedie district preparatory schools and three teachers from each preparatory school. A total of 205(100%) copies of questionnaire were properly filled and returned. General characteristics of the respondents and the analysis with interpretation of the data are responded here under.

4.1 General characteristics of student respondent

Among two hundred five students, 95(46.3%) were females and 110(53.7%) were males. These students who involved in responding to the questionnaire were from grade 12, of the three Tsegedie district preparatory schools. 69(33.6%) were from Dansha, 68(33.17) were from Gidey Deftera and 68(33.17%) were from ketema nigus preparatory schools from grade 12 students.

Since the majority of the student respondents were grade 12, it is believed that the information they give might be mature and reliable.

The researcher distributed 205 questionnaire among them 205(100%) of the questionnaires were returned on time, and lastly the researcher observed 60 students, 20 students from each of the three Tsegedie district preparatory schools.

Table 1: Characteristics of students' activity

No	Item	Alternatives and respondents									
		Very high	**%**	**High**	**%**	**Medium**	**%**	**Low**	**%**	**Very low**	**%**
1	To what extent do you use handball in your school?	4	2	16	7.8	24	11.7	123	60	38	18.5
2	To what extent do you participate in learning handball games?	4	2	14	6.8	21	10.2	126	61.5	40	19.5
3	What is the level of your punctuality to practical activities of handball games?	4	2	16	7.8	26	12.7	117	57.1	42	20.5
4	What is the contribution of handball games in your life?	3	1.5	15	7.3	23	11.2	100	48.8	63	30.7

Table one discus about, whether the students were used handball games or not in your school, participation of students in learning handball, the level of punctuality to practical activities and contribution of handball games in your life that related with environment, and objective of the question is to examine the accuracy of the respondents are to what

extent handball games were used, participated, punctuality and contributions of the game in your school throughout the year to evolve which skill acquired through experience.

Based on table one, the three preparatory schools students were responded that, the level to what extent do you use handball game in your school in learning practical activities. Among those, 4(2%) of students were used very high handball games, 16(7.8%) of the respondents assured that are used high level handball games in learning and 24(11.7%) of the respondents are confirmed with medium usage of handball games being taught in the school. In contrary, 123(60%) of the respondents are confirmed that handball games used in low. Whereas, 38(18.5%) of the respondents were used in very low level.

In general, in table one data analysis the average usage of handball in Tsegedie district preparatory schools, 44(21.5%) of the respondents indicates that very high, high and medium level. Whereas, majority 123(78.5%) of the respondents were loose the opportunity to get acquitted with handball. That means, 78.5% of the student were responded with low and very low use of handball instructional materials towards teaching learning process.

Table one, item number two concerned about, to what extent students are active participant in learning handball games and objective of the question is to identify the intended target of the respondents interest in learning handball both theoretical and practical parts.

In table one, item number two, at Tsegedie preparatory school 205 students were responded to what extent is the level of participation in learning handball games theory and practical activities. Depend this, 4(2%) of the respondents was participated through

very high level, 14(6.8%) of the respondents shows high participation and 21(10.5%) of the respondents confirmed with medium participation of handball games. In contrary, 126(61.5%) of the respondents shows that have low participation and 40(19.5%) of the respondents confirmed with very low participation. The main challenge of less participations are; lack of awareness, lack of fulfillment materials and facilities, gives less of pay attention, pupils doesn't encountered as subject equal with discipline even all subject.

In general, in table one item number two data analysis the average of participation in learning handball games of Tsegedie preparatory school stated that, 39(19%) of the respondents were found in very high, high and medium level of participation. The remaining 166(81%) of the respondents are point out in low and very low level of the opportunity in learning handball game to get sufficient knowledge. The cases of low participation of the learners in handball are: Lack of understanding, Lack of familiarity in the society, Lack of enough knowhow about handball game, Lack of awareness about the advantage handball game, Availability of insufficient materials and inconvenient physical environment.

Table one, item number three concerned about, to what extent the level of punctuality when students come to learn practical activities of handball game and objective of this question is to determine the problem why majority of the students are late comer in learning handball practical activities.

Based on item three, at Tsegedie preparatory school 205 of the students was responded, whether the students are punctuality or not to practical activities or field activities. Depend the given information, 4(2%) of them are confirmed that, very high punctuality

to come on time in learning practical activities of handball game in physical education, 16(7.8%) of students are confirmed with punctuality in learning practical handball activities through high level and 26(12.7%) of the respondents were assured that medium punctuality in learning practical activities of handball games. However, 117(57.1%) of the respondents are confirmed in low and 42(20.5%) of the respondents are inactive punctuality that means they found in very low or late comer to the field during practical activities. Therefore, there is no more difference in punctuality and passive coming in learning handball practice. Because of, majority of the respondents confirmed with passive level punctuality in practical activities.

In general, in table three data analysis the average level of punctuality in learning handball at Tsegedie preparatory school indicated that 46(22.4%) of the students were responded through very high, high and medium punctuality towards handball field activity. The rest 159(77.6%) of the respondents assured that low and very low punctuality in handball practical activities. That means, 77.8% of the respondents are affected the interest in learning handball games school throughout the year. Because, the consequence of low and very low of punctuality shows that, large numbers of the learners in one class, lack of instructional materials, inconvenient physical environment, harsh environment and lack conducive environment of the society.

In table one, item number four, was concerning the contribution of learning handball games in your life. Because, handball is popular team game and is a running sport in the world. And objective of this question is to determine the contribution of handball game throughout the society.

According to table one, the contribution of handball games in your life at Tsegedie district preparatory school 205 of students shows that, whether handball games contribution in your life or not, based on this item 3(1.5%) of the students are responded that, handball game has very high contribution in your life, 16(7.8%) of the respondents that have high contribution and 22(10.7%) of the students were confirmed that handball games have medium contribution in your life. In contrary, 110(48.8%) of the respondents said that handball is low role of contribution in your life and 63(30.7%) of them are responded handball games are very low contribution in your life, because of large numbers of the respondents shows that handball games were meaningless contribution towards their life.

In general, in table four data analysis the average level of contribution in learning handball games towards their life at Tsegedie preparatory school 42(20.5%) of the respondents were confirmed with high, very high and medium contribution in learning handball games towards their life. Whereas, 163(79.5%) of the respondents were agreed with very low and low contribution of handball games towards your life. Because, the consequence of contribution are; lack of knowhow, lack of instructional materials, lack of program arranged, and lack of conducive environment of the society.

Table 2: Conducive environment in learning handball games

Question	**Preparatory schools**		
What conducive environments available for learning handball games in your school? A, fields	Alternatives	Respondents	percentage
	Very high	6	2.9
	High	16	7.8
	Medium	24	11.7
	Low	103	50.2
	Very low	56	27.3
	Total	205	100
B, Teachers	Very high	24	11.7
	High	34	16.9
	Medium	48	23.4
	Low	72	35.1
	Very low	27	13.2
	Total	205	100
C, Materials	Very high	2	1
	High	13	6.3
	Medium	21	10.2
	Low	66	32.2
	Very low	103	50.2
	Total	205	100
D, Rooms	Very high	-	-
	High	-	-
	Medium	-	-
	Low	31	15.1
	Very low	174	84.9
	Total	205	100

In table two, concerning about the role conducive environments available for learning handball games and objective of this question is to check the conducive environments availability of handball games in the school society.

Based on table two, at Tsegedie district preparatory school 205 of the respondents indicates that, whether the school handball field available or not for learning handball games. 6(2.9%) of the respondents assured that, very high available conducive environment of fields in both the school compound, 16(7.8%) of the students were confirmed with high available conducive environment of the field, 24(11.7%) of them are agreed in medium. However, majority 103(50.2%) of the respondents' were confirmed low conducive environment of handball field and some 56(27.3%) of the respondents assured with very low or absence of field in your school. So, this is the main challenges towards learning handball games in the school.

Based on table two, variables two 24(11.7%) of the respondents confirmed that, the teachers are teach very high level, 34(16.7%) of the students were responded that your teachers have been in high performance of teaching handball games both parts and 48(23.4%) of them are agreed that there teachers were have a medium conducive environments available for learning of handball games in school, while 72(35.1%) of the students were responded that your teachers are low on arrangement of conducive environments in the school during teaching learning process of handball games and 27(13.2%) of them are very low interesting in teaching handball games .

In question number three, 2(1%) of the students are assured that have very high available of handball materials, 13(6.3%) of the respondents said that, high available of

handball instructional material and 21(10.2%) of the respondents were confirmed with medium availability handball materials that use to improve the value of teaching learning process of handball games. However, some 66(32.2%) of the respondents were assured that there is low conducive environments available of materials for learning handball games, on the other hand, the large number 103(50.2%) of the students were responded very low sufficient handball instructional materials.

Depend variable alternatives of "D" rooms for changing sport clothes is one of the main important on the availability conducive environment in school that used to progress the effective teaching learning process. However, 31(15.1%) of the respondents are confirmed that, low rooms for changing clothes during practical session in the school compound and majority 174(84.9%) of the respondents were agreed with very low availability of conducive environment like rooms for changing clothes in the school compound are the factor affecting or challenged the way of learning handball game especially, in practical class.

Table 3: Interest of playing handball compare with volley ball and football game

Activities	Alternatives	Respondents	Percentage
How much you're interested with handball games rather than football and volleyball game?	A. as much as football and volley ball game	50	24.4
	B. better than football and volleyball game	70	34.1
	C. lower than football and volleyball game	85	41.5
	Total	205	100

Treat whether students are interested with handball games rather than football and volleyball games. Thus, 85(41.5%) of the respondents confirmed that handball is lower than football and volleyball. Besides, 50(24.4%) respondents replied that handball game is interested as much as football and volley ball games. Similarly 70(34.1%) forwarded that handball is much better than football and volley ball games.

Even though some of the students forwarded they aren't much interested with football and volleyball games, but the majority of the respondents aren't much interested with handball games.

From the above discussion, it is possible to assume that football and volley ball games are being interested rather than handball games. This indicates some students are still aware about the game of handball. This type of game is new for them and that is why they don't have any interest in handball game. Thus, the physical education teachers should stimulate and equip students to participate and to have interest with handball game. To

accomplish this matter, physical education should play a great role through mechanisms; the schools also prepare court of handball game and sport materials.

Table 4: How handball teacher integrate the lesson

Activities	Alternatives	Respondents	percentage
Does handball teacher integrate the lesson with your particular performance and environmental realities?	Frequently	98	47.8
	Rarely	88	42.9
	Not at all	19	9.3
	Total	205	100

This indicates whether handball teacher integrate the lesson with students particular performance and environmental realities, regarding to this 98(47.8%), 88(42.9%) and 19(9.3%) of student respondents replied; frequently, rarely and not at all respectively. According the information obtained, the majority of respondents forwarded that handball teachers integrate the lesson with particular performance and environmental realities frequently. This shows that if every lesson accompanied with practical performance and environmental realities frequently, they can understand the lesson easily and they like the game heartily. Thus, physical education teachers should always help their students to integrate and associate the lesson with the practical aspect to make clear and make tangible the lesson.

Table 5: Attempts of handball competition with neighbor school

Activities	Alternatives	Respondents	Percentage
Have you ever taken place of any competition of handball game with different schools?	Always	13	6.3
	Some times	45	21.95
	Never	147	71.7
	Total	205	100%

Table five, attempts to indicate whether student takes place in any competition of handball game with different schools or not; Thus, the majority of respondents 147 (71.7%) replied that they never participate and compute each other and so that the game easily remain in the heart of individuals like foot ball and volley ballgames. As it can be observed from table eight, 13 (6.3%) chose always and 45 (21.95%) vote sometimes respectively. This shows that the school gives a chance to participate in any competition of handball game some times.

Table 6: Motivation of teacher for students on handball teaching learning process

Activities	Alternatives	Respondents	Percentage
Do your handball teachers motivate your learning system attentively in both practical and theoretical class?	Strong agree	57	27.8%
	Agree	85	41.5%
	Some times	50	24.4%
	Never	13	6.3%
	Total	205	100%

Table six, treats whether the respondents “strongly agree”, ‘agree’,’ some times’ or ‘never’ with the item of this table says whether handball teachers motivate students

learning system attentively in both practical and theoretical class, concerning this item 57(27.8%) respondents strong agree that teachers motivate students learning system attentively in both practical and theoretical class. from table nine, one can infer possibly that majority of the respondent 85(41.5%) vote agreed that handball teachers motivate students learning system attentively in both practical and theoretical class. on the other hand, 50(24.4%) and 13(6.3%) of student respondents replied that was some times and never respectively. Thus, in this item most of the respondents declared that high degree of teacher motivation for students in both practical and theoretical class are good and acceptable for student participation in handball discipline in physical education subjects.

From table nine, one can generalize that motivation of students on learning system attentively in both practically and theoretical class can facilitate student's participation in handball game and students freely develop their performance quickly and easily.

Table 7: Contribution of students in learning handball in both sessions

Item	Alternatives	Respondents	percentage
What is your opinion about the contribution of students in both practically and theoretically session	A. very high		
	B. high		
	C. medium	2	66.7%
	D. low	1	33.3%
	total	3	100%

The total numbers of teacher respondents involved in the study are three. As item number one said that, whether the contribution of the students in handball the teacher were responded medium and low, in table one indicates, the majority of the respondents

2(66.7%) of physical education teachers were responded that the attitude of students in handball class is medium, 1(33.3%) of them were responded low. In general, the result shows that two of three physical education teachers conclude the attitude of student in handball subject is medium.

Table 8:- the perception of school administration for handball with other subjects.

Activities	Alternatives	Respondents	Percentage
Do you believe that handball subject had equal perception from other subjects by school administration and school community?	High	-	-
	Medium	1	33.33%
	Low	2	66.67%
	Very low	-	-
	Total	3	100%

In table eight, the majority of the respondents 2(66.7%) confirmed that, there is no equal perception of handball subjects with other subjects by the administration of the school, the community, the society and so on. On the other hand some of the respondents 1(33.3%) were selected “medium” rather than very low. this result indicates most of the principals or administration of the school gives less pay attention for physical education or it cannot concern as a subject in the school compound. So, this one is the main factors that affect to teach handball in school compound in order lack awareness, it becomes the shortage of practical material.

In general, the information in table eight indicates, many of the administration of the preparatory schools have very low perception, even if never encountered as a subject. Because, it understand physical education seems only a running part and handball means

simply ball throwing without any rule and regulation. The main causes of these low perceptions are; lack of awareness about physical education, lack of knowhow, lack of skill and gives below attention of physical education subjects.

Table 9: - in which the school they support by material to teach handball

Item	Alternatives	Respondents	Percentage
Does the school have available materials in which they support the teaching learning process of handball in physical education subjects	A. sufficient	-	-
	B. quite sufficient	1	33.3%
	c. not sufficient	2	66.7%
	Total	3	100%

According to the information given in table nine, the majority of the respondents (teachers), 2(66.7%) were confirmed that, there is no sufficient instructional materials in which they support the teachers to providing an effective teaching learning process of handball in the school compound. On the other hand, 1(33.3%) of them respondents replied quite sufficient on the availability of materials of handball.

Based on the above information, the result shows that, the teachers (respondents) are conclude that, lack of instructional materials and facilities are the main factor or challenge of teaching handball that affects student to learn the subject. Lack of available materials such as; ball, field, net, cone, posts etc.

Table 10: Which mechanism of teaching is improve effectively

Activities	Alternatives	Respondents	Percentage
Which system of teaching learning process are you used in handball subjects	A. Group method	1	33.33%
	B. Lecture method		
	C. Demonstration	2	66.67%
	D. Question and answer		
	Total	3	100%

According table ten, 1(33.3%) of physical education teachers were responded that, they are used group method teaching and 2(66.7%) of them are replied that use a demonstration mechanism in order to increase the practical performance of student in handball subject. The result indicates, most of physical education teachers are used demonstration mechanisms for the development of effective teaching in handball practical session.

In general, majority of physical education subjects concentrated at practical session, especially all team game parts. From these, handball is one of them and in nature most of the time handball stressed on practical. Based on this, the teachers are used frequently demonstration method to apply the fundamental techniques and tactics of handball game. Therefore demonstration is the best mechanism from the other part of teaching method in physical education as the teacher concludes.

Table 11: - How to increase the participation of students in school

Activities	Alternatives	Respondents	Percentage
What do you recommend to increase the participation of students in the school and with their partners?	A. Changing of attitude of the school level	1	33.33%
	B. Motivating of students participation in handball class	1	33.33%
	C. Prepare competition between section to section	1	33.33%
	D. Sharing experience through different competition		
	Total	3	100%

According to the information given in table eleven, 1(33.3%) of the teachers said that, changing attitude of the school level were recommended to increase the participation of the student in handball. In other way, 1(33.3%) of the respondents are increase the participation of the students through motivation to participate in handball class and 1(33.3%) of the respondents shows that, the student increase their participation interest through prepare of competition between section to section rather than ideologically sharing an experiences.

In general, the result indicates that, the teachers conclude to increase the participation of students on the three alternatives. But not only these, the teacher says that to increase the participation of students in handball by appreciation, motivation and giving an awareness

from the initial about their techniques and tactics carefully that integrate with sharing an experience about handball to each other in daily activity.

Table 12: - physical environment of the school

Activities	Alternatives	Respondents	Percentage
Does the school physical environment confirm in which they enhance the teaching learning process of handball game?	High	-	-
	Medium	1	33.3%
	low	2	66.7%
	Very low	-	-
	Total	3	100%

According to table twelve, 2(66.7%) indicates most of the respondents never agree with confirm physical environments in which they enhance the teaching learning process of handball game in tsegedie district preparatory schools. In contrary 1(33.3%) of the respondents were replied “partial yes”, that seems confirm physical environment to teach handball game. From this, the respondent conclude, the physical environment is very difficult to teach practical activity of handball game, because they have harsh climatic condition on the district preparatory schools.

Table 13: students' were response based on the available of instructional materials in the district preparatory schools.

No	Item	Adequate	%	In adequate	%	Not existence	%	Total	%
1	Size of the class and fields of handball	40	19.5%	135	65.9%	30	14.6%	205	100%
2	Quality of the handball in school compound	-	-	43	20.9	162	79.0%	205	100%
3	Quantity of the student text book	145	70.7%	20	9.8%	40	19.5%	205	100%
4	Sport shoes and clothes	10	4.9%	65	31.7%	130	63.4%	205	100%
5	A facility for practical work such as handball, net cones, whistles, and so on.			29	14.1%	176	85.9%	205	100%
6	International handball field	-	-	-	-	205	100%	205	100%
7	First aid and clinic in the school compound.	-	-	-	-	205	100%	205	100%
8	Room for changing clothes during practical class	-	-	-	-	205	100%	205	100%
9	Handball reference book	-	-	24	11.7%	181	88.3%	205	100%

According to the information on table 13, item number one, 40(19.5%) of the students were responded that, have adequate class size and field of handball in the school compound. In contrary, 135(65.9%) of the respondents replied that, inadequate size of the class and field. While, 30(14.6%) of them, that are respond not existence or not enough size of the class and field of handball in each district preparatory schools.

In general, this result indicates, majority of the respondent shows, there are inadequate size of the class and field that enhance or strive the capacity of student in the school. Because, they were not enough handball field and ball and interest of students, in additional that has lack of conducive environment and weather condition of the area.

In table 12, item number two, 43(20.9%) of the students said that, inadequate quality of handball, while 162(79.0%) of the students were responded not existence the quality of handball in the school compound. In general, the result indicates most of the respondents are selected alternatives of not existence on the quality of handball in the school compounds. Because, it has the lack of handball material even though the lack of awareness, lack of knowledge, and give less attention from school administration to physical education.

According table 13, item number three, 145 (70.7%) of the students were responded adequate, on the other hand 20(9.8%) of the students chose in adequate and 40(19.5%) of them, that confirmed not existence quantity of the student text book in the school. In general, most of the student says that, they have enough distribution of physical education text book.

Table 13, item number four shows, 10(4.9%) of students were answered adequate and 65(31.7%) of the respondents said that in adequate clothes and shoes for practice. While

130(63.4%) of them, are said that, there are not existence sports shoes and sport clothes for the teacher and students during handball practical session. In general, most of the respondents cannot get the main instructional materials such as ball, shoes, and clothes to increase their participation freely.

According table 13, item number five, 29(14.1%) of the student were responded inadequate facilities of practical work such as, handball, net, cones, whistles and so on. While, 176(85.9%) of the respondents not existence practical materials in which are support handball teaching learning process and used to improve the practical participation of students.

According to table 13, item number six, seven and eight 205(100%) of the students were responded not existence or sufficient, international handball court, first aid, clinic, room for changing clothes during handball practical session. So, this is the main challenges of handball teaching learning process. When we conclude, these are the impact of practical work, but the students are learned with the lack or scarcity of material and used local material to solve the challenges.

According table 13, question number nine, 24(11.7%) of the students are responded inadequate handball reference book in the school compound. But, in contrary most of the most of the respondents 181(88.3%) were said that, there is no reference book to handball subjects in order to develop the knowledge of students in the school. in general, from the above table twelve indicates, item number one - nine, most of the respondents were replied that, there is no sufficient available instructional materials work in each Tsegedie district preparatory schools. Even though, when the researcher totally observes the school and physical education teachers are observes, materials and facilities, handball field, cruel

and severe weather condition of the school and unpleasantly physical arrangement of the schools are the major factor or challenge of handball teaching in physical education subject in the school compound.

Table 14: Observation check lists for students based on participation and perception

No	Activities	Categories of the observation									
		Excellent (5)		Very good(4)		Good (3)		Fair (2)		Poor (1)	
		No	%	No	%	No	%	No	%	No	%
1	Skill of participation at practical activity of the student.	11	18.3	20	33.3	25	41.7	04	6.7	-	
2	Perception of the learner for handball subjects.	10	16.7	15	25	16	26.7	10	16.6	09	15
3	Ability or skill of the learners which understand the lesson.	07	11.7	14	23.3	20	33.3	13	21.7	06	10
4	Interest of students to integrate theory with practice.	10	16.7	13	21.7	13	21.7	17	28.3	07	11.7
5	Adequate of equipment and facilities in the school compound.	-	-					07	11.7	53	88.3

According table 14, item number one, when the researcher were observed on the performance of students in both practical and theoretical session, 11(18.3%) of the

participant improve their skill in “excellent” way, and 20(33.3%) of the student improve “very good” skill and 25(41.1%) of the participant have ”good” skills on handball subject. But, 4(6.7%) of them are have fair skill. In general when the researcher conclude the skill of student by using observation system, most of the learner contained very good and good position the skills on handball subject.

According table 14, item number two, 10(16.7%) of the student perception is “excellent”, 15(25.0%) of them are “very good” awareness, 16(26.7%) of the learner understand in “good”, 10(16.6%) of the participant have fair ability to see handball and the remaining 09(15%) of the learner never consider handball as a subject.

In table 17, item number three, when physical education teacher observes your learner during practical and theoretical session, 07(11.7%) shows that, an “excellent” ability in handball skills, 14(23.3%) have been “very good” skill and ability of handball game. Most of the learner 20(33.3%) contained “good” skill and ability of handball game. But, 13(21.7%) contain fair and 06(10%) of the student poor skill and ability in handball teaching learning process which understand the lesson.

According table 14, item number four, 10(16.7%) of the learner has an “excellent” interest and attitude of the learner, 13(21.7%) contained very good and 13(21.7%) of learner has a good interest and attitude in hand ball teaching learning process. On the other hand the researcher were observed 17(28.3%) of the students are fair and 07(11.7%) of students are fair in attitude and interest to integrate handball theory with practice.

According table 14, item number five, when the researcher observed 53(88.3%) have poor adequate instructional material, equipment and facilities in the district preparatory

schools that are used to improve the skill of learner practiced without any handball materials. While some of the students, 07(11.7%) are fairly observed that practiced using local materials.

Table 15: technical challenges of handball games

No	Item	Alternatives and respondents									
		Very high	**%**	**High**	**%**	**Medium**	**%**	**Low**	**%**	**Very low**	**%**
1	Technical challenges of catching handball games	2	3.3	4	6.7	7	11.7	16	26.7	31	51.7
2	Technical challenges of dribbling handball games	3	5	5	8.3	8	13.3	16	26.7	28	46.7
3	Technical challenges of passing handball games	2	3.3	6	10	10	16.7	23	38.3	21	35
4	Technical challenges of shooting handball games	2	3.3	5	8.3	7	11.7	18	30	28	46.7

According table 15, when the researcher were observed the fundamental techniques of catching handball game in learning practical class through check lists, which demand to examine the performance of the students wants great. On the contrary, the large number

31(51.7%) of the participants were found in very low performance of catching handball activities, some number 16(26.7%) of the learners have low skill in catching handball techniques, 7(11.7%) of them are in medium level of skill, 4(6.7%) of the learner has high performance of catching handball techniques and 2(3.3%) of the learner have very high performance in catching handball games.

When the researcher concludes, depend the given information; majority of the learners presented in very low and low catching handball techniques that affects through the following challenges. The impacts are; lack available instructional materials and facilities, lack of interest in handball game, lack of arm slightly bent, lack of movement towards the ball, lack of fingers and thumbs properly spread, lack of observing it in moving the hands to the body and lack of catching thumbs correctly behind the balls are main challenge towards learning handball game techniques in physical education.

According table 15, when the researcher were observed the fundamental techniques of dribbling handball game towards learning practical class through check lists, which depend on the entertainment of the students have a desire to possess. However, majority 28(46.7%) of the students' were decent in very low performance, some 16(26.7%) of the learners was conformed in low expertise dribbling handball techniques, 8(13.3%) of them are occurs medium level of to do the techniques, 5(8.3%) of the learners have high capacity on the performances of dribbling handball techniques and 3(5%) of them are were found at very high moment of dribbling handball techniques.

When the researcher concludes, depend the given information; majority of the learners presented in very low and low dribbling handball techniques that affects through the

following challenges. The main factors of dribbling are; lack available instructional materials and facilities, lack of interest in handball game, lack of smart floor for dribbling, inconvenient physical environment, carless monitoring of teacher to students, lack of conducive environment, lack of choosing the types of dribbling, lack of finger and thumb contact correctly with ball, feel high frustration during practice, lack of confidence to techniques and lack of coordination are main impede in learning handball techniques.

According table 15, when the researcher were observed the fundamental techniques of passing handball game in learning practical class in order to prepared check lists, which required the dribbling techniques of the students wants to distinguished based on their ability. However, majority 23(38.3%) and 21(35%) of the students' were showed that, low and very low performance of passing handball games, some 10(16.7%) of the learners was confirmed medium expertise passing handball techniques. on the other hand, 6(10%) of them are occurs high level of handball passing techniques and 2(3.3%) of them are occurs very high ability in passing techniques.

When the researcher concludes, depend the given information; majority of the learners are presented in low and very low passing handball techniques. The main factors of passing techniques are; lack available instructional materials and facilities, lack of interest in passing handball game, carless monitoring of teacher to students at field activity, lack of knowhow the type of pass, informal holding ball, lack of skill how to pass through one hand, lack of finding the right moment of pass, lack of correctly

passing and receiving, undecided the speed of pass, slow movement of passing, lack of awareness informal holding ball, and lack of skill to pass through one hand.

According table 15, when the researcher were observed about the fourth fundamental techniques of shooting handball game towards learning practical class through check lists, which contained to eminence the appropriate standard of the students in practical performance . Although, the large number 28(46.7%) of the learners occurred through very low performance of shooting system of handball activities, 18(30%) of the learners appear with low skill of shooting handball techniques, 7(11.7%) of them are medium level of skill. On the contrary, 5(8.3%) of the learner were found high capacity on shooting handball games and 2(3.3%) of the learners has very high performance of shooting handball game techniques.

When the researcher convinced from the above information; majority of the learners obtained in very low and low improvement of passing handball game techniques. The challenges are; lack available instructional materials and facilities, lack of knowhow about shooting handball technique, lack of awareness informal shooting ball, lack of skill how to shoot through one hand, lack of analyze the indicators, lack decision how to shoot, lack of selection of the simplest type of shoot, lack of the target zone to shoot in the goal and lack of trajectory of shooting goal are main factor in learning handball techniques.

Open ended question for teachers of Tsegedie district preparatory schools

What challenges did you face while teaching handball games?

- Lack of interest towards teaching handball games, that means all physical education teachers also shows that not more interesting when to teach handball games in the school compound. Because of, lack of sufficient instructional materials, lack of motivation from the administration of the school, harsh weather condition, inconvenient physical arrangement of the school, informal period arrangement, poor understanding of the society and give less attention of physical education teachers are the main challenges that affect to teach handball game.
- Lack of conducive environment in teaching handball games theory and practical class
- Lack of providing curriculum designing for physical education class that means physical education program one period per a week, so this one is the factor that challenged teachers and students in accomplishment teaching handball games.
- Lack of Family support in students' participation in learning handball activities.
- Lack of educational back ground knowledge and understanding about students' participation in teaching handball games.
- Lack of students understanding and attitudes towards handball activities.
- Lack of encouragement and understanding of administration employs towards students participation in teaching learning process of handball games.
- Low attitude of teachers towards the participation of students in handball activities.

- Lack of required instructional material to be proportional with number of teachers and students in the school. Such as, water, clinic, library, pedagogical-center and most of selected preparatory school the facility and materials were very low.
- Shortages of teacher guides in the school compound
- Shortage of practical handball field
- Inadequate handball practical materials such as, handballs, net, whistle, cone and other practical materials.
- Inadequate water facilities
- Inadequate clinic facilities
- Shortage of reference book in the libraries
- Shortage of changing clothes room

Low perception and interests to teaching handball because most of them fell that it is not designed for them and it has little application in their occupation and little attention give from principles and administrations for the handball course

General observation

In grade 12, Tsegedie district preparatory schools (Dansha, Ketema Nigus and Gidey Deftera), the researcher were observed their students during handball practical and theoretical class. These are:-

- There is no adequate equipment and facilities in the school compound.
- Inconvenient physical environment of the school.
- Large class leads that shows behavioral(discipline) problem

- Less involvement of the class activities
- Lack of individual and group support of the students
- Some physical education teacher has less controlling their student, especially at field activity.
- Lack of student interest on the subject
- Shortage of skill or talented of the students
- Less encouragement from teacher to the students to their participation
- Less pay attention from the school administration

The response of physical education teachers on the challenge of teaching handball from Dansha, Ketem Nigus and Gidey Deftera preparatory schools based on inconvenient physical environment, lack of instructional materials and conducive environment.

Chapter Five

5. Summery, Conclusion and Recommendation

5.1 Summery

The purpose of this study is to investigate the challenge of teaching handball in physical education at Dansha, Ketema Nigus and Gidey Deftera preparatory schools and to solve lack of instructional materials or facilities, inconvenient physical environment and conducive environment in handball game to suggest the solution.

The study was used descriptive survey method and researcher was conducted in Dansha, Ketema Nigus and Gidey deftera preparatory schools of Tsegedie Woreda, Tigray reginal natonal state of western zone. Through the researcher conducts, it obtained many challenges in teaching handball game, because the handball game is not familiar with those societies. The main challenges that hinder the interest of students towards the participation in teaching handball game in physical education are; lack of motivation, shortage of instructional material and facilities, harsh weather condition, sever physical arrangement, inconvenient physical environment, less perception school, class room climate, society culture and religion.

To conduct the research questionnaires were distributed to students and physical education teachers to gathered data through questionnaires and observation check lists to investigate the following major findings:

- Harsh conducive physical environment towards affect the student participation of teaching handball game

- Less encouragement and understanding of the school administration employ towards the student participation of teaching handball game
- Shortage of adequate instructional materials and facilities in the school
- Lack of ability of participant, carless of physical education teachers through the subject and Low perception of society

5.2 Conclusion

The purpose of this research was used to finding the most serious challenges that hinder in teaching handball game. However, the finding that obtained for data collection through questionnaires and observation with a particular challenge here to capture the fact information.

The main factor that delays the effective teaching handball game of students in physical education are: students are give less perception to physical education subjects, lack of skill during practical handball game, lack of enthusiasm from teacher to learners, lack of enough knowledge, lack of initial background and give less attention to lesson when their teacher taught. Teachers' attitude, interest and inactive classroom monitoring, and not worried for physical education as a main subject in the school compound, less skill workers on practical are the main challenges teaching handball.

Regard this; the study pointed out that there was lack of instructional material of teaching handball games are; lack of first aid and clinic, water facilities, room for changing practical clothes, field to teach practical, ball and teaching manuals such as lack of reference book, text book and syllabus in the school compound.

The majority of the students were not interest to learn handball games are concluded:

- Shortage of proper facilities
- Negative perception of the community
- The impacts of culture and religion towards the participation of students especially for ladies
- No give attention like other subject in case of the Ethiopian national examination
- Poor educational back ground from the initial or beginning
- Less understanding about what is the advantage handball game.

5.3 Recommendation

The final outcomes of the research come up certain recommendation based on the data suggested the following idea and the teacher should give more attention to the establishment of productive effective teaching handball game in physical education and used to minimize the hinder progress of handball are the following:

- Give the relevant knowledge and awareness to increase the capacity of students towards learning handball games.
- Physical education teachers should develop their teaching methods to become better the talent of students in teaching handball game techniques and tactics.
- The school administration should be complete the required instructional materials and facilities to facilitate practical teaching learning process of handball game. In general, Dansha, Ketema Nigus and Gidey Deftera preparatory school should allocated budget to purchase the necessary

materials like handball, whistles, cones, sport clothes, shoes, posts, nets, and construct the handball field with color full.

- Physical education teacher should be made a smooth discussion with administration of the school; community and student parents to solve the challenge of teaching handball game as much as possible with concerned bodies should give attention and motivate students' participation in order to solve the challenge of culture, religion, materials and environmental factor of the preparatory schools.
- Physical education teachers should motivate your students to have great interest in the subject and to increase their participation in teaching handball game at both theoretical and practical class, especially to develop gradually the techniques and tactics of handball through practical.
- Physical education teacher should be applying the role of monitoring and managing problems in large class size, inconvenient physical environment and lack of instructional material such as, class setting arrangement and practical class arrangement.
- Physical education teacher should organize to solve shortage of credit hour in order to decrease the challenge of teaching handball game in physical education.
- Physical education teacher should be coordinate the societies, administration of the school, all concerned bodies and nongovernmental organization to solve the challenge of teaching handball in physical education. These stakeholders assured that help to solve challenge of inconvenient physical

environment and conducive environment through arranging time and doing shelter in order to solve the challenge. In addition, all are the above stakeholder make prepared budget to purchase the necessary instructional materials and manual of teaching handball game in physical education.

Generally, the researcher were applied different kind of teaching methods to solve the challenge of teaching handball game in physical education in Dansha, Ketema Nigus and Gidey Deftera preparatory schools that I faced during teaching learning of handball theory and practicing of the techniques and tactics of handball game. Therefore, the researcher recommended that the school societies, physical education teachers and school administration should minimize the challenges of teaching handball game.

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Appendix I

Addis Ababa University

Collage of education and behavioral studies

Department of science and mathematics education

Questionnaires for grade 12 student

Dear: students

This questionnaire designed to collect information or data for research purpose. It is objective to assess your opinion on the challenge of teaching handball games in physical education at Dansha, Ketema Nigus and Gidey Deftera preparatory schools in Tigray regional state of western zone. I kindly request you to your genuine response for each of the questions.

It is not necessary to write your name on the paper.

Thank you in advance kindly to cooperation.

Instruction: - write your own back ground information on the space provided.

Name of the school_____Sex_____Grade _____

Age ___ Region _____zone _____ Woreda _____

Instruction:-please respond for the following question by circling the letter of the choice

1. To what extent do you use handball game in your school?

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

2. To what extent do you participate in learning handball games?

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

3. What is the level of your punctuality to practical activities of Handball Games?

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

4. What is the contribution of handball games in general?

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

5. What conducive environments available for learning handball games in your school

A, Fields A. Very high B. High C. Medium D. Low E. Very low

B, teachers A. Very high B. High C. Medium D. Low E. Very low

C, Materials A. Very high B. High C. Medium D. Low E. Very low

D, Rooms A. Very high B. High C. Medium D. Low E. Very low

6. How much you're interested with handball games rather than football and volleyball game? A. as much as football and volley ball game

B. better than football and volleyball game

C. lower than football and volleyball game

7. Does handball teacher integrate the lesson with your particular performance and environmental realities? A, Frequently B, Rarely C, Not at all

8. Have you ever taken place of any competition of handball game with different schools? A, Always B, Never C, Same times

9. Do your handball teachers motivate your learning system attentively in both practical and theoretical class? A, strong agree B, agree C, same times D, never

Appendix II

Addis Ababa University

College of education and behavioral studies

Department of Science and Mathematics

Questionnaires for grade 12 preparatory teacher

Dear: teacher

The purpose of this questionnaire is to collect the available data of a study on the challenge of teaching handball in physical education at Dansha, Ketema Nigus and Gidey Deftera preparatory schools in Tigray regional national state of western zone.

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

Thank you in advance for your cooperation.

Instruction:-please write back ground information on the space provided

Name of the school _____Sex _____Age _____Qualification _____

Grade level_____ Workplace_____ Region _____

Zone _____Woreda _____

Questionnaires

1. What is your opinion about the contribution of students in both practically and theoretically session? A. Very high B. High C. Medium
2. Do you believe that handball subject had equal perception from other subjects by school administration and school community?

   A, High B. Medium C. Low D, very low

3. Does the school have available materials in which they support the teaching learning process of handball in physical education subjects?

   A, Sufficient B. Quite sufficient C, not sufficient

4. Which system of teaching learning process are you used in handball subjects?

   A. Group method B. Lecture method

   C. Demonstration D. Question and answer

5. What do you recommend to increase the participation of students in the school and with their partners?

   A. Changing of attitude of the school level

   B. Motivating of students participation in handball class

   C. Prepare competition between sections to section

   D. Sharing experience through different competition

6. Does the school physical environment confirm in which they enhance the teaching learning process of handball game? A, High B, Medium C, Low D, Very low

7. What challenges did you face while teaching handball games?

_____

_____

_____

_____

_____

_____

_____

Appendix III

The purpose of this observation were observed in which available handball instructional material of a study on the challenge of teaching handball game and technical challenges handball games in physical education at Dansha, Ketema Nigus and Gidey Deftera preparatory schools in Tigray regional national state of western zone.

Observation check lists of available instructional material

No	Item	Adequate	In adequate	Not existence
1	Size of the class and fields of handball			
2	Quality of the handball in school compound			
3	Quantity of the student text book			
4	Sport shoes and clothes			
5	A facility for practical work such as handball, net cones, whistles, and so on.			
6	International handball field			
7	First aid and clinic in the school compound.			
8	Room for changing clothes during practical class			
9	Handball reference book			

Observation check lists of some theoretical & practical activities in handball learning

No	Activities	excellent	Very good	Good	fair	poor
1	Skill of participation at practical activity of the student.					
2	Perception of the learner for handball subjects.					
3	Ability or skill of the learners which understand the lesson.					
4	Interest of students to integrate theory with practice.					
5	Adequate of equipment and facilities in the school compound.					

Observation check lists about the technical challenge of teaching handball game fundamental techniques at Dansha, Gidey Deftera and Ketema Nigus preparatory schools

Task check list	**Observation scores**				
	5	**4**	**3**	**2**	**1**
Catching handball techniques					
Dribbling handball techniques					
Passing handball techniques					
Shooting handball techniques					

NB. Given tasks and range of the observation check list,

Very high (5)= (85-100),High (4) = (75-84), Medium(3)= (60-74),

Low (2) = (40-59) and Very low (1) =(<39)

Declaration

I, the undersigned, declare that this research paper is my original work and that all sources of the materials in the research paper have been duly acknowledged. The matter embodied in this research paper has not been submitted earlier for award of any master degree, degree or diploma to the best of my knowledge and belief.

Name: Zeray Weldegebriel

Signature: _____

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