CHALLENGES OF TEACHING HANDBALL IN PREPARATORY SCHOOL: THE CASE OF WUKROMARAY, TIGRAY NATIONAL REGIONAL STATE

BY

Afewerki Teklay

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF ADDISABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE IN SPORT SCIENCE

August, 2014

Addis Ababa

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APPROVED BY BOARD OF EXAMINER

Chairman department Graduate committee	Signature	Date
Advisor	Signature	Date
External examiner	Signature	Date
Internal examiner	Signature	Date

Acknowledgements

I would like to express my heartfelt thanks to God for enabling me to complete this research work on time.

I greatly thank my advisor Dr. Aschenaki Taddese for his effective and constructive guidance and encouragement by seriously reading my proposal work of the research paper making all necessary corrections and instructive comment.

Thanks to all academic staffs, students, sport science teachers, youth and sport expert and administration of the school Wukro Maray for this time devoted to the fulfillment of this research.

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Acronyms

HB	Handball
IOC	International Olympic Committee
IHF	International Handball Federation
P.E	Physical Education
IAAF	International Amateur Athletic Federation
E.C	Ethiopian Calendar

Abstract

The main objective of this study was to investigate a study on the challenge of the handball teaching learning process and attitude of the students in Tigray Region Wukro Maray preparatory school, interest of sport science teachers, interest of the school directors, youth and sport expert to recommend the solution of the major factors that affect the challenges of teaching handball in practicing and teaching in Wukro Maray preparatory school Woreda Tahty Maichew. The main issue considered is students in the handball activities, attitudes and interest of the students in the handball teaching learning process and the challenges of handball that affects in teaching in the hand ball activities. Descriptive Survey method research was employed for this study the data were collected through questionnaire, observation and interview. The data were collected in Wukro Maray preparatory school from the students, sport science teachers, the school directors, youth and sport expert and the data were analyzed both quantitative and qualitative method using percentages. The respondents sampling technique from the total population was carried out through simple random selection methods or systems. This results implies that the interest of the students are low in the handball teaching, shortage of motivation for the family, teachers and others concerned bodies, inadequate of school facilities teaching instruments. So that it is recommended that depending on the result concerned bodies such as teachers, parents have to encourage the student's participation in teaching handball class to full fill the school facilities, to give equal chance like the other subject to provide different service for the students, to improve the attitudes of students in teaching handball activities.

Key words: Challenges, teaching handball learning.

CHAPTER ONE

Introduction

1.1 Background of the study

Physical education plays big roles in all aspects of our lives and the process by which changes in the individual are bought about through movements, experience, physical education aims not only physical development but also with education of the whole person through physical activities. Physical education develops physical fitness and maintains a healthy body and mind.

As V.K. Rao (2007:613) states that physical educations develop a wide range of activities to individual needs and interest. The most fundamental functions of school physical education are recognized: Man must reaffirm and preserve his desire for movement. And the movement, in whatever form, must be satisfying and attractive. Physical education develops different sport skills to participate in different game, social skills and physical fitness.

The history of physical education is as the history of the human society although modern and formal curriculum based course on the physical education were developed later in the history of mankind and physical change both qualitatively and quantitatively. The target of physical education was at first the enjoyment of various types of physical education involvements passing peace fully and mentally refreshing and protection of an individual or group of individuals. The community as the whole when conformed by any condition that demands physical exertion; like aggression or war between two or more practice come in to conflict for various reason.

Now a day physical education, which involves various sub fields with in it, has become internationally one of the top professions opening the door for peace full coexistence of the people of the world, high level of health status.

Physical activities play a great role of in the achievement of the technical education. In the researcher long experience the subject teaching physical

education in Wukro Maray preparatory school many problems happened. Among these problems have less capacities or abilities in the fundamental techniques, tactics and basic rules in the teaching and practicing of handball and less understanding the history and characteristics of handball.

Handball is the fast and exiting of a team game and one of the most popular games in the world. Handball is one of the fastest team games that involve continuous play, highly scoring body contact and skilled movement by the player. By the 19th century, handball was played in countries such as Ukraine (gand bol), Denmark (hand bald), Germany (tor ball), Slovakia (hadzana) and Czech Republic (Hazena).

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

In Europe were handball began, the game is referred to only Handball. But for most of Americans the game handball brings to mind a game using a ball played with a small closed room.

In Americans they use handball to distinguish a game involving 14 players including two goal keepers, who on a court attempt to score by shooting a ball in to a goal.

There are many problems in handball and student interest that govern handball is also a drawback for its complexity and lack of interest by the students.

Handball is focused on the development of mental, social, intellectual, physical, emotional and teaching of skills, acquisitions of knowledge and development of attitude through movement to contribute the education

process. The invention of different kind of games activities with no doubt had a profound effect on the current level of physical education. Now a day handball is recognized as one of the most or major part of physical education in the preparatory school curriculum designed.

Students are more interested to learning activities that they perceive to be relevant to their lives in selecting activities for instructions, the potential of the activity to education should be considered as well as its ability to meet the needs and interest of the students.

As the students become involved in the physical education program, teachers should seek to expand their interests by offering new activities and broaden curriculum opportunities. In the teaching learning process of handball is the most common used to denoted they have participating in the subject area.

1.2 Statement of the Problem

The researcher were initiate to study on this area has his own idea in order to identify the challenges of teaching handball in theory and practical. When the researcher were observes in the school students participate in volleyball, football and athletics but student are less participation in handball activities.

The challenges of teaching handball in the school are

- The physical education teacher is more interested in football and volleyball than handball,
- There is no sufficient material, equipment and facilities in the school,
- Lack of awareness on the contribution of handball realization the objective of physical education program.

Jesse and William (1964:107) state that challenge is one of the major of obstacle in teaching handball a part of physical education program. The physical education program in the school have been criticized by the public

professionals. Criticized has focused on the worth of subject matter and the outcomes realized contribution to education of students.

More importantly, it was also noted that the techniques, tactics and rules to teachers use to teach handball in the school not effectively.

The researcher wants to overcome the problem by practicing the students daily, making awareness, teaching and practicing the techniques, tactics and rule of handball and existing enough materials or facilities of handball.

Hence this research is the issue that the researcher needs to deal on selected in four classes Wukro Maray preparatory school in Tigray Region.

1.3 Research Questions

The following research questions are selected to throw light on the objective of the study. These are:

- What are the challenges encountered the handball sport in the school?
- How does teachers physical education perceive handball as a sport in the education program?
- Are the peers to promote sport in the school effective?

1.4 Objectives of the Study

1.4.1 General Objective

The primary objective of this study is to assess the challenges of handball some encountered in the teaching-learning process at the school.

1.4.2 Specific Objectives

The specific objectives of this study include the following ways:

- To identify the attitude of students in the fundamental techniques and tactics of handball teaching and practicing.

- ❖ To assess the methods for teaching handball in the class room to make clear for the student.
- ❖ Help to solve the shortage of materials in handball teaching and learning process.
- ❖ To apply the basic rules and tactics of handball in the practical session
- ❖ To explain the history and characteristics of handball.
- ❖ To assess the strategies of teaching in handball training session.

1.5 Significance of the Study

This research is based on the new curriculum of our country motives the teachers and students to teach and learn through active learning methods. Then it will concern on solving the problem that makes in the Preparatory School.

Thus, the researcher believes that results of this study can be significant at least for the following:

- It helps teachers to revises their courses discipline to make the teaching-learning process attractive and Protective.
- It will help to the teachers to identify the student's problem and use appropriate strategies and methods to cope up with the problem of handball game.
- It will contribute the interest of students to thee teaching learning process of handball in the preparatory school.
- This study will show the obstacles of handball teaching and the attitude of students.
- It will generate information on the challenges of handball which hinder in teaching and practicing of the techniques, tactics and rules?
- To make male and female students to success full the techniques and tactics in handball after having identified and solved some obstacles that keep them from being the fundamental skills and techniques in handball game.

1.6 Delimitation of the Study

This research paper is scoped only in the activity and performance of the students in Wukromaray preparatory school. The research work would be conducted on the problems of handball in teaching in order to come up with profound result the interest of the student in the preparatory school. The scope of this study focuses on the challenges that affect student methods teaching learning process in the practical session and theoretical part in handball and the impact of this process on the student's achievement. In addition to this it focus how to improve the capacity of the student in handball technique.

1.7 Limitation of the Study

This study was desired to emphasize the accurate results of the research. In the process of carry out this study, the researcher has faced with the following problems which contributed to the limitation of the study;

- Shortage of time since the researcher is in-service and teachers the whole day he did not obtain ample time.
- Lack of reference in the title.
- Financial constraints have limited the scope of the study.
- Lack of interest and motivation for the researcher. That writer could not able to conduct in depth research.
- Lack of material or instrument.

1.8 Definition of Terms

Attack: The Team's activity with the aim to score and this starts with gaining possession of **t**he ball and ends with losing it**.**

Defense: The team's activity with the aim to obstruct scoring and this starts with losing possessing of the ball and ends with gaining it.

Handball: Is a running sport and contribute to develop social interaction, health and improve the fitness level.

Physical education: Is a phase of education that applies in the school through physical activity.

Sport: is simply a game and competitive form of play.

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

Technique: Is a characteristic line of movement created with the limitation of for the economical and practical solutions of aims appearing in the game.

1.9 Organization of the Study

Generally this research paper is composed (consists) of five major chapters. The first chapter deals or out lined the introduction of the study. The introduction part it includes background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitation of the study, limitation of the study , definition of terms and organization of the study. The second chapter deals with review related literature which is collected from different books, while the third chapter deals Research methodology and chapter four deals Presentation and analysis. The last chapter of the study deals with Summery, Conclusion and Recommendation of the study.

CHAPTER TWO

Review of Related Literatures

2.1 History of Physical Education

Physical education is by which changes in the individual are brought about through movements, experience, and physical education aims not only physical development but also with education of the whole person through physical activities.

It describes, analyzing, facilitating and examines the effect of movement and attends to both mind and body. Physical education finds its ultimate value in eliciting positive state of physical and mental being to gather. Physical education is the systematic to develop man physically, emotionally and socially through the medium of physical activity. Physical education is a learning process designed to foster development of motor skill, health related fitness and attitude. Physical education involves physical and mental well being.

As Mosby (1980) stated that physical education is a profession which focuses on the human movement. It describes, analyzing, facilitating and examines the effect of movement. Central to the profession is an attention to motors kills; a motor objective is provides people with increasing control of their own motor performance capabilities. The program of Physical education focused on the teaching children and youth in the school. The basic concept of physical education should be reflects the objective clearly to transfer thought.

Education is the purpose full process for effectively on all sided interests of man or human being/ society. The aim of a given education is important of physical capacity of man and critical for such improvement as the health condition working capacity and creative longer life of the people.

The position concept of physical education is the explanation of facts and phenomena in the respective share of scientific knowledge. Therefore the scientific concepts of can be formulated only after rounded and deep studying and analyzing the objects of studying, subject and content of the scientific discipline.

The concept of physical education formulated simultaneously with the appearance of science of physical education. According to V. Mvdrin the natural movements of primitive man can be accepted as the first and initial concepts in physical education. Therefore the scientific concepts can be formulated the change of knowledge, attitudes and habits of primitive man in to modern society.

Physical education is a part of physical culture which brings from effective on man. It is an old concept which appeared first in the system of physical culture 1966. Physical culture is a concept of every day activity it is also a very wide content. It includes the organizational management, sport pedagogical material and technical and spiritual level of development of society in variation of physical development, instruction and health of people.

The aim of physical education can be reveled in the following task:, Instructional task., Health full task and Educational task.

The systematic participation in physical education and sport can bring quantitative as well as qualitative change in the development of man.

The various definitions of physical education according to different physical educators:

- Physical education is the sum total of the main parts of human activity.
- Physical education is that phase of education that deals with big muscle activities and their related response. (J.B Nush)

- Physical education is the sum the change in the behavior of the human organism originating primarily from the stimulus of social big muscle play and related activities. (CC. Cawell)
- Physical education is the social process of changes in the individual caused by experience centering in motor activity. (Cassidly)
- Physical education is the sum of mans physical activities selected as to kind and conducted as to outcomes. (Williams)
- Physical education is an integral part of the total education process and has its aim, the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities which have been selected with a view to realize their outcomes. (Charles A.Bucher)
- Physical education is the phase of education which is concerned, first with organization and leadership of children, in muscle activities, to gain standards, so that the educational process may go on without growth handicaps. (Klark W. Heathernington)

Physical education is started in the ancient Greece for survival. Start for survival for human being. At the early time curriculum is not designed .But now a day's make to designs curriculum for survival. Physical education is focused on teaching children and youth in school setting.

The development of physical activity that is, some sport of planned physical activity in exercise and sport movement focus. As professionals, we are able to working to promote the development of physical activity for all age of people abilities and needs. Physical education is contributes to the development of all children and youth to achieve the educational goals.

The changing and ever expanding the scope of the field, physical education is an educational process that helps a student acquire ability, correct posture, fitness, knowledge, skill and attitude that contribute their optimal development and well being.

The recognize that education, just like physical education, can and does takes place in a verity of setting and is not limited to a specific age group. Home schooling continuing education through professional organizations, in service education, distance, learning, adult educations and preschools are just some of the expanded setting for education.

Teachers now a day can be described by various labels such as instructors, leaders or facilitators. Today students are peoples all ages, spanning the range form very young attending a preschool to the elderly taking at physical education uses physical activity to enhance the development of the whole person. Physical education includes the acquisition reinforcement of motor skill, development and maintenance of fitness for optimal health and well being, fostering of positive attitude conductive to lifelong learning and life span participation in physical education is concerned with the promotion of active life style for people of all ages and abilities.

Physical education, it has relationship to sport, game and play must be examined. Most students consider play sport and physical education to be one and the same. But they are different things, although some characteristics over lap or different entities, although they may share the same common elements.

Play: is refers to a non competitive type of activities or amusement. When we play it is not necessary be sport and physical education, even though on element of play may be founded in both.

2.1.1 Objectives of Physical Education

- To help children move in a skill full and effective manner in all the selected activities in which they engage, in the physical education program and also those situations that they will experience during their life time.

- To develop on understanding participation of movement in children and youth, so that their lives will become more meaning full, purposive and productive.
- To develop on understanding and appreciation of certain principles concerned with movement that relate to such factors as time, space, force and mass energy relationships.
- To develop through the medium of games and sport better interpersonal relationships.
- To develop the various organic systems of the body, so that they will respond in a healthy full way to the increased demands placed on them.

2.1.2. History and Philosophy of Physical Education

Philosophy can be defined as a love of wisdom or more broadly as the per suite of truth. Philosophy is both the developmental process and resultant factors theories and values. Philosophy is an attempt to understand the meaning of life by analyzing and synthesizing.

According to Terefe W. (1995) having a purpose full and objectives, some philosophy that has influenced the development of physical education.

Existentialism: A 20 century philosophy that centers or individual existence and advocating that truth and values are arrived at each person's experience.

Experimentalism: A philosophy that relies an experimental or empirical principles and procedures in establishing truth.

Essentialism: An educational theory that states the main idea and skills is important for all students to learn and emphasis that they may be thought using additional methodology and discipline.

Humanism: A traditional philosophy that stress an individual worth and ability for self realization through reasoning.

Idealism: A philosophical theory advocating that reality depends on the mind for existence and that truth is universal and absolute.

Naturalism: A believe that the scientific low of nature govern life and that individual goals are important that social goals.

Pragmatism: An American movement in philosophy emphasizing reality as the sum total of each individual experience through practical experimentation.

progressivism: At theory that apply pragmatism to education by focusing on the individual child rather the subject matter, informality of classroom procedure and problem solving.

Realism: The philosophical that realizes on believe in low order of the word as that revealed by science independent from human experience.

Physical education as an academic discipline, educators in the field of like Bucher (1972:212) argue that education and physical education are passing through a period of transformation from traditional role to modern, purposive role in accordance with increased productivity of today's world through competition and production. The segregation and isolation of physical activity suggested that many organization of physical education should start with developing self confidence and positive attitude among the physical educators.

Physical education as a part of general education, physical education is the integral part of total education process which increase and integrates those social physical and psychological aspects of an individual life, through directed physical activity (Arnold, 1976:69) very often the natural relationship between physical education and physical education is for gotten, the result that the to exists physically to get her but functionally apart.

2.2. Physical Education and as an Academic Discipline

Academic discipline is an organized body of knowledge collectively embraced in a formal course of learning. Siedentpop (1998:228) state that physical education is a field of action and roles of person. The importance of physical preparation and movements are really a planed exercise in growth and awareness not possible in the other areas of learning. The facts are theoretically known to many people but are not explicitly expressed them or teach them to other. In other words physical activity needs a theoretical framework where the ideas collected, judged and then formulated in to lows, hence we need a strong theoretical orientation for physical education so that accumulated information can be consolidated and stabilized. The researcher will interest of helping to the student to the highest, improving our image, and cutting down the routine and traditional curriculum of the school. The amount of knowledge is not the criterion of successful life but the way in which an individual faces the physical realities of the world and problem of life. The discipline of physical can be provide specialized activity programs for individuals with limitations. Disabled individuals wont they physical activity interest and needs meet just as do all other populations. This may be accomplished by designing individualized programs or modifying activities when disabled individuals are placed in classes with student without limitation. Physical therapist and athletic trainer are seeking the best program for injury and rehabilitation. Physical educators to get her may provide appropriate activities for disabled employees and school children. In each of these cases, the medium exercise is involved and through consultation the best activities are prescribed.

2.3. Historical Background of Handball in the World

Handball is one of the few life time sports that are fitness and skill related. The game offers the best of benefits of the individual sport yet is regularly played with a partner. Players at every skill level play for the sheer pleasure

of the game. Handball is the perfect addition to any physical education program. It is played hundreds of thousands of youngster, either as a part of the physical education curriculum or as a play ground game. Handball is often referred to as the perfect game. Handball is a great fitness activity. The game requires strength, endurance, speed, agility, power; Balance, Flexibility, cardiovascular endurance and symmetrical body co-ordination. Handball is a modern ball game which belongs to the family of team sport. It combines the best feature of different branches of sport, that is, the advantage of physical abilities, technical skills and tactical knowledge.

Since the aim is to score or obstruct it, the game it, the game is characterized by two alternating sides: the attack and defense. The attack starts the moment the team gains possession of the ball and until they lose it. During this period the attacker's try to score in the different phase of the attack by employing individual, group technical and tactical element of attack. The defense starts the team loses possession of the ball and lasts until they gain it back. During this period, the defenders try to obstruct the opponents scoring attempts in different phases of the defense by employing individual, group or team technical – tactical element of defense.

According to Zoltan Marczinka (1993:19) The progress of handball to go back thousands of years because the fundamental movements of handball- running- jumping- throwing- developed simultaneously with the evolution of human being, as instrument of survival.

In the prehistoric age began the specialized movements of the extremities- especially throwing arm which became the most important weapon. This is visible on cave drawing: the stone and javelin throwing shape of the primitive man. In the ancient times appeared crude from the ball which as an instrument of play and fun, became popular and as a result throwing was no longer just a fighting activity. In the middle ages, sport and fitness started to became a part of life for man developing his body and mind. The modern

times have become the age of sport, knowledge of sport appears in diverse aspect of modern society and it has become an especial part of everyday living. The specialization of sport quickened and this gave handball a new thrust.

Handball 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, like game in Medieval France and among Greenland in the middle age.

The most important historical facts about the handball are the following periods:

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

In1898 handball which is similar to today's with 7 players to a team (7:7) was played in Denmark.

The team handball is originated around 1904 in Europe. But the exact place where it is started the person who invented the game is not well known or there is no specific evidence. The game handball is started in Egypt at the ancient time using to throw something. At this time there are no instructors, authors, researchers in Egypt. The ancient people handball use for physical preparation, recreation and leisure time. Handball is started in Greek with 11 players the central point of for all education.

In Europe where handball began, the game is reflected to only as handball. But for most of Americans the game handball brings a ball played with a small closed room. In Americans the use of handball to distinguish a game involving 14 players including 2/two/ goal keeper, who on a court attempt to score by shooting a ball in to a goal. The team handball game of today was formed by the end of 19 century in north Europe, primarily in German, Denmark, Norway and Sweden. The first set of handball rule was published

in1906 by the Danish gym teacher. German, Denmark, Czechoslovakia and Greek claim responsibility for the development of the games that closely resemble handball. The game Handball started in Greek and it goes to Czechoslovakia improve the game. The game was originally played at the early 1900, on large out door. Gradually handball involved in to its present day accepted from seven/7/ players on each side.

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 19 century and producing rules and regulation. In 1926 the congress of international Amateur Athletic Federation (IAAF) nominated a committee to draw up international rules for the field of handball. In 1928the international amateur handball federation was formed with 11 countries (USA, Canada, Finland, Greece France, Ireland, Austria, Denmark, Sweden, Czechoslovakia, and Germany) in Amsterdam. The international Olympic committee of handball was formed in 1936.

The international handball federation organized men's championship in 1938every four years. From the world war second to1995, since the 1995 world championship in Ireland, the competition has been every two year. The international handball federation was formed in 1946. The women's championship has been played since 1957; the international handball federations (IHF) also organize women's and men's junior world championship by July 2009. The handball game is now a day a permanent Olympic event for both men and women.

The fast growth of handball needed the establishment of an international body which aimed to, promote handball game, organize the international tournaments and world championship, Coordinate the work of national association and prepare a program putting handball to the Olympic game

In door handball was invented in 1940 in Denmark for a short period of time they play field handball and indoor handball and organized world championship of for both. However, indoor handball with its speed, variety and excitement gradually pushed the slower field handball in to background.

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

2.3.1. Historical Development of Handball in Ethiopia

Today the game of handball has been spread throughout the school in Ethiopia. It has become one of the popular sports in our country inters school sport competition and national federation. Although it has long since the handball was introduced in Ethiopia, the understanding and actual under taking of the people in general and the young generation in particular to be success full as a professional in handball game is very low. This condition is very serious and discouraging when the researcher serves the low and random.

Participation of students at the school life for various reason such as culture, religion, family influence, low devotion of sport science teachers etc for the game and which contribute for un success full life in handball game at national level in general and in our school particular.

As Mebrahtu B. (1986) state that the game of handball was started in Ethiopia in Adds Ababa University. In the first time handball game was formed in Addis Ababa University. In 1960 handball was started in our

country in Addis Ababa University. The Ethiopian handball game introduced by Ato Tokame Weldwtsadik and other physical education teachers in Addis Ababa University.

The Ethiopian handball Federation founded in 1962, despite its long journey and effort that have been made as compared to other ball games. The handball game is less popular and less development. This due to the fact that the number of clubs in the country has been decreasing over the past year: our performance in the international competition has not been satisfactory and insignificant.

The reason for the low development of this type of sport are said to be: Shortage of trained man power, less finance allotted to this sport and less attention given to this sport.

However, there is a new approach promoting start of training children and youngster under different project in different Regions. More over the attention a given to this sport and training of man power has increasing.

In 1963 the committee of handball was formed as a federation in Ethiopia and 1964 the federation of handball in Ethiopia was formed

2.3.2. Characteristics of Handball

In the ancient time mostly used for recreational activity, physical preparation, physical fitness, not rules and regulations designed, outdoor game and the oldest game than others. In Greek the number of players in the game will be 11 players in one group and rear know the rules and regulations and there is no education.

AS Mebrahtu B. (2005) stated that the modern characteristics of handball are**:** the rules and regulations are designed, is a dynamic movement, One of the permanent Olympic Games, Play by both male and female, It increases to adapt the rules and regulation, Has interest and confident, It has high

performance and played in door, One handball player can play in volleyball and basketball, The handball goal keeper is more appropriate to the football game goal keeper, The handball can be taught in a small area, For the competition of handball use gymnasium and It has individual better performance.

2.3.3. Basic Rules and Regulations of Handball

When you are playing any kind of a game, you must follow a certain rules to play the game safely and properly. The rules help a player to develop his or her talent without any restriction. At least, you need to follow certain basic rules even when you are playing with a few numbers of players. The rules help you to avoid injury, to respect the right of others, to satisfy and achieve your goals.

The problem of handball teaching In Wukro Maray preparatory school the students are not understand about the rules and regulations of the handball. But the students should know the rules and regulation of handball game. According to Holger Nielsen 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 and punishment.

2.3.4. Fundamental Techniques of Handball

The techniques and the unrepeated wonderful skills displayed by players are some of the most attractive handball game situations that draw the attention of millions of people throughout the world. What makes the handball game wonderful is that, although you have learned the basic skills and techniques equally well, each player applies these techniques in different ways in the actual game situation. The most challenges of handball teaching in Wukro Maray preparatory school the students are not well known the fundamental techniques of handball.

According to Zaltan Marczinka (1993) some of the basic techniques of handball are as follow:

2.3.4.1. Running

The game is characterized by several position changes of the players with or without the ball and these are mainly carried out by running. The reason for this is that by running, relatively long distance can be covered in a short time and thus the player can get in to an advantageous position to further his activity in attack and in defense.

Although the cyclic rhythm of the running movement during the game is broken by acceleration, deceleration, and ball techniques, the phase of the classical running, model, individually or combined, often appear and constitute the basis for special technique. The phase of running are: starting, running, change of direction and stopping.

2.3.4.2. Jumping

Due to the fact that player executes more and more technique in the air space above the score dangerous area and particularly over the goal area, the number and significance of jump have increased. By jumping the attacker can better approach the goal, he can be effective over the tight defense wall, and a defender can increase the radius of blocking with a jump. The phases of jumping are long jump and high jump.

2.3.4.3. Throwing

The principle character of the game is the ball which the players pass top each other or shoot at the goal by throwing. So the throwing motion is one of the most often appearing and characteristic element with which either pass or goal shooting can be executed, it just depends on the size and direction of the power impulse. The phases of throwing are holding the ball, swing back ward, throwing the ball and finishing.

2.3.4.4. Catching the Ball

Taking the position with catching it and this first step will influence the subsequent activities of the player during attack. Therefore, for the purpose of success full 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 the situation with one hand, too. The student must be caught safely with two hands on catching the ball face to face when the ball comes above waist and below waist level, catching the ball sideways, catching the ball while running and jumping.

2.3.4.5. Holding the Ball

To hold the ball means to have it in ones hand after catching. This transitional stage gives the player just enough time to finish one technique and prepare for the next. The purpose of holding is to keep the ball securely while ensuring a smooth link between techniques. Therefore the most important point for holding the ball is to hold it safely practically.

2.3.4.6. Passing the ball

Passing is contact the ball between attackers, with the ball mediator. This technique ensures 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 basic position, while running and jumping. The most commonly used passing are over arm pass, under arm pass, wrist pass and back hand pass.

2.3.4.7 Dribbling

Bouncing /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 technique 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.

2.3.4.8. Faking

Faking is the deception of the opponent, forcing him in to unfavorable position for the sake of successfully executing a pre planned technique. When faking the attacker relies on anticipation of the defender. The attackers use different faking technique for the defenders, such as eye fake, foot fake, hand fake, body fake, rotation fake and shooting fake.

2.3.4.9. Shooting

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 back bone 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. The attacker tries to score through or above the defense well from the ground or from the air, with through shots. These are: through shots from the ground are over arm shot, curved shot and under arm shot and through shots from the air are jump shot, curve jump shot and sliced jump shot.

2.3.5. Types of Tactic in Handball

The problem of teaching handball in Wukro Maray preparatory school the students are not well known the tactics of handball. According to Zaltan Marczinka (1993) the most important of teaching handball tacticsare:

2.3.5.1. Attack Tactic

The attack activity starts the movement of the team gains possession of the ball. From this moment the attackers should have just one purpose: with a fast break or with a systematic attack, to from which a member of the team

can attempt to score with a good chance. The phases of attacking tactic against defender are counter attack, organization of the attack and conclusion of the attack.

2.3.5.1.1. Counter Attack

Is the first attack attempt after gaining possession of the ball when the defense is still disorganized? In this case, the attacker tries to utilize the positional advantage; the defenders still have not taken their position in the defense system so that they do not have a real chance to intervene in an organized manner.

With a well timed counter attack, the team can acquire:

1. A starting advantage / simple fast break

2. A numerical advantage / extend fast break.

3. A positional advantage /complete fast break.

1. Simple fast break: Is the fastest individual way of implementing the counter attack when the player aim is to acquire a starting advantage and utilize it with the caught ball by goal scoring at close range. This case the player builds up on his individual skill so, the high level implementation of starting off , catching, passing, bouncing, fast running and goal shooting are fundamentals. The simple fast break should be started as quickly as possible, already the moment the opponents loose the ball.

2. Extend fast break: This is group's way of implementing counter attack where more players start off against the retreating defense with the purpose to gain a numerical advantage. Then finally, one of the unguarded attackers should be able to execute a goal shot from the advantageous position. Accordingly, the attackers can approach the opponent's goal by maintaining moving direction, by changing positions or with combined movements.

3. Complete fast break: When neither simple fast break nor with extend fast break a good scoring position can be formed, then the team form of counter attackers come in to the fore and involves all the players. The attacking team still has positional advantage. The complete fast break constitutes a sort of transition from counter attack to organizational of attack

2.3.5.1.2. Organization of the Attack

The phase of organizing attack is the second attempt following counter attack, to prepare a good position for scoring. In this situation, the defenders have already returned back and taken such organized defense position with which the attack can be constructed success fully. Therefore, in the organization of the attack, the coordination and systematic work of the team comes to the fore and the appropriate positioning, the tactical discipline and responsibility of the player gain more significance. Accordingly, the organization phase of the attack can be divided in to the tactical element of: the individual, the group and the team.

2.3.5.1.3. Conclusion of the Attack

The final stage of the attack is the conclusion phase which mostly follows the attack organization and some time it is straight after the counter attack. The individuals, group and team technical element of the attack in the conclusion phase of the attack narrow down to only individual element. The reason for this is that while building up the attack and forming a scoring position is mainly the result of conscious group or team activity, the concluder of the attack, is in all cases the individual. With this then, the responsibility of the individual increases because the success full conclusion of the attack to score is the measurement of the dual between the team. Thus in this case, the role of an individual skill and through grounding in technical, tactical and psychological abilities increases, the knowledge of technical-tactical element of the attack, in particular the knowledge and varied application of goal shooting techniques become more significant.

Accordingly it is possible to score from: long range with a through shot, close range after break through and from an awarded point throw with a free-throw or penalty throw.

2.3.5.2. Defense Tactic

The tactical elements of defense are the quick retreat and organization of the defense.

2.3.5.2.1. The Quick Retreat

Is the first defense attempt after losing possession of the ball to construct the opponents counter attack. In this case, the defending team is greatly disadvantage: the attackers with rapid start off, spontaneous group maneuvers or with causal team activities can gain starting, numerical or positional advantage. They then try to develop these by quickly advancing through the middle court for a clear scoring chance. Nevertheless, these advantages can be mainly neutralized with individual intervention while running back quick, moreover, the ball can even some times regain. The moment the team loses possession of the ball, the player how to immediately start to defend against counter attack with a quick retreat of which phase temporally are: delaying the attack, move back quickly and setting down temporarily.

2.3.5.2.2. Organization of Defense

Is the second element of tactical defense which have positions of play, like outside defenders, half defenders, for ward defenders and goal keeper individual and the basic formation of the team are the defense system, man to man defense, zone defense and combined defense, and the defense again stare static attack, mobile attack and combined attack, group tactical elements the condition for effective defense is the coordinated common unit.

2.3.6. Effective Strategies for Teaching in Handball

The effective strategy is over all planning, organizing and implementing unit of the ball which consists of the players' preparation and the way to achieve a set goal by taking in to consideration every circumstance. In this way consequently, the strategy indirectly refers back to smallest component of the game, the movement elements. In retrospect then, it can be summarized that the strategy takes the team to the court, the tactic shows the method of winning the game, the technique provides the instrument to carry through the idea and the physical basics ensure the fundamental conditions for paying.

As Wuest Bucher (1994: 390-392) state that: The effective teaching in handball is the interaction of the teacher and the learner that make learning more effective and successful.

Teaching is a profession that requires advanced education and love of learning, a system of action which is goal oriented that takes place under the controllable and uncontrollable. Although it is possible for learning to occur without a teacher's involvement, it is generally accepted that teachers facilitate the acquisitions of knowledge skill and attitude.

Teachers who are effective use a variety of strategies and pedagogical skill to ensure that their students are appropriate engaged in relevant activities a high percentage of time, hold positive expectation for their students and create and maintain a class room climate that is warmed and nurturing.

A good teachers or effective teachers able to maintain an orderly, productive learning environment, controlling discipline problems appropriately while encouraging and providing opportunities for the students to learn. The different type of teaching method and instructional strategies is to maximize student's active learning and successful engagement in relevant task. The ability to present clear explanations and offer accurate demonstrations

contributes to learning. The communication of high expectation for each student is important. The teachers should hold high expectation for both student learning and behavior positive expectations, including the brief that all students are capable of learning, are important in establishing a warm, nurturing class room climate and productive learning environment. To motivate student to execute their potential is the goals of every teacher.

The successful teachers use different techniques of teaching to stimulate the attitude to participation and seek creative technique to involve the student in the learning process. They also use appropriate reinforcement technique to maintain student involvement and improve high level of student involvement and develop high level of student effort.

Effective teachers continually update their lesson in the effort to meet students need and to a material presented relevant and challenging to the student. The effective teachers process superior human relation skills. The listen to student and accept students as individual teaching them as such. Effective teachers shows concern the well being of each student in their class and to provide students with opportunities that will enhance their self confidence.

The ability to establish and maintain reports with students and staff and readiness to acknowledge one's own mistake are also characteristics that may successful teacher's process. A sense of humor is a welcome attribute as well. In generally good teachers are able to successfully utilize a variety of skills pertaining to organization, instruction, communication, motivation and human relation. However effective requires more than skills, it requires the interest of moment and the tailor these to the specific on text and situation. Although many of these skills appear to be the innate certain individuals, all of them can be improved by individuals who desire to become effective teachers.

2.3.7. Challenges of Teaching in Handball

As Deborah Wuest (1994 : 14) state that: Challenge is one of the major obstacles in teaching handball a part of physical education programs that advantage, disadvantage and the problem in all respects equally. The physical education programs in the secondary school have been criticized by the public and professionals. Criticism has focused on the worth of the subject matter, the outcomes realized, and the manner in which the program is conducted and it is contribution to education of student.

Unfortunately this criticism obscures the fact that there are many outstanding program of secondary physical education being conducted throughout the nation. Dedicated teachers work hard to work hard toward achieving the desired outcomes for their programs, using a variety of approach that adhere the basic tenets of curriculum and instruction and are sensitive to the context in which they teach.

The major problems or challenges of teaching in handball are the following ways:

2.3.7.1. Work load

In the study published in the current issue in education, teachers report that a heavy work load of reassignments, planning lessons, grading assignments, confide sing with students and parents and meeting obligation determined by the school district of one of the biggest challenges the face in the class room.

In the study, teachers estimated that they worked 70 to 80 hours a week.

2.3.7.2. Funding

In many schools Lack of or shortage of funding to provide the proper materials or instrument for the students to develop the fundamental techniques and tactics of skills in handball. A small budget might mean that class room lack of material tools like SMART board or that common device

like over head are not kept in a good working order schools might lack of the money to per chasing books for every students. The funding also that affect the class size and increase the number of classes a teacher must teach each day.

Physical education learning experience becomes more 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 ensure learning. All such materials should assists students to learn and should not be used as a means of entertainment where properly used such aids can increase and speed of teaching learning.

In regard to the above concepts Harne (1985: 232) noted that physical education program needs dedicate the quality and quantity of the needs dedicate the quality and quantity of the facilities needed. According to Jess and William (1964: 107) in some high schools the shortage of facilities are very real. They also emphatically explain that there are remain many communities and instructions with the most limited facilities. On the influence that shortage of facilities can play clime they further suggests, when facilities are lacking or merge as innumerable schools then class in physical education are held in class rooms' corridors and basements. Such place limits the program and when facilities are lacking children do not learn the skill and coordination that is essential for their development.

When handball fells shortage of facilities required teachers will also be a problem on this issue they write it follows inevitably that lack of facilities has its effect up on the moral of the teachers as well as teaching learning process the problem can in part be tackled if the necessary material are available. On this issue perstarises and Sinclair (1978: 210) wrote a high priority must be assigned to facilities that can meet the challenges since overcoming obstacles means creating a better situations without the help of facilities the

realization of the objective of physical education seems impossible on this regard .

Evidently school facilities play an important role in creating conductive atmosphere to the overall qualities of teaching learning process. As explained by Sedentop (1991) the major responsibility of every handball teacher is to provide a safe learning environment for students. Safety should be considered when planning but it is in the implementation of a lesson that safety must be for most Darly Sidentop (1991:209)

2.3.7.3. Large Class Size

There are the problems that large class size is believed to 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. Also Knapp Leonhard (1968:388) stated that the type of program, teaching methods and available facilities that affect the size of the class.

Bucher and Koeing (1974:211) states that: the size of the classes that affect the number of teaching situations that applies and equipment, the size of the area and the number of available teachers. They further suggested (Ibid: 212) that the effectiveness of teachers will be seriously hampered if there is an excessive number of students.

2.3.7.4 .The Disciplinary Problems Faced in Large Class

Teachers are probably worried more-over questions of discipline than over any other aspects of their perspective teaching on the other hand, experienced teachers probably know less about the principles of desirable discipline that they know about any other problems that means; experienced teachers are less worried about student's disciplinary problems than the new teachers. Some of the disciplinary or miss behaviors that are occurred in large class of As Burton (1952:38) state that: Taking about without raising hand, talking back, showing hostility, moving without permission, ignoring

rules, failing to do activities, disrupting others, fighting and being occupied with issues different from daily lesson students disciplinary problems can be associated with students back ground. One class in school can accommodate students from different back grounds. Some students grown up with good treatments from their parents and they want to be treated in the same way in the class room. Other students are grown up with bad treatment from their parents. And they also wonted to disturb in the class room as in their home.

2.3.7.5. Student Behavior

Student behavior and demand for the class room management are a challenge for any teachers, especially new teachers who lack experience dealing with problem student. Many students behavior requires special behavior modification planes. Teachers must develop the class room rules and consequence and constantly adapt to new students and changing behavior.

2.3.7.6. Parent Behavior

The behavior of parent is also challenging the teachers. Some parents are uninvolved in they are child's education making it difficult for teachers to communicate with parents to find ways for the student to improve lack of parental support can also lead to teacher taking on the role of parents. If the parents and teachers have a good communication about the students and creating smooth relationships and the teachers do a various activities to develop the participation of the student. Among these are the following ways: create student interaction among them, improve student's communication and sharing ideas to each other, create proactive students among themselves, improve students' academic performance and physical fitness and develop students' friendly relationship and respect ion to each other as well as for other society.

2.3.7.7. Time Allotment

Bucher and Koeing (1974:213) suggested that the time advantage can be achieved by longer period. In some situations it may be advisable to have physical education on fewer days with longer periods (Bucher and Koeing ibid 212).

Knapp and Leenhard (1968:385) states that: On a daily period requirement it the developmental and skill need of students are to be meeting with reasonable adequacy that is to say it will help to form a basis for future participation in worthwhile activities. The longer the periods the higher the percentage of the time available for the handball activity no program of activities can operates successfully unless the proper time is allotted it Voltmer and Esslinger (1967:111).

Voltmer and Esslinger further suggested that: the time requires by most school physical education laws is totally in adequate for a well balanced program. When engaged time is for less than allotted time. The teacher usually has a problem manning and organizing students. Research has shown that there is large range of students engaged time, as low as 10-15% to a high as 70-80% of class time. The average amount of engage time is 25-30%. But the amount of engaged time that is actually functional for learning is always lower, sometimes a great deal lower. (Daryl Siedentop 1991:4) research finds has reported, and average class of students gets no more than 10-20%class in functional engagement in the activity.

In a recent study of effective high school physical education specialists (Jones, et al, 1989) it was found that weekly allotted class time was between 45 -80 minutes will below that is through to be appropriate for the high school. However each teacher studies have found way to extend his or her program none attached time Daryl Siedentop (1991:182).

Teachers often plan a certain amount of time for the students to be engaged in lesson activities they also no doubt expert most of hat engaged time will be functional for their learning. But time planned by the teachers does not always translate will in the functional learning time for the students (Daryl Siedentop 1991:43)

2.3.7.8. Methods of Teaching

The team sport like handball is favorites of boys and girls. But there are certain teaching and students interest problem which require special method of teaching.

According to the Bucher and Koeing (1974:257) state that: The problems are method of dividing between the teaching of the game skill and actual playing of the game itself and problems in the method of satisfying certain position on the team sports like handball and method on the problem of providing opportunities for creative thinking. If the teaching learning process is to be effective, class organization is the key to success.

The organization problem revolve around failure to manage with limited equipments and facilities to large class size and failing to combine boys and girls during instruction (Ibid: 261) they further suggest (Ibid: 350) on the problem of class organization that flexibility in the management of class should be by word for all teachers because many un for seen occurrences create interruption problem in the already established school routine.

To avoid the problem that can possibly arise on the teaching learning process Clyknapp and Leonhard (1968: 277) suggested that the criteria that should be set selecting methods. These are is the method compatible with the goal sought? Are the methods used to best possible means of achieving the goal sought? Are the methods used adaptable to the type activities involved? Are the method interesting to the student.

2.3.7.9. Problem of Conducting Handball Lesson

According to Bucher (1975:4) students do not want to be required to perform the same activities as other students where abilities, need and interest may be different in their own. That means they tend to like activities which are widely recognized and have many fund.

Bucher further sates (Ibid: 410) that too many students unfortunately do not recognize the need for attending handball classes. So the class will stubbornly pass over with many reluctant and disinterested students attendance.

Other problems that are teachers face while conducting a class. According to the Bucher (Ibid: 409) revolve around disruptive students if physical educators are faced with many disruptive students in a single class the entire's program will be affected.

2.3.7.10. Students Problem

Student's attention is also drawn to sports which are of their own favorite as Bucher (1975: 4) wrote students do not want to participate on activities whose abilities. Need and interest may be different form their own. Students with low motor ability are often ignored by the physical education (Bucher1975: 407) students are not aware of the objective of physical education. They would rather prefer to play than to learn. As one student suggested or saying <we should able to participate instead of doing dumb and yearfe> (Bucher 1975: 3).

Some students think that physical education has little value for them they life several differences that resulted in the experience having little value for them (Bucher 1975: 2).

2.3.7.11. Student Interest

Different students have different interest towards handball teaching. Some students believe that psychological education has a great benefit for them. Bucher (1975: 2) states that as follows.

...< In learning physical skill, 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 function: improvements for 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 the 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 suggest that students who experience success in meaningful activities in physical education in nurturing learning environment will improve their attitudes towards themselves, towards school and toward the subject matter /dary Sedentop 1991:159 beyond that most set circumstance, teachers to promote self growth by helping students under taken new learning experience with positive expectation for achievement.

Deberha Wuest (1994: 145) states that: If the students are interested in a particular activity, they will be more motivated to learn students vary widely. Athletic ability is highly valued by our society some students may be interested in learning on activity order to be a number of sport team. Physical ability may also be important for being included a desired peer

group a desire to learns skills for leisure time pursuits, to maintain ones health or to improve one's appearance are other reasons students may be interested in the activity. In many secondary schools, elective program offered in the upper grades so students may select activities according to their interests. One important goal of handball is participation in meaningful physical activity throughout one's life span.

In attempting to accomplish this objective, teacher must assist their student, in acquiring the necessary motor skill and knowledge pertaining to physical activity. However, the likelihood these 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.

2.3.7.12. The Arrangement of Activities

There are many arrangements of activities in handball class. Some of the arrangements are depend on time instruction and so on.

As Deberah Wuest (1994: 15) states that: The various arrangements of instructional time are used in these programs. Typically short instructional unit of three to four (3 to 4) weeks in length are used at the junior high school level to allow students to become familiar with a variety of activities. This short exposure introduces 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 activity 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 opportunities for students to achieve mastery appears to be critical if we to promote integration of activity in to one's life style. In addition using units of increasing the length to accomplish this objective, some 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 intra mural opportunities further students. Skill as well as encourage students to make a decision to incorporate physical activity consciously in to their life style.

CHAPTER THREE

Research Methods

3.1 Introduction

To assess the by the Governmental secondary school and preparatory school in the central Zone of Tigray national regional state, the descriptive survey research design will be employed. Because this method is appropriate collecting information from respondents, furthermore method helps for identifying the major problem of teaching handball. Descriptive survey method helps to gather a large variety of data related to a problem under the study and it also effective for providing a snapshot of the current behavior, attitudes and beliefs in a population.

This method deals with materials used to gather information and data. The method is appropriate to understand and define the handball teaching problems around the course. This method also helps to provide adequate information that enables the teacher to suggest some valuable alternatives and mainly designed to investigate the active teaching method. Using the descriptive survey method, the researcher under took the investigation on the teachers of handball in class room and in the field.

3.2 Research Design

The study was mainly designed to investigate the challenges teaching and prospects of handball in the preparatory school grade 12. To make the study to be fruitful and relevant primary and secondary sources of data were employed. The primary sources are questionnaire, interview and observation. The secondary source of data are relevant document, reference book and websites. 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.

3.3 Sources of Data

As the data collected to supplement /support/ this study is mainly focused on the primary sources of data and secondary source of data. The primary source of data were obtained from students, teachers, principals and sport experts. The secondary source of data obtained from relevant documents, reference book and website. It is important to use a method that best suits with it. .

3.4 Sampling Technique and Sampling Size

In this study 120 students were selected by simple random selection out of 300 students in Wukro Maray preparatory school. Simple random sample is a technique, each members of population has an equal probability of being selected. The total population 120 students' two physical education teachers, one principal and two sport experts. By selecting these respondents who are responsible to give reliable and validity information about the issues raised, the researcher was used this method so that it can be avoided bias.

3.5 Instrument of Collecting Data

In order to examine the challenges of handball in teaching and forward the realistic interpretation or analysis three techniques were prepared for gathering the data. To ensure the appropriateness of the items, a case study was carried out in one selected preparatory school for grade 12 handball students.

The questionnaire was also administered two (2) handball teachers who are selected. Based on the response teachers obtained, correction and revision was made in order to avoid ambiguity of the questionnaire items and to maintain the validity and reliability of the language coherence. After that the questionnaire were distributed the handball teachers and students in Wukro Maray preparatory school to gather information's.

3.5.1 Questionnaire

Questionnaire is a popular research tool it can be used at the place of research and it offers the researcher considerable, flexibility in the administration of data. The researcher was prepared as the major data gathering instrument both close ended and open ended questions were employed both students and sport science teachers. This is because questionnaire is not only better accurate factual information about opinion and views but also serve as an appropriate instrument to obtain a variety of opinions with in relatively short period of time.

In this regard Kaul (1996) suggested that questionnaire is widely used in educational research to obtain information about certain conditions and practice and to inquire in to opinions and attitudes of individual and group. The two type of questionnaire will be administrative to collect data from the students and teachers at school level.

The closed ended items will be prepared in order to obtain the realistic data that offer the respondents a set of answers to choose the one that reflects their views. The open ended questionnaire consists of questions which invite the respondents to write their ideas and views.

The closed ended and open ended questionnaires were developed to use in providing clear understanding to the knowledge of sampled respondents related to the problems of handball teaching and student interests. The content of each questionnaire was composed of student's related handball teaching problems, student interests, lack of facilities and materials.

The number of open ended items will be few, because this instrument will help to undertake in depth studies and open ended questions are justified due to the fact that it calls for a free response in the respondents own wards(Best and Khan, 2003).

3.5.2 Interview

Semi structured interview questions were employed as an instrument to collect the significance and relevant information. The reason for using semi structured interview is that it can permit the exploration of issue, which flexibility for the interviewer and interview has better chance to explain more explicitly what he or she knows the issue.

The interview was conducted a face to face with the governmental school principals, sport science teachers and youth and sport experts. To this end, a set of unstructured open ended interview questions were asked in Tigrgna and distributed finally, it was translated in to English.

The interview items were mainly focused on the challenges of handball teaching and student's interest, handball facilities the relationship of teachers and students regarding the teaching learning process in the handball subject to improve and facilitate for the effective participation of students in handball. To make the study more concrete, persuasive the realistic data obtained the researcher from the interview consists of response of the principals, sport science teachers and sport experts about their knowledge, experience, opinions and intervention concerning the development and improvement of handball.

3.5.3 Observation

Observation has a crucial role of investigate the condition of or purpose of the class room and field observation in handball activity /exercise. So, the researcher was believes that observation can be provided highly accurate detailed obtain and acquire information how to do teachers of handball implement and transmit knowledge, techniques and skills in the practical session and theoretical part to the students in general and to help the capacity/performance of handball students. The researcher getting information whether the teachers understand the students self confidence or

not participating and executed the techniques and skills of handball functions.

The data collected from the observation consists of detailed description on the student's participation in the activities, action and the full range of interpersonal interactions that are a part a part of observation. Students were observed to get full information during the teaching learning process in the class handball field. Narrative method of writing was used for class room and field observation.

3.6 Procedures of Data Collection

For data collecting procedure will be used in assessing the problem of teaching in handball in the government preparatory school at the central zone of Tigray regions states. To employ those data gathering tools, the procedures to be followed will be on a sequential or in phases by giving priority to the questionnaire and then conducting the interview to collect the essential instruction from the respondents.

To collect the necessary data and ease (easy) of understanding, questionnaires were prepared in Tigrigna and English language. The questionnaire is prepared in English for the sport science teachers and in Tigrigna for the students who are the main focus of this study. Therefore, the student's researcher becomes interested to give priority to distribute the questionnaire.

After the preparation of the questionnaire, the questionnaire will be given to the expert working in the education system to asses, view and make judgment concerning how well the items in the questionnaire represents the intended content area and made some amendment if necessary.

The interview was conducted in Tigrigna and interview and observation took place at the physical presence of the researcher himself. Then, the collected data was tailed by hired individuals while the open ended question items and

interview response summarized and systematized by the researcher alone. Before the main study, pilot test will be carried out in one preparatory school that will not include in the sample study to test the validity and reliability of the instrument.

This will help to check whether or not the items included in the instrument could enable the researcher to gather the relevant information. Depend on the result of pilot test; questionnaire will be given for the respondents on the questionnaire to make clear the contents of the questionnaire and objective of the study.

3.7 Methods of Data Analysis

The data gathered through questionnaire, interview and document analysis (collect from teacher file) will be structured, organized and formed to make easy for analysis. In the study, the qualitative and quantitative methods were used to analysis the information collecting using different instrument from different sources.

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

In order to acquire detailed information, the data obtained through questionnaire will be organized in tables and the data obtained from interview, open ended questions and document analysis will analyzed in narration under each category in the table that relevant to the issue. Both quantitative and qualitative method of the data analysis will be employed.

To analysis the data obtained from different sources, various tactical technique will be employed. The percentage and frequency distribution will be employed to analyze various characteristics of sample population like sex, age, teaching (work experience), educational level and other relevant issue.

Mean and garden mean will be used to find out the average value against each item for both groups of the respondents to support results of analysis.

Chi-square will be used to find whether there exists a significance between two groups (teachers and students) of respondents as per the basic questions will be raised and to reach an acceptable conclusion regarding both the extent of the association as well as the possible cause of the problems. Finally, on the bases of the analysis conclusion will be made and recommendation will be forwarded.

3.8 Validity

The researcher was prepared the questionnaire to avoid the problems of teaching handball in Wukro Maray preparatory school, and to show the subject teacher professions and the research expert to evaluate the questions. The research experts and the subject teachers receive the questions read and evaluate carefully, after that the subject teacher and the research experts are avoid the un necessary questions and add the important point which is used for the researches' to avoid the problems of teaching handball and give to the researcher critical constructive idea and correction to make the questions forward and after the validity of the questionnaire to examine the result.

CHAPTER FOUR

Data Presentation, Analysis and Interpretation

4.1 Introduction

Presentation and analysis is the arrangement and implementing of fragmented data in to tangible and meaningful outcome of information in base of the available study. This deals with analysis discussion and interpretation of gathered data through the questionnaire, interview, class room and practical field observation from a variety of sources followed by discussion of the findings. All copies of the questionnaires were filed and collected from the respondents or subject of the study.

The main findings of this study are presented with the help of tables followed by descriptive statements for analysis to give answers to the basic questions set in the study.

The numbers of response for each choice in the questionnaires have been counted and added after the changed in to present. Based on the percentage size of each of type of response, the right analysis have written to the reliability of the response in identifying the real question on the students the handball course of the right tangible measures can be taken to promote the performance of students in the practical. By observing and identifying the obstacles to avoid the problems and then make the students to participate freely in handball game.

The total population of this study indicate that the following tables and these 120 (one hundred twenty) grade12 (twelve) students in the preparatory school, 2(two) preparatory sport science teachers, 2(two) youth and sport experts in Woreda Tahty Maichew and 1(one) principals in Wukro Maray preparatory school. All of the respondents were selected according to their usability that is randomly and purposively.

The researcher distributed that around 67(sixty seven) questionnaires among them 67(100%) of the questionnaires were not returned. Lastly, interview was made with sport science teachers, principals, youth and sport experts respectively. The response of the students, principals, youth &sport experts and sport science teachers to the questionnaires can be summarized as follow.

Table 1: Research setting and participants of the study

Types of participation in the study.	Research item	Expert	Wukro Maray preparatory school	Total
Principals.	Interview	-	1	1
Woreda youth and sport experts	Interview	2	-	2
Grade 12 students.	Questionnaire	-	120	12o
Grade 12 sport science teachers	Questionnaire	-	2	2
Total		2	123	125

4.2. Background of the Respondents

Applying the percentage and frequency were employed in the analysis of data collection. The data collections are summarized using tables. In 2o14 (2006) were chosen for the research as a sample in grade 12 students.

Table 2: Characteristics of the respondents information

Sex				Families occupation						Age				Grade 12 students	
Female		Male		Farming		Merchant		Government		15-18		19-22			
No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
50	41.66%	70	53.33%	85	70.83%	15	12.5%	20	16.66%	94	78.33%	26	21.66%	120	100%

Concerning to the students response as shown on the above table two indicates to: 50 (41.66%) of the students respondents are female, and 70 (58.33%) of the students were responded male. On the above presented table two concerning to the families occupation of respondents 85 (70.83%) the students were responded farmers, 15 (12.5%) of the students said that merchants and 20 (16.66%) of t5hem said that government employment. According to the age of students respondents are, from 15-18 years 94 (78.38%) are grade 12 students and from 19-22 years 26(21.66%). With regarding to the educational level of the students respondents 120 (100%) are grade 12 (twelve) students.

4.3. Background of the Sport Science Teachers, Principals, Sport and Youth Experts

The number of the respondents are five (5) to fill the questionnaires all are returned. The sport science teachers are all males, the principals are also males and the sport &youth experts are males.

Concerning to the above qualification four (4) are first degree holders and one (1) master holder.

Table 3: Principals, sport science teachers, youth and sport expert.

Qualification	Female		Male		Diploma		Degree		Masters		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
Sport science teachers	-	-	2	40	-	-	2	40	-	-	2	40
Principals	-	-	1	202	-	-	-	-	1	20	1	20
Woreda youth and sport expert	-	-	2	40	-	-	2	40	-	-	2	40

According to the above table three the majority of the respondents were said that, 9 (64.28%) are the sport science teachers, 3 (21.28%) are the preparatory principals, 2 (14.28%) youth and sport experts.

4.4. Students Response in Handball Practical and Theoretical Participations

According to this topic the student's response are not the same the answers to by asking questions. The response of the students are 47 (39.16%) said that yes, 51 (42.5%) the students were said that partially yes and 22 (18.33%) of them were saying no. From the above findings most of the respondents show that they are not interested in the handball practical and theoretical participation.

IN the practical and theoretical class of handball the response of sport science teachers, principals, youth and sport expert indicates that 2 (14.28%) of the response were said that high, 4 (28.57%) of the respondents were saying medium and 8 (57.14%) says the participation of the students in handball is low.

The response of both the teachers and students opinion although, the teachers who provides opportunities for the students to expand their participation, the investigator also observed that during in the class handball practical and theoretical observation, there is no a full participation in asking questions. Furthermore, FAWE (1996:39) state that the class room observation has showed that teachers encourage and pay more attention to the boys than the girls. Because of this, girls often may not answer the question as equally as the boys; because of they do not know. But, because of their socialization that does not allow them to even take the risk of being wrong.

In the participation of the practical class confidence and performance is very important to the handball activity. The student's response to ward self initiation in the practical session in handball is 20 (16.66%) were said that

high, 54 (45%) of the respondents says medium and 46 (38.33%) of them the respondents saying that low. This response indicates that the majority of the respondents rated that, they have medium developed the confidence of participate in handball activities.

Questions: How do you think their time allocation for the handball subject?

Table 4: Time allocations for handball

Alternatives	Number of respondents	Percentage
Less than any other subject	117	97.5%
Equal with other subject	3	2.5%
More than any subject	-	-
Total	120	100%

According to the above table four (4), 117 (97.5%) of the students were responded that less than any other subject, 3 (2.5%) of the students were saying that equal with other subject. This result implies that, there is no enough time allocation as compare with the other subject.

Questions: Do you enjoy the students to participate in handball game?

Table 5: Interest of students to handball technique

Alternatives	Number of respondents	Percentage
Yes	12	10%
Partially yes	29	24.16%
No	79	65.83%
Total	120	100%

From the above presented table five (5) shows that, 12 (10%) of the students respondents were said that yes, 29 (24.16%) of the respondents were saying that partially yes and 79 (65.83%) of them said that no. This result on the

above presented table five indicates that most of the student's response are not enjoy and interested to participate in handball activities.

In the practical sessions which techniques of the students more interested to participation handball game?

Table 6: Students response to the handball technique

Alternatives	Number of respondents	Percentage
Passing	37	30.83%
Shooting	13	10.83%
Dribbling	17	14.16%
Catching	43	35.83%
Total	120	100%

According to the above presented table six (6) questions, 37 (30.83%) of the students were responded that passing, 13 (10%) of the respondents were saying that shooting, 17 (14.16%) of the respondents said that dribbling and 43 (35.83%) of them the respondents saying that catching. In this case of this information during in the practical class the students have a good interested in the techniques of passing and catching around 66.66%.

Table 7: Class participation

No.	Activities	Yes	Percentage	No	Percentage
1	Do your handball teachers utilize different techniques to participate the students?	34	28.33%	86	71.66%
2	Do the students study the handball course like the other subject out of the school?	41	34.16%	79	65.83%
3	Do the parents support to their male and female students the necessary handball materials to participate in different sport activities?	23	19.16%	97	80.83%

From the above presented table seven (7) in question one (1) indicates that, 34 (28.33%) of the students were responded that yes and 86 (71.66%) of them were saying no. In question number two on the above table seven, 41 (34.16%) of the students were responded that yes and 79 (65.83%) of them were saying no. In question number three table seven (7) shows that, 323 (19.16%) of the students were responded that yes and 97 (80.83%) of the students were saying no.

In general this result implies that on the above presented table seven(7) in question number 1,2and 3 most of the respondents, the teachers cannot use different techniques to participate for the students, the parents cannot motivate for their students and the students are not more interested to study the handball subject as compare with the other subject.

Table 8: Opinion of students to successful in handball participation

No	Items	Alternatives	Number of respondents	Percentage
1	How do the students participate in the handball practical session?	Always	13	10.83%
		Some times	56	46.67%
		Rarely	51	42.5%
		Total	120	100%
2	How often do you discuss the issue related to the teaching learning process?	Always	17	14.17%
		Some times	63	52.5%
		Rarely	4o	33.33%
		Total	120	100%
3	Does the handball teacher relate the lesson with life activity?	Frequently	12	10%
		Rarely	79	65.83%
		Not at all	29	24.17%
		Total	120	100%
4	Is there any disciplinary problem in the handball class?	Yes	77	64.17%
		No	43	35.83%
		Total	120	100%
5	Does your handball teacher motivate you to learn attentively in your class in the practical theoretical part?	Strong agree	-	-
		Agree	17	15.83%
		Some extent	63	52.5%
		Never	40	33.33%
		Total	120	100%
6	What is the main factor that affects for the students to participate in the handball practical session?	Lack of trained man power	34	28.33%
		Lack of materials	55	45.83%
		Family influence	20	16.66%
		Due to the culture	11	9.16%
		Total	120	100%

According to the above presented table eight (8) question number one (1) indicates that, 13(10.83%) of the students were responded that always, 56(46.67%) of them were said that some times and 51 (42.5%) of the students were saying that rarely. This we can conclude the students did not participates always in handball practical class.

In question number two (2) on the above presented table eight (8) shows that, 17 (14.16%) of the respondents were responded that always, 63 (52.3%) of them were said that some times and 40 (33.33%) of the students were responded that rarely. This result indicates the handball teacher is not enough related the issue to the teaching learning process.

In question number three (3) according to the above table eight (8) is 12 (10%) of the students were responded that frequently, 79 (65.83%) of them were said that rarely and 29 (24.16%) of them responded that not at all. This result implies that the sport science teachers can not relate the lesson with life activity.

In question number four (4) according from the above table eight (8), 77 (64.16%) of the respondents were said that yes and 43 (35.83%) of them were said that no. This result implies the disciplinary problem in handball class is good.

In question number five (5) in the above table eight (8), 19 (15.83%) of the respondents were said that agree, 63 (52.5%) of them were responded that some extent and 40 (33.33%) of the students were responded that saying nave (the sport science teacher is not motivate for the students to learn attentively in the class. From this response we can conclude the sport science teachers can motivate for the students to learn attentively in your class.

In question number six (6) according to the above table 8 (eight), the majority of the respondents said to be 55 (45.83%) lack of materials, 34 (28.33%) 0f them were responded that lack of trained man power, 20 (16.66%) of the

students responded that family influence and 11 (9.16%) 0f them were said that due to the culture. This result implies that the respondents says lack of materials and lack of trained man power are the main factors that affects for the students to participate in handball practical class.

Table 9: Participation of students in handball class

No	Activities	High	percent	Medium	percent	Low	Percent	Total	Percent
1	What Is the attitudes of students towards the handball learning in the class?	14	11.66%	39	32.5%	67	55.83%	120	100%
2	Motivation of the sport science teacher to the students in the practical activity and theoretical?	31	25.83%	40	33.33%	49	40.83%	120	100%
3	Attitudes of students in handball activity.	8	6.67%	53	44.17%	59	49.17%	120	100%
4	The student's participation to successful as compare to the other ball games.	26	21.67%	48	40%	46	38.33%	120	100%
5	Students interest in handball activity individual.	19	15.83%	63	52.5%	32	26.67%	120	100%

On the above presented table nine in question number one the students responded that to the attitudes of handball learning in the class 14 (11.67%) of the students were responded that high, 39 (32.5%) of them were responded that medium and 67 (55.83%) of the students were responded

that low. This result implies the attitude of students toward the handball learning is not good in the class.

In question number two (2) according to the above presented table nine (9) shows, 31 (25.83%) of the students were responded that high, 40 (33.33%) of them were responded that the motivation of sport science teachers to the students is medium and 49 (40.83%) of them said that low. This implies that the motivation of the sport science teachers to the students successful in the theoretical and practical activities it is not good.

In question number three (3) from the above table nine (9) the students responded that in handball activities, 8 (6.67%) said to be high, 53 (44.17%) of the respondents were responded that medium and 59 (49.17%) of the students responded that low. This result indicates that the majority of the respondents said that medium and low in handball activities the attitude of the students.

In question number four (4) on the above table nine (9) the researcher was asked to the students the effective participation of handball to successful the activities. According to this 26 (21.67%) of the students were responded that high, 48 (4o %) of them were said that medium and 46 (38.33%) of them were responded that low. This result shows that the participation of students in handball game as compare to the other ball game is less.

In question number five (5) on the above presented table nine (9) the interest of the students in handball game in group and individual is,19 (15.83%) of the students were responded that high, 63 (52.5%) of the students were said that medium and 32 (26 76%) of them were saying that low. This implies that the interest of students in handball game most of the respondents said that medium.

Table 10: Student's response based on the available materials in the school

No	Items	Sufficient	%	Quite sufficient	%	Not sufficient	%	Total	%
1	Student text book	-	-	19	15.83%	101	84.17%	120	100%
2	Handball court	25	20.83%	39	32.5%	56	46.67%	120	100%
3	Sport shoe and cloth	-	-	28	23.33%	92	76.67%	120	100%
4	Practical work materials	13	10.83%	41	34.17%	66	55%	120	100%
5	Chair in the class	57	47.5%	33	27.5%	20	16.67%	120	100%
6	First aid (clinic)	-	-	12	10%	108	90%	120	100%
7	Handball net in the school	-	-	37	30.83%	83	69.17%	120	100%
8	Handball posts	21	17.5%	61	50.83%	38	31.67%	120	100%
9	Size of the class	-	-	17	14.17%	103	85.83%	120	100%
10	Ball	-	-	8	6.67%	112	93.33%	120	100%
11	Reference book to handball course	-	-	-	-	120	100%	120	100%

According to the above presented table ten (10) shows the students responded that in question number one,19 (15.83%) said to be quite sufficient and 101 (84.17%) of the students were responded that not sufficient. This result indicates the majority of the respondents said that the student text book is not sufficient.

In item number two (2) on the above table ten (10) based on the handball court 25 (20, 83%) of the students were responded that sufficient, 39 (32.5%) of them were responded that quite sufficient and, 56 (46.67%) of the students said that not sufficient about the handball courts. This result implies that there is no enough handball court in the school.

In item number three (3) on the above presented table ten (10) shows about the sport shoes and clothes and other materials used to facilitate and encourage for the students activities effective participation is, 28 (23.33%) of the students were responded that quite sufficient, 92 (76.67%) of them were said to be not sufficient. As the result indicates most of the students cannot get the sport shoe, clothes and other sport materials to participate in handball activities freely.

According to the above presented table ten (10) on item number four (4) shows, 13 (10.83%) of the students were responded that sufficient, 41 (34.17%) of the respondents were saying quite sufficient and 66(55%) of them said that not sufficient the practical work materials which are used for handball activities and other sport activities to develop the students participation in different exercise. This implies that most of the students were responded that when the researcher asked the sport practical work materials is not sufficient in the school.

On the above presented table ten (10) in item number five (5) shows, 57 (47.5%) of the students were responded that the total number of the chair in the class is sufficient, 33 (27.5%) of them were said to be quite sufficient and 20 (16,67%) of the students were responded that not sufficient. As the result indicate that most of the students have enough chairs in the class. When we compare my observations and with the response of some students there are no enough chairs in the class to facilitate for the teaching learning process.

According to the above table ten (10) in item number six (6), 12 (10%) of the students were responded that quite sufficient and 108 (90%) of them were said to be there is no first aid /clinic in the school. This result indicates the majority of the students responded that there is no first aid /clinic in the school.

In item number seven (7) on the above presented table ten (10) shows, 37 (30.83%) of the students were said that the handball net is quite sufficient

and 83 (69.17%) of them were responded that not sufficient. From the above response we can understand the necessary handball net is not sufficient in the school.

In item number eight (8) table ten (10) indicates that, 21 (17.5%) of the students were responded that sufficient, 61 (50.83%) of the respondents were said that quite sufficient and while 38 (31.67%) of them were said to be not sufficient. From the above response of some students there is no enough handball post in the school.

In question number nine (9) on the above presented table ten (10) indicates that, 17 (14.17%) of the students were responded that quite sufficient and 103 (85.83%) of them were said to be the size of the class is not sufficient. The result implies that most of the student's response, there is no sufficient class in the school.

In question number ten (10) on the above table ten (10) shows, 8 (6.67%) of the students were said that quite sufficient and 112 (93.33%) of them were said to be there is no sufficient balls in the school. This result implies that most of the respondents indicate there are no enough balls in the school to develop the capacity of students in the practical activities.

On the above table ten (10) in question number eleven (11) all the students were said that there is no reference book to the handball subject in order to increase the knowledge of the students in the school. Generally from the above table ten (10) indicates that from question number 1-11 there is no sufficient available materials in the preparatory school. The interview with the principals and the sport science teachers said to be shortage of the sport materials are the major problem of teaching learning process in the school.

Table 11: The response of sport science teachers on their interest to handball subject

No	Items	Alternatives	Number of respondents	Percentage
1	How do you express your interest toward your profession?	interested	-	-
		Less interested	1	50%
		Not interested	1	50%
		Total	2	100%
2	What do you think about the performance of students in the techniques of handball?	Their weakness	-	-
		Their methodologies	2	100%
		Poorness family	-	-
		Total	2	100%
3	What is your opinion about the attitude of the students in practically and theoretically in handball subject?	high	-	-
		medium	1	50%
		low	1	50%
		Very low	-	-
		Total	2	100%
4	Do the maximum numbers of students have affected the quality of teaching in the class?	Yes	2	100%
		No	-	-
		Total	2	100%
5	How do you examine the number of periods you teach in a week with teaching effectiveness?	Over load	1	50%
		Faire load	1	5%
		Under load	-	-
		Total	2	100%
6	What your recommendation number of students per class?	Above 40	-	-
		Almost 50	-	-
		At list 60	-	-
		More than 60	2	100%
		Total	2	100%
7	Have enough handball court for playing during in the practical session?	Yes	-	-
		No	1	50%
		Not enough	1	50%
		Total	2	100%
8	Does the school have available materials in which they help for the teaching learning process of handball?	Yes	-	-
		Partially yes	2	-
		No	-	-
		Not enough	2	100%
		Total	2	100%

On the above presented table eleven (11) in question number one according to the interest of our profession shows that, 1 (50%) of the sport science teachers were responded that less interested and 1 (50%) of them were respond that it is not interested. As the result indicate the sport science teachers 50% less interested and 50% not interested toward your profession.

In question number two (2) according to the above presented table eleven 911) shows, 2 (100%) of all the sport science teachers were responded that their methodologies. From the above response we can understand if the sport science teachers use different methods the students will be developed to their performances in the techniques of handball.

In question number three (3) on the above table eleven (11), 1 (50%) of the sport science teachers were responded that the attitude of students in handball class is medium, 1 (50%) of them were said that low. This result implies that most of the sport science teacher's opinion the attitude of students is 5o%low and 50% medium to participate in the hand ball subject.

In question number four (4) according to the above table eleven (11) shows, 2(100%) of the sport science teachers were responded that the maximum number of students can be affected for the quality of teaching learning process in the class . This implies that all the respondents show that the maximum number of students in the class must be affected for the quality of teaching.

In question number five (5) on the above presented table eleven (11) indicates, 1 (50 %%) of the respondents were responded that over load, 1(5o %) of the sport science teachers were saying faire load. This result implies that 50% of the sport science teachers the number of periods per week is over load and 50% faire load consecutively. So that over load period for the teacher is not effective for the quality of teaching.

In question number six (6) on the above table 11 (eleven) 2 (100 %%) 0f the sport science teachers were responded that the number of students in the

class indicates more than 60. So that this result indicates the maximum number of student in the class is not good for the quality of teaching.

In question number seven (7) according to the above table eleven 2 (100%) of the sport science teachers were said that no. From the above response most of the sport science teacher says the handball court is not enough to facilitate for the teaching learning process in handball.

In question number eight (8) on the above presented table 11 (eleven)2 (100%) of the sport science teachers were said that not enough. This result indicates that the available materials in the school are not enough which helps to facilitate for the teaching learning process in handball.

Table 12: Response of the sport science teachers based on the facilities of handball class

No	Items	Alternatives	Number of response	Percentage
1	What kind of systems for the teaching learning process do you use in handball?	In group	1	50%
		Lecture method	-	-
		Demonstration	1	50%
		Question & answer	-	-
		Total	2	100%
2	Does the school have enough materials for the students to participate in handball activity?	Yes	-	-
		Partially yes	-	-
		No	2	100%
		Total	2	100%
3	How do you believe the handball activities integrate the community interest?	Yes	1	50%
		Partially yes	1	50%
		No	-	-
		Total	2	100%
4	How do you instruct the students to use the reference materials in the handball class?	Sufficient	-	-
		Quite sufficient	1	5%%
		Not sufficient	1	50%
		Total	2	100%
5	What do you recommended in order to increase the participation of students in the school?	Motivate to participate students in handball activity	1	50%
		In the school arrange the handball competition	1	50%
		Change the attitude in the school	-	-
		Total	2	100%

According to the above presented table twelve (12) on question number 1 (one) shows, 1(50%) of the sport science teachers were responded that use the group method, 1(50%) of the sport science teachers were said that using demonstration system. This result indicates most of the sport science teachers used in group demonstration system for the effective teaching learning process in handball subject.

In question number two (2) to the above table twelve (12), 2 (100%) of the sport science teachers were responded that there is no enough material in the school. When we compare with my observation and with the response of some sport science teachers there is no enough materials in the school to participate the students in handball activity.

In question number three (3) on the above presented table 12 (twelve) shows, 1(50%) of the sport science teachers were responded that yes and 1 (50%) of them were saying that partially yes. This result implies that the sport science teachers believe handball activities integrate the community interest.

In question number four (4) on the above presented table 12 (twelve), 1 (50%) of the sport science teachers were responded that quite sufficient and 1 (50%) of them were said to be not sufficient. This result indicates that the sport science teacher's responses have no enough references materials of handballs for the students in the school.

In question number five (5) according to the above table 12 (twelve) shows, 1 (50%) of the respondents were saying motivate to participate the students in handball activity and 1 (50%) of the sport science teachers were responded that in the school arrange the handball competition. From the above response of the sport science teachers say to increase the interest of students in the school is motivate the students in the handball activity and in the school arrange the handball competitions.

Table 13: Response of the sport science teachers on the available material in the school

No	Items	Sufficient	%	Quite sufficient	%	Not sufficient	%	Total	%
1	First aid /clinic in the school	-	-	-		2	100%	2	100%
2	Handball court	-	-	1	50%	1	5%	2	100%
3	Student text book	-	-	-	-	2	100%	2	100%
4	Teacher guide book	-	-	-	-	-	-	2	100%
5	Ball and cons	1	50%	-	-	1	50%	2	100%
6	Net and posts	1	50%	-	-	1	50%	2	100%
7	Whistle and other materials	1	50%	1	50%	-	-	2	100%
8	Water facilities	-	-	-	-	-	-	2	100%
9	Chalk board in the school	1	50%	1	50%	-	-	2	100%
10	Sport shoe and cloth for the teacher	-	-	-	-	2	100%	2	100%
11	Reference book for handball	-	-	-	-	-	-	2	100%

According to the above presented table thirteen in question number 1 (one) show that, 2 (100%) of the sport science teachers were responded that is not sufficient. So that this result indicates there is no sufficient first aid /clinics in the school.

In question number two (2) on the above presented table thirteen (13) show, 1 (50%) sport science teachers were responded that quite sufficient and 1 (5o%) of them were said to be not sufficient. From the above response the sport science teachers the handball court is sufficient but some of the respondents say there is no enough handball courts in the school.

In question number three (3) according to the above table thirteen (13) shows about the student text book is 2 (100%) all of the respondents were

responded that not sufficient. Therefore the student text book in the school is not sufficient to facilitate the teaching learning process.

In question number four on the above presented table thirteen (13) indicates that all of the respondents were said to be there is no sufficient teacher guide book in the school as compare to the other subject.

In item number five (5) on the above table thirteen (13) shows the respondents were said that 1 (50%) sufficient and 1 (50%) of them were said that not sufficient. From the above response indicates there are no balls and cons in the school.

In question number six (6) on the above presented table thirteen (13) shows, 1 (50%) of the respondents were said that sufficient and 1(50%) of the respondents were said that not sufficient. This result implies that 50% of the respondents about the nets and posts are sufficient and 50 not sufficient in the school. But some of the respondents say there are no sufficient nets and posts in the school.

In question number seven (7) according to the above presented table thirteen (13) shows, 1 (50%) of the respondents said to be sufficient and 1(50%) of the sport science teachers were said that quite sufficient.

In question number eight (8) on the above presented table thirteen (13) shows that all of the respondents were said to be there is no water facilities in the school.

On the above presented table thirteen (13) in question number nine (9), 1 (50%) of the respondents were said that sufficient and 1 (50%) of the sport science teachers were said to be quite sufficient. This result implies that the respondents were said that about the chalk board in the school is sufficient and quite sufficient.

In item ten (10) on the above presented table thirteen (13) shows 2 (1oo %) of the respondents were said that not sufficient.

In item number eleven on the above table thirteen indicates that all of the respondents were said to be there is no about the reference book in the school.

Table 14: Response of sport science teachers concerning to the community and teachers interest to handball activity

No	Activities	High	Percent	Medium	Percent	Low	Percent	Total	Percent
1	Teacher interest in the handball competition and activities to word the participation of students.	-	-	1	5o%	1	5o%	2	100%
2	The attitude of teachers in the training and competition of handball toward the participation of students.	-	-	1	50%	1	50%	2	1oo%
3	Attitude of community and culture for words participation of students in handball training program and competition.	-	-	1	50%	1	50%	2	100%
4	Motivations and understanding of administration employs to ward student participation in handball teaching and activities.	-	-	1	50%	1	50%	2	100%

According to the above presented table fourteen in question number one (1) shows, 1 (50%) of them were said that medium and 1 (50%) of the

respondents were saying low. From the above table we can conclude the interest of teacher in handball activity is not good for the students to participate in different game.

In question number two (2) on the above presented table 14 (fourteen) shows, 1 (50%) of the respondents were saying that medium and 1 (50%) of them were said to low be. This result indicates that 50% of the sport science teachers are not interested to the training of handball program for the student.

In question number three (3) on the above presented table14 (fourteen), 1 (50%) of the respondents were said to be medium and 1 (50%) of them were saying low. This implies that the attitude of community towards the participation of students in hand ball training program is not good.

In question number four (4) on the above table 14 (fourteen), 1 (50%) of the respondents were said that medium and the 1 (50%) of them were said to be low. This result implies that motivation and understanding of administration employs to ward student's participation in handball activities is low.

4.5. Observation

In grade 12 preparatory schools the observation of male and female students in the practical class as follow

- In most game the female students can participate freely without the male students in school.
- In the year of 15-18 the students develop the techniques and skills of the handball activities as compare to the age of 19-22 of the advanced students.
- Most of the students are more effective in the morning shift up to 4:00 o'clock then the afternoon shift in the practical session.
- The sport science teacher is less managements to the students in the class and field.

- There is no adequate equipment and facilities in the preparatory school.
- The large class size leads to discipline problems, less involvements in the class activities and no support individual student.
- There is no enough encouragement the students to relate the theory with practice to enhance the participation of students in the practical activities.

4.6. Major Findings

Based on the above data analysis the major finding can be:

- In handball game the students have high interested in the theory and practice.
- The participation of students in the handball practical activity is good.
- In handball game the teachers has positive attitude to the students in the practical participation.
- The ability of the teacher is enough to teach handball practical activities.
- The school directors and society have no positive attitude on the students to the handball game.
- The attitude of students in the handball game is good.

CHAPTER FIVE

Summary, Conclusion and Recommendation

5.1. Summary

The purpose of this study is to investigate the problem of handball teaching in Wukro Maray preparatory school and interest of the students in hand ball activities to suggest the solutions. To achieve the purpose, the researcher formulates the following basic research questions.

- Does has the necessary materials in the school to facilitate for the teaching learning process of handball?
- How to give the teaching learning process in handball class?
- What is the attitude of students towards the course of handball teaching?

The societies are not more familiar with the game itself, especially the rural part of the society. After conducting the research the researcher get some problems those obstacles the students' performance on playing the handball game. The challenges of students to participate in handball teaching and practicing are: fewer students' interest towards the handball activities, lack of motivational factors upraise the playing interest of students, less understanding educational knowledge's the student's participation in handball, Lack of motivation and understanding of the school directors towards the students' participations in handball teaching and activity and less competition and participations of the students in handball game.

To conduct the research questionnaires were distributed to the students, sport science teachers, principals and sport experts. After the data gathered through questionnaire the researcher were analyzed and interpreted the data parts, the following major findings were identified:

- The parents of students are not more familiar with the game of handball.

- Lack of conductive environment factors that increase the negative attitude of students.
- The instructional materials in the school are low.
- The attitude of director and society are poor toward the handball subject.
- Lack of motivation and understanding the school director towards the students participation in teaching handball.
- Shortage of demonstration the sport science teachers for the students in the practical session.
- Lack of encouragement the teacher to the students during in the practical session.
- Do not training the sport science teacher with the students in the training session.
- Less attitude the teacher toward the students.
- Give a mark the teacher to the students without training.
- Shortage of treatment the teacher for the student.
- The majority of the students have low attitude towards handball teaching.
- The participation of students in teaching handball is low.
- Fewer students interested toward handball activity, but most of them are not interested.
- The students were not interested to study handball for the future.

5.2. Conclusion

Education is the main means to employ resource in our natural environment. But there are problems which become on the obstacles to employ everything in our environment through education. This research study is to investigate the challenges of teaching handball in Wukro Maray preparatory school.

The purpose this research was to finding the most series because that hinder in teaching handball development. Based on the finding that obtained data collected through questionnaire from the literatures the additional objectives were made to capture information's. Although the questionnaire designs was adapted from the studies different problems were found in the review related literature.

The data was collected from the representative sample in Wurko maray preparatory school students and teachers. The findings of this research do contribute to finding out the challenges of teaching handball. Based on the finding that obtained data collected through questionnaire the following conclusion were drawn:

The majority of the students 75(65.83%) are not enjoy and interested to participate in handball activities. The main factors that affects for the students mostly is (45.83%) lack of materials in handball practical sessions. The attitude of students towards teaching handball 67(55.83%) are not good in the class. 100% of the sport science teachers were responded that the maximum number of students in the class can be affected for the quality of teaching.

Lack of experience is affected in handball practical session to develop the skills of students, there is no enough motivations during in the practical session to improve the techniques of handball activities. Most of the time the class rooms were disrupted due to the large class size, the students did not

give attention to the lesson when their teacher taught. Teacher attitude, experience and behaviors have been found to be the most important available in affecting class room management skills positively. The obstacles of students interest on their performance was religious, culture and environmental influence in handball training session.

5.3. Recommendation

The final outcome of any research or report is to come up certain recommendations based on the data gathered suggested the following idea.

The teacher should pay more attention the establishment of productive class room in order to teach effectively and minimize the problems.

- Giving relevant knowledge of awareness to helps the student's participation in the practice of handball activities.
- The sport science teachers should develop and change their teaching methods to improve the student's performance in handball techniques.
- The school administration should be full filling the necessary materials to facilitate the practical class in handball game.
- In the preparatory school teachers should decrease the challenge of handballs by discussing with the administration of the school and students and solve the cultural problems and environmental influence.
- The sport science teachers should encourage and motivate for the students to increase their participation in the practical and theoretical part of the handball game.
- The sport science teachers should be applying their role in managing disciplinary problems in large class size such as setting arrangement.
- The shortages of period should be solved

Generally the researcher applied the above method to solve the problems that I faced during in the teaching learning process and practicing the techniques of handball in the school. So I recommended that the school

societies, the school administration with such problems to solve in the environment to Improve the performance of the students their skills in handball game.

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Observation check list

Name of school----------

Region ----------

Wereda ----------

Grade ----------

Date ----------

No	Item	Excellent	Very good	Good	Poor
1	Are there sufficient materials which are used to teach handball subject?				
2	Is there motivation of the teacher to students successful in handball technique?				
3	Variety method of teaching in handball				
4	The handball training session.				
5	Participation of students towards the theoretical and practical part.				
6	Class room management of the teacher.				
7	Attack and defense movement of students in handball training session.				

Appendixes

Appendix- A

Addis Ababa University College of natural science

Department: Sport science

Questionnaires for grade 12 (twelve) students

Dear students:

I am conducting researches on the challenge and opportunity for the improvement of students' participation handball. This questionnaire is a part of study, designed to collect the relevant data on the challenge of handball in practicing and teaching. The main purpose of this questionnaire is to gather information on the problems of handball teaching and interest of students in Wukro Maray preparatory schools and three additional preparatory schools for this research to be effective. Your kind and genuine and response is required and highly appreciated.

Thank you in advance your cooperation.

NB. Please, do not write your name.

Name of the school _____

Age _____

Sex _____

Town _____

Keble _____

Region _____

Parent level of education

Level	Father	Mather
No schooling any kind	_____	_____
Write and read	_____	_____
Elementary/ primary	_____	_____
Secondary	_____	_____
Certificate	_____	_____
Diploma	_____	_____
Degree	_____	_____

Part one

Instruction: Please respond the following questions

1. How do you think their time allocation for handball subject?

   A) Less than any other subject. B) Equal with other subject.

   C) More than any subject

2. Do you enjoy the students to participate in handball game?

   A) Yes B) Partially yes C) No

If your answer is no, justify it ----------

3. What are the roles of handball teachers in managing large class?

   A) Retention productive environments B) Using rules and regulations

   C) Motivating students

4. Do the handball teachers relate the lesson with life activity?

   A) Rarely B) Frequently C) Not at all.

5. Do your handball teachers utilize different techniques to participate the student?

   A) Yes B) Partially yes C) No

If your answer is no, justify it _____

6. Do the students study handball like the other subject out of the school?

   A) Yes B) No

7, Do the parents support to their students the necessary handball material to participate in sport activities?

A) Yes B) partially yes C) No

8. If your answer to question number 7 is yes, justify it _____

9, If your answer to question number 7 is no, justify it _____

10. What are the attitudes of students towards handball learning in the class?

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

11. Is there any disciplinary problem in handball?

A) Yes B) Partially yes C) No

12. How to do participate the students in the handball practical session?

A) Always B) Sometimes C) Rarely

13. What are the main factors that affects students to participate in handball practical session?

A) Lack of trained man power B) Lack of materials

C) Family influence D) Due to the culture

14. Do your handball teachers to motivate you learn attentively in your class in the practical and theoretical part?

A) Strong agree B) Agree C) Some extent D) Never

15. How often do you discuss the issue related to teaching learning process of handball teachers?

A) Always B) Some time C) Rarely

16. Have you interested the student to study for the future the handball course?

A) Yes B) No

17. If your answer for question number 16 is yes, why? _____

18. If your answer to question number 16 is no, justify it _____

19. Do the handball teachers start the lesson on time?

A) Yes B) Partially yes C) No

20. From the following techniques of handball game which one is the student more interested to participate?

A) Passing B) Shooting C) Dribbling D) Catching.

Part two

Mark a tick the following questions according to available materials.

No	Item	sufficient	Quite sufficient	Not sufficient
1	Size of the class.			
2	The ball.			
3	The student text book.			
4	The handball court (field).			
5	Sport shoe and cloth.			
6	The practical work materials.			
7	Chair in the class.			
8	First aid or clinic in the school.			
9	The handball nets.			
10	The handball post.			
11	The reference book to handball.			

Part three

Mark a tick the participation of students in handball class as compare to the other subject of ball games.

No	Activities	High	Medium	Low
1	The attitudes of students to participate in handball class.			
2	Motivation of the sport science teachers to the students to success in the practical activities and theoretical part.			
3	Student's participation to successful as compare to ball game.			
4	Interest if students individual and group activities in handball game.			

Appendix- B

Addis Ababa University College of natural science

Department: sport science

Questionnaire for grade twelve (12) teachers

Dear teacher:

The main purpose of this questionnaire is to collect the necessary data for the study on the problem of handball teaching and student interest in selected grade 12 teachers. For this research to be effective, your kind and genuine response is reburied and highly appreciated.

Thank you in advance for your cooperation.

N.B please does not write your name.

Name of the school _____

Sex _____

Age _____

Qualification _____

Work of experience _____

Keble _____

Town _____

Region _____

Part one

1. How do you express your interested toward your profession?

A) Interested B) Less interested C) Not interested.

2. What do you think about the performance of students in the techniques of handball?

A) Their weakness B) Their methodologies C) Poorness of family

3. What is your opinion about the attitudes of students in practically and theoretically in handball?

A) High B) Medium C) Low

4. Does the maximum number of students per class have affected the quality of teaching in handball?

A) Yes B) No

5. If your answer to question number 4 is yes, justify it ----------

6. How do you examine the number of periods you teach in a week with your teaching effectiveness?

A) Over load B) Faire loads C) Under load

7. What is your recommendation number of students per class?

A) Above 40 B) All most 50 C) At least 60 D) More than 60

8. Have enough the handball court for playing during the practical session?

A) Yes B) No C) Not enough

9. If your answer to question 8 is no, justify it _____

10. Does the school have available materials in which they help the teaching learning process of handball?

A. Yes B. Partially yes C. No D. Not enough

11. If your answer to question number 10 is no, justify it _____

12. If your answer to question 10 is yes, justify it _____

13. What systems of teaching learning process do you use in handball?

A. Group method B. Lecture method

C. Demonstration D. Question and answer

14. What do you recommend in order to increase the participation of students in the school?

A. Motivate the students to participate in handball activity.

B. in the school arranges the handball competition.

C. Change the attitude in the school.

15. Does the school have enough materials for the students to participate in handball activities?

A) Yes B) Partially yes C) No

16. IF your answer to question number 15is no, justify it _____

17. What are the problems of that hinder the effective teaching learning process in handball in your school? _____

18. How do you believe handball activities integrate the community interest?

A) Yes B) Partially yes C) No

19. How do you instruct the student to use reference materials in handball class?

A) Sufficient B) quite sufficient C) Not sufficient

Part Two

Mark with a tick your answer

No	Item	Sufficient	Quite sufficient	Not sufficient
1	First aid or clinic in the school.			
2	The handball court (field).			
3	Student text book.			
4	Teacher guide book.			
5	Ball and cones.			
6	Net and posts.			
7	Whistle and other materials to the practical work.			
8	Water facilities.			
9	Chock board in the school.			
10	Sport shoe and cloth for the students.			
11	Complete sport instrument for the teacher.			

Part Three

Rate the obstacles of students not to participate in handball activity.

No	Activities	High	Medium	Low
1	Teachers interest in the handball competition toward the participation of students.			
2	The attitudes of teachers in the training and competitions of the handball toward the participation of students.			
3	The attitude of community and culture for wards the participation of students in handball training program and competition.			
4	Motivations and understanding of administration employs towards students participation in handball teaching and activities.			

Appendix- C

Addis Ababa University

College of Natural Science

Department: Sport Science

Interview questions for sport science teachers in the preparatory school, school principals and youth and sport experts.

Dear: sport science teachers, principals and youth and sport expert

The main purpose of this interview is to gather information for the study to investigation how to reduce the challenges of handball teaching and participating in the school. For this research to be effective, your kind and genuine response is reburied and highly appreciated.

Thank you in advance for your cooperation.

1. How do you motivate the students in handball class?
2. What are the major problems of handballs in practicing and teaching?
3. What do you suggest with regards to students activities and necessary materials for the teaching learning process?
4. What are the contribution of families, teachers, and other workers to the students in the participation of handball?
5. Is there available place for the students to change their clothes where they can wash their body, toilets and other materials in the school to participate in handball?
6. Do you have other opinions in the teaching learning process of handball in grade twelve (12)?

Declaration

I the undersigned, declare that this is my original and innocent work, and has not been presented in any university or collages. All relevant sources of materials used for the thesis are accordingly acknowledged.

Name: _____

Signature: _____

Date of submission: _____

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

Name: _____

Signature: _____

Date of submission: _____