

**THE CONTRIBUTION OF GOVERNMENT SECONDARY SCHOOLS FOR
THE DEVELOPMENT OF HANDBALL SPORT IN ADDIS ABABA BOLE
SUB-CITY**

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**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

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THE DEVELOPMENT OF HANDBALL SPORT IN ADDIS ABABA BOLE
SUB CITY**

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ACRONYMS

AD	AFTER DEATH
ETP	EDUCATION AND TRAINING POLICY
IAAF	INTERNATIONAL AMATEUR ATHLETICS FEDERATION
ICDR	INSTITUTE OF CURRICULEM DEVELOPMENT AND RESEARCH
IHF	INTERNATIONAL HANDBALL FEDERATION

ABSTRACT

The major purpose of this paper was to investigate a study on the contribution of some selected secondary schools found in Bole sub city Addis Ababa for development of handball sport and make recommendation for their contribution for handball sport development. The main issues considered are schools contribution for handball sport development. To this end descriptive survey method was employed. Data were gathered from three general secondary schools, six teachers and three hundred students. Accordingly, the respondents sampling was carried out through simple random selecting techniques. The data for the study was obtained through questioner, interview, observation various statistically techniques both qualitative and quantitative. Percentages were used to analyse the data. The result indicates that: - inadequacy of school materials, facilities and teaching materials, family and teachers and other concerned bodies to encourage involving the Children to participate in handball activities, the students are not interested like the other ball games. Therefore it is recommended that depending on the result, firstly concerned bodies that is teachers, school directors, parents and other concerned bodies have to encourage students to participate in handball activities, schools must fulfill equipments and handball teaching materials that encourage student interest and participation in handball activities, give equal opportunity to handball sport like the other ball games and parents also work together closely with teachers and students, increasing handball specialized teachers to work closely with physical education teachers and handball teachers must directly involve when the curriculum and other competition programs were organized to overcome the problem that affects students participation in handball activities, to encourage the student participation and interest in handball activity and to give regular counseling for the students on the basis of their performance inside and outside of the school.

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Appendix-A

Addis Ababa university school of graduate studies

college of education

Department of sport science

***Questioner for grade 9 and 10 general secondary schools
students***

Dear students:-

This questioner is designed to collect information for research purpose only. Its objective is to assess your opinions a study on the contribution of schools for the development of hand ball sport in some selected general secondary schools in bole sub city. I kindly request you to give your genuine responses for each of the questions. All information and data you provide will be used only for the purpose of this academic study.

It is not necessary to write your name in this paper

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

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

1. Name of the school_____
2. Sex_____
3. Grade level_____
4. Age_____

1. How often do the handball issues related to the teaching learning process of handball with teachers in the schools?

a. Frequently ☐ b. rarely ☐ c. not at all ☐

2. How often do the physical education teachers relate handball and their lesson with life activities and environmental realities?

a. Adequately ☐ b. inadequately ☐ c. partially ☐

3. How much handball sport is exercised in your school?

a. Low ☐ b. Medium ☐ c. high ☐

4. How much your physical education (handball) teachers do is punctual?

a. Frequently ☐ b. Rarely ☐ c. Not at all ☐

5. Do you believe that your school has full handball facilities as compared to other schools?

Yes ☐

No ☐

6. If your response in question „4“ is no please mention the materials that your schools lack?

7. How much your school environment is workable for handball activities in general?

a. Excellent ☐ b. very good ☐ c. good ☐ d. poor ☐

8. What is your attitude towards handball sport (activities) in your school?

a. Positive ☐ b. Negative ☐ c. Neutral ☐

9. If the response of question“7” above is negative please mention your reason?

10. Do you have an interest to study the handball profession in the future?

a. Yes ☐ b. No ☐ c. Not yet decided ☐

11. If your answer in question number“9” above is yes please put your reason on the space provided below?

12. Are there enough handball teaching materials in your school?

a. Yes ☐ b. No ☐

13. Is there any handball reference material in your school library?

a. Yes ☐ b. No ☐ c. I do not know ☐

14. To what extent you participate in handball activities especially in the school tournament?

a. low ☐ b. medium ☐ c. high ☐

15. To what extent theory of handball is supported by practice in your school?

a. low ☐ b. medium ☐ c. high ☐

16. Do you believe that the participation of students in handball activities in the school can contribute for the development of handball sport?

a. Yes ☐ b. No ☐ c. I do not knows ☐

17. If the answer of question „15” above is no please state your reason?

18. Do parents support handball materials for your school?

a. Yes ☐ b. No ☐

19. . If the answer of question „17” above is no please mention your justification (reason)?

20. Is there any project concerning handball sport to physical education teachers to enhance their handball skills?

a. Yes ☐ b. No ☐

21. Is there any awareness creation fixed (regular) program designed in your school?

a. Yes ☐ b. No ☐

22. What do you recommend to improve the contribution of schools for the development of handball sport?

Part II

DIRECTION: - please mark with a tick (✓) in your response only. From the four well known ball games which one of the following is the most frequently realized in your school?

No	Items	high	medium	low
1	Volleyball			
2	Football			
3	Basketball			
4	Handball			

Part III

DIRECTION: - please mark with a tick (✓) in your response only.

From the three alternative choices by assessing the availability of facilities and materials in the school.

No	Items	Adequate	Inadequate	Not exist
1	Handball field			
2	water facilities			
3	Rooms for changing clothes			
4	Whistle, cones, net, and other practical materials			
5	Handball reference books in the library			
6	clinic			
7	Student text books(PE)			
8	Extra school activities(games)			
9	Parental involvement in handball activities			

Appendix-B

Addis Ababa university school of graduate studies

college of education

Department of sport science

***Questioner for grade 9 and 10 general secondary schools
physical education teachers***

Dear Teachers:-

The purpose of this questioner is to gather the available data a study on the contribution of same selected General Secondary Schools which are found in bole sub city.

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

Thank you in advance for your cooperation

Instruction 1:- please write background information on the space provided.

1. Name of the school_____
2. Sex_____
3. Age_____
4. Qualification_____
5. Subject taught_____
6. Grade level_____
7. Work of experience_____

**INSTRUCTION 2:- PLEASE RESPOND FOR THE FOLLOWING QUESTIONS
EITHER BY CIRCLING THE LETTER OF YOUR CHOICE AND OR WRITING
A COMPLETE ANSWER ON THE SPACE PROVIDED.**

1. To what extent is the participation of students compared handball activities with others discipline?
a. High b. medium c. low
2. Do you expect handball course was designed and organized in the curriculum properly?
a. Yes b. no d. I do not know
3. If your answer in question „6“ is “c” which one of the following will the problem?
a. Not giving due attention to the subject area
b. Instructional materials
c. Skilled man power
d. Lack of syllabus relevance with the existing condition
4. What is your opinion about student interest in handball activities both theoretical and practically?
a. High b. medium c. low
5. If your answer for question No“6” is „c“ or „d“ please mention the problem on the space provided?

6. How do you often suggest or instruct students to use reference materials for your respective handball class in the school?
a. Frequently b. rarely c. not at all
7. Do you believe handball course had equal perception from the other courses by school administrators and school community?
a. Yes b. No d. I do not know

8. Do you believe handball activity can relate with community interest?

- a. Yes b. No c. I do not know

9. Are there adequate materials for students to participate in handball activities?

- a. Yes b. partially yes c. no

10. Do you believe that changing rooms for cloths if constructed in the school will enhance the participation of student in handball activities?

- a. Yes b. no

11. If your answer for question „13“ is „b“ please describe the problem on the space provided?

12. Is there enough and conducive playing ground (environment) for handball activities?

- a. Yes b. No c. no enough

13. What do you recommend for schools to promote handball sport more popular than others ball games?

Part II

DIRECTION: - please mark with a tick (✓) in your response only. From the four well known ball games which one of the following is the most frequently realized in your school?

No	Items	high	Average	low
1	Volleyball			
2	Football			
3	Basketball			
4	Handball			

Part III

DIRECTION: - please mark with a tick (✓) in your response only. From the three alternative choices by assessing the availability of facilities and materials in the school.

No	Items	Adequate	Inadequate	Not exist
1	Handball field			
2	water facilities			
3	Office for P.E teachers			
4	Whistle, cones, net, and other practical materials			
5	Table and chairs for teachers			
6	clinic			
7	Teacher guide(PE)			
8	Extra school activities(games)			
9	Parental involvement in handball activities			
10	Sport clothes for teachers			

PART IV

DIRECTION: - RATE THE PROBLEMS THAT HINDER STUDENTS NOT TO PARTICIPATE IN HANDBALL ACTIVITIES IN THE SCHOOL.

No	Items	F	%
1	Lack of educational background, knowledge and understanding about student's participation in handball activities in the school.		
2	Lack of students understanding and attitude towards handball activities in and out of the school		
3	Lack of encouragement and cooperation from school administration in the school towards student participation in handball activities.		
4	Low attitude of teachers towards the participation of students inside and outside the school tournament in handball activities.		

APPENDIX-C

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION

DEPARTMENT OF SPORT SCIENCE

An interview guideline prepared to General Secondary Schools for physical education teachers, schools directors sport desk experts.

1. Is there a place for students where they can change their clothes where they can wash their body, toilets and other necessary materials in your schools to make them participating in handball activities?
2. What is the specific assistance that gives to improve and develop students to participate in handball activities?
3. Do you think that the society, family, school administration, physical education teachers have a role to motivate the participation of students for the contribution of handball development in the school?
4. Is there any problem that teaching materials, facilities and other teaching aids affect students to participate in handball activities?
5. What do you suggest as a solution to schools to contribute for the development of handball sport?
6. What do suggest with regarding to students activities and necessary facilities that is crucial for schools to contribute for handball sport development?
7. Do you have additional comments or suggestion on the over all contribution of schools for the development of handball sport in general secondary schools?

APPENDIX-D

OBSERVATION CHECK LIST

N.B 1=EXCELLENT

2=VERYGOOD

3=GOOD

4=POOR

NAME OF THE SCHOOL_____

SUBCITY_____

TOWN_____

SUBJECT_____

GRADE_____ **NO OF CLASS OBSERVED**_____

NO	TEACHERS IN CLASS ROOM AND FIELD PRACTICAL WORK	1		2		3		4	
		F	%	F	%	F	%	F	%
1	adequate equipment and facilities in the school								
2	encouraging students to relate theory with practice and skill of participation of the practical activities in the school								
3	cooperation of other school directors and teachers for the organization of handball tournament in the school								
4	Clarify of objectives and application of handball for good health and fitness								
5	ability to explain issues which are not clear regarding handball								
6	student participation in asking question in the class and practical work regarding handball sport with teachers								
7	method of teaching that teacher used to make handball lesson attractive and participative in the school								

Declaration

I, the under signed, declared that this thesis is my own work and has not been presented for any other degree and that all sources of materials used for the thesis have been fully acknowledged.

Name _____

Signature _____

Date _____

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

Name _____

Signature _____

Date _____

CHAPTER ONE

INTRODUCTION

This chapter deals with the background of the study, statement of the problem, basic research questions, the significance of the study, objectives of the study, its delimitations and limitations as well as definition of key terms and the organization of the study.

1.1 BACKGROUND TO THE STUDY

There are records of handball-like games in medieval France, and among the Inuit in Greenland, in the middle Ages. By the 19th century, there existed similar games of *handball* from Denmark, *házená* in the Czech Republic, *hádzaná* in Slovakia, *gandbol* in Ukraine, *torball* in Germany, as well as versions in Uruguay (Wikipedia.org).

The team handball game of today was formed by the end of the 19th century in northern Europe, primarily Denmark, Germany, Norway and Sweden. Holger Nielsen, a Danish gym teacher, drew up the rules for modern handball (*håndbold*) in 1898 and published them in 1906, and Rasmus Nicolai Ernst, another Danish teacher, did something similar in 1897. Modern Handball is therefore widely considered a game of Danish origins.

Another set of team Handball rules was published on 29 October 1917 by Max Heiser, Karl Schelenz, and Erich Konigh from Germany. After 1919 these rules were improved by Karl Schelenz. The first international games were played under these rules, between Germany and Belgium for men in 1925 and between Germany and Austria for women in 1930.

In 1926, the Congress of the International Amateur Athletics Federation nominated a committee to draw up international rules for field handball. The International Amateur Handball Federation was formed in 1928, and the International Handball Federation was formed in 1946.

Men's field handball was played at the 1936 Summer Olympics in Berlin. During the next several decades, the game of handball flourished and evolved as an indoor sport in the Scandinavian countries. The sport re-emerged onto the world stage as team handball for the 1972 Summer Olympics in Munich. Due to its popularity in the region, the Eastern European countries that refined the event became the dominant force in the sport when it was reintroduced.

The International Handball Federation organized the men's world championship in 1938 and every 4 (sometimes 3) years from World War II to 1995. Since the 1995 world championship in Iceland, the competition has been every two years. The women's world championship has been played since 1957. The IHF also organizes women's and men's junior world championships. By July 2009, the IHF listed 166 member federations - approximately 795,000 teams and 19 million players (Ibid).

Regarding the history of hand ball in Ethiopia, it registered the age of adult hood. The first Ethiopian hand ball federation was established in 1962 E.c. and then the federation joined the worlds hand ball federation. Like the others ball games hand ball introduced in different schools. And then it develops throughout Ethiopia.

The roles of schools in Addis Ababa city administration was believed for its significance in this regard. In Addis Ababa there are nine sub cities in general, so that each sub city has its own contribution to the development of hand ball in the country. Although, from these sub cities specifically will focus on bole sub cities, in bole sub cities there are six Governmental and Non Governmental (public) General Secondary Schools are there, each school also has its own contribution for the development of hand ball sport. However the participation of these schools could not enhance hand ball sport like the other ball games. Knowing the present situation and challenges of promoting Hand Ball sports initiated this study. It is, particularly focused on some selected Government General Secondary Schools found in Addis Ababa Bole Sub City

1.2 STATEMENT OF THE PROBLEM

The reason why the researchers chose this title is that he has come across that the contribution of schools, stake holders, administrators, physical education teachers and other body around sports professionals has less contribution for the development of hand ball. For these reason there are different factors which can influence the development of hand ball sport. As the intellectual believe that there are different **factors** which can influence the contribution of schools for the development of handball in Addis Ababa bole sub city. For example some of are Listed below;

1. **Policy:** Establish policies that promote enjoyable, lifelong Hand ball activity among young people.

2. **Environment:** Provide physical and social environments that encourage and enable safe and enjoyable physical activity through hand ball.
3. **Physical education:** Implement physical education curricula and instruction that emphasize enjoyable participation in Handball activity and that help students develop the knowledge, attitudes, motor skills, behavioral skills, and confidence needed to adopt and maintain physically active lifestyles.
4. **Health education:** Implement health education curricula and instruction that help students develop the knowledge, attitudes, behavioral skills, and confidence needed to adopt and maintain hand ball active lifestyles.
5. **Extracurricular activities:** Provide extracurricular hand ball activity programs that meet the needs and interests of all students.
6. **Parental involvement:** Include parents and guardians in hand ball activity instruction and in extracurricular and community hand ball activity programs, and encourage them to support their children's participation in enjoyable hand ball activities.
7. **Personnel training:** Provide training for education, coaching, recreation, health-care, and other school and community personnel that imparts the knowledge and skills needed to effectively promote enjoyable, lifelong hand ball activity among young people.
8. **Health services:** Assess hand ball activity patterns among young people, counsel them about hand ball activity, refer them to appropriate programs, and advocate for hand ball activity instruction and programs for young people.
9. **Community programs:** Provide a range of developmentally appropriate hand ball sports and recreation programs that are attractive to all young people.
10. **Evaluation:** Regularly evaluate school and community Hand Ball activity instruction, programs, and facilities.

Planning, implementing, and evaluating physical activity instruction and programs require specially trained personnel. Physical education specialists teach longer lessons, spend more time on developing skills, impart more knowledge, and provide more moderate and vigorous physical activity than do classroom teachers. Schools should have policies requiring that physical education specialists teach physical education in kindergarten through grade 12, Elementary School teachers trained to teach health education do so in Elementary Schools, health education specialists teach health education in middle and senior high schools, and qualified people direct

school and community physical activity programs and coach young people in sports and recreation programs i.e. in order to increase the attention of the learners in particular, and society members in general, the curriculum should be designed by intensifying the relevance of the subject (our particular issue handball) so that the school administrator, physical education teacher will engage in implementing the policy.

1.3 BASIC RESEARCH QUESTIONS

1. How many schools are conducive for the development of Handball found in Bole Sub City?
2. Do teachers have adequate training, readiness, and awareness to promote Handball sport in bole sub city schools?
3. What is the contribution of coaches and professionals to enhance Handball sport in Addis Ababa Bole Sub City schools?

1.4 OBJECTIVES OF THE STUDY

1.4.1 GENERAL OBJECTIVES

To assess the present involvement of schools to enhance the development of Hand Ball sport in Addis Ababa bole sub city level , and comes with possible recommendations for further improvement.

1.4.2 SPECIFIC OBJECTIVES

1. To improve the involvement of bole sub city Secondary Schools to enhance Hand Ball sports.
2. To improve the involvement of communities to enhance Hand Ball sport.
3. To identify the major problems prevailing in the promotion of handball sport at school level in bole sub city Secondary Schools.
4. To improve the skill of physical education teachers and coaches towards Handball sport.

1.5 SIGNIFICANCES OF THE STUDY

Without assessing the contribution of the schools for the development of Handball to maximum extent to which it is allowed, there are less of contributions of schools for its development. Even though there is a competition of Handball in Addis Ababa city schools and regional states, no significant study is conducted to provide feedback on the existing involvement of schools for further improvement and efficacy. Therefore, the findings of this study would specifically be significant for the following major reason.

1. I hoped that this study will provide to know the contribution of schools in Addis Ababa bole sub city for the development of Handball sport.
2. These study helps for further study on the contribution of schools in Addis Ababa bole sub city.
3. It is also important for the development of policy and strategy for the development of Hand Ball sport at Addis Ababa Bole Sub City schools.
4. I hoped that this study will provide some important information to coaches, physical education teachers, communities and some stake holders for the contribution of schools for the improvement of Hand Ball sport at bole sub city.

1.6 DELIMITATION OF THE STUDY

Under Addis Ababa Bole Sub City, there are six Secondary Schools. Among these two of them are public and four of them are government General Secondary Schools. For this study from Government Secondary Schools three of them are selected depending up on their population density and same structure.

The study will be focused on assessing the contribution of these Secondary schools for the development of Handball sport. It will be delaminated on those students which are found in grade 9 and 10 from those Secondary schools. Because for its manageable and with time constraints if we take the whole students which are found under those Secondary Schools at Bole Sub City. Based on these selected schools, assessing their contribution, identifying the prevailing challenges and proposing possible solution will be made including these three Secondary schools at Bole Sub City describes as the universe for this study.

1.7 LIMITATION OF THE STUDY

This study has a number of its own limitations. Due to the fact that schools are the major institution to enhance the development of handball sport so that to adopt the basic techniques, principles and community knowledge about handball activities was limited. This condition- lack of awareness- affects its development and information gathered from the respondents to some extent. The shortage of adequate reference materials and previously done studies; poor cooperation from concerned people in some schools; unwillingness to fill and return questionnaires on time; and of course financial constraints and time limit were the major limitations of this study. As the result of these limitations, the outcome of the study was not as complete as it was initially anticipated.

1.8 OPERATIONAL DEFINITIONS OF TERMS

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

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

Physical fitness: - is considered to be the ability to carry out daily tasks with vigor and alertness, without undue fatigue, and with ample energy to enjoy leisure time activities and to meet unforeseen emergencies.

Sport: - are organized, competitive forms of play.

(CATCH): - The Child and Adolescent Trial for Cardiovascular Health

F: - frequency (in the table of the analysis part)

1.9 ORGANIZATION OF THE STUDY

This study will be organized in five major parts. The first chapter will be the introductory part. The second chapter deals with review of related literature.

Moreover, the third will be focused on research methodology and design of this study, while the fourth chapter will be discussed the presentation analysis and interpretation of the data. The final chapter will be focused on summary conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This chapter deals with the review of related literatures. So as to lay the theoretical framework and principles and the contribution of schools for the development of handball sport for these study.

2.1 THE CHARACTERIZATION OF THE HANDBALL GAME

Handball is a sport from the category known as sport games, and is becoming more and more popular in the world. A relatively rapid learning of this game, based on natural human motion, has allowed it to be popularized quickly. The development of the game is also influenced by its attractiveness based in variable action and direct conflict with an opponent. Such conflict calls for a good physical preparation of a player. The competitors playing handball have a neat stature because all the body's muscles are used in a game. Permanent motion where all the joints of upper and lower limbs work develops and improves their range of motion (Janusz Czerwinski 1997).

In addition to this Janusz Czerwinski 1997 states that, Intense and permanent physical activity generates changes in the central nervous system and in the muscles as well as in organs such as the heart, lungs, liver and kidneys.

In other way round Frantisek Taborsky, September 1997, stated that the handball game is not only influenced by physical fitness. As any physical activity it is performed and generated by thinking. A player has to - in strenuous action - rapidly see, retain, estimate, conclude and act relevantly. Two teams attempt to gain victory which is the object of the game. The players must follow all the fair play rules and sports regulations issued in order to keep the game sportsmanlike. Handball is a team game, so it plays an important role in education. Players learn to cooperate with each other. A game must be tough but in accordance with the fair play rules, team work and a sportsmanlike conduct. All these positive aspects and forms of conduct result - as time go - in socially acceptable behavior in everyday life. This is the vital, educational aspect of playing handball.

2.2 THE DEVELOPMENT OF HANDBALL IN THE WORLD

The Danish encyclopedia “Athena Lexicon” says, that at the turn of the 19th century handball was popularized at the Oldrup Gymnastics School. In 1898, the teacher Holger Nielsen introduced a running game with two goals in which 14 persons, divided into two teams, took part. The game in which a ball was passed with the players’ hands was called handball. The first game rules were issued in 1906 at the Oldrup School published by “Wejdlending Handball”.

The Germans also claim to have developed the game. Klaudina, the author of a book “Das Handball Spiel”, published in 1941 in Leipzig, claims that handball derives from a game called “Königsbergerball”, which was then renamed “Torball” - which means goal ball. A record on handball development in Germany is dated from the period after 1915. In 1917 Max Heiner, a teacher from Berlin began developing handball as a sport for women. Another important year is 1919. Famed propagator of handball, Karl Schelenz, a teacher of physical education at the German Academy of Physical Education, was also popularizing the game. Some changes in rules had been introduced. The dimensions of the playing field were increased to 80 x 40 m, the goal line moved to 8 m, and the goal dimensions were changed to 5 m in width and 2, 10 in height. Those rules embraced playing with a ball and the body, which greatly influenced the technical development of handball (Janusz Czerwinski, and Frantisek Taborsky, 1997).

Meanwhile, in 1920 handball was introduced into school programmers’. Handball, however, didn’t have a separate federation in Germany. It was not until 1934 that Fachmat für Handball was established. Owing to the extensive activity of that organization handball spread all over Germany.

Czechoslovakia is the third country which claims to have created handball. In a book entitled “Metodej Zajec - Dejiny Hazeny”, published in 1948, the author says that Czechoslovakia is the homeland of handball, which originated from hazena (“hazet” means to throw). A founder of hazenas, which was introduced in that country in 1906 was a teacher of physical education in Prague, named A.Kristd. He wanted boys to turn their interest from soccer, which he recognized to be a dangerous game, to hazenas for which he developed rules.

International handball began in 1928. In that year the first organization the IAHF (International Amateur Handball Federation) Congress held its meeting. The following countries organized the

Federation: Germany, Czechoslovakia, Holland, Belgium, Austria, USA, France, Ireland, Denmark and Canada.

After the 2nd World War in 1946, the representatives of the 15 countries created a new Federation, called IHF. The dynamic progress of handball in the world had begun. Nowadays it is played in more than 130 countries. In 1991, the European Handball Federation - EHF was founded with its base in Vienna. The Federation is responsible for development of handball in Europe (Ibid).

2.3 HANDBALL SPORT IN ETHIOPIA

As cited by Denkenesh Wolano (2005), explain that it was first introduced in 1960 E.C particularly after a seminar was held by health and physical education teachers at Addis Ababa University. Consecutively in 1961 E.C an official handball competition was held among different colleges under Addis Ababa University. In the same year, a handball course was submitted by the sport guidance of the police army. After wards a handball game was prepared and included in the annually sport competitions that was held among the different section of the police force in November 1962, a handball federation was established and it has started to carry out its duties even since flowingly Ethiopia has got a temporary acceptance of the international handball federation. After the establishment of the handball federation, in spit of its financial problem, annual competitions were held continuously till 1964E.C. as the result of the considerable effort made by the committee members of the national handball federation. In 1964E.C, Ethiopia has became a member of international handball federation and delegates were sent to take part in the Olympic prepared in Munich city and this could considered as the first phase of the development of handball in Ethiopia.

The second phase of its historical development was from 1965-1968E.C. during this time handball has became much popular in the society and the Ethiopian handball national team had taken part in the 21st Olympic game held in Montreal city of Canada. As the result the team has got a good result.

The third phase begins in 1969 E.C, and extends up to the present time. In 1969 and 1970E.C. three consecutive course under handball were given for handball coaches and many Ethiopians

has benefited from this course. And also, many courses were given for coaches and teachers of physical education beginning that time on wards.

2.4 HANDBALL SPORT AT SCHOOLS

When starting a ball game with children and young people, one cannot use the adults' game as a basis. The game has to be adapted to be age- and situation appropriate in terms of organization, physical and behavioral aspects. It is not sufficient to reduce the size of the playing court, the goals, the ball and the number of players. It is much more important to offer children a variety of experiences and suitable content to guide them to the sport of handball by offering fun and enjoyment at schools.

Bucher (1991:8) states that:-

“Historically, physical education programs focused on teaching children and youths in the school setting. The expansion of physical education beyond its traditional realm to nonschool setting and people of all ages requires a more inclusive definition to encompass the diversity of programs and the wide range of goals achieved by participants.”

The children's game differs fundamentally from the adults' game. By the end of their initiation process, the children should have developed the skills for the model created by us adults. Therefore, the path to playing handball must be viewed as a master plan for the subject-specific didactics of handball at schools. It includes recommendations that the National Federations and educational institutions may interpret, adapt and exploit in accordance with their circumstances and facilities. The five levels defined in this plan correspond to different age categories and/or development phases.

2.4.1 BY CHILDREN, FOR CHILDREN

Being able to retreat into the background at the right time and refraining from continually interfering with the game – while remaining vigilant – will certainly enable the children to develop on their own more effectively at schools.

To help children to take an increasingly active role, i.e. to become autonomous both as individuals and as a group, one has to enable them to develop independence in the following areas at schools:

- a) **Preparation and structured organization** – in the preparations for the game (getting dressed, setting up and removing the game environment) children should be gradually prepared to attain complete autonomy.
- b) **Team management** – in order to apply the simplified rules (e.g. player substitution) in the game, one player should be given the responsibility of a team manager.
- c) **Leadership and control during the competition** – the simple organizational aspects of a match should be entrusted to the participants, including timekeeping and scorekeeping by means of simple resources such as a timer and a card for the score.
- d) **Referees** – teaching the function of the referee or, rather, the “game leader” should be understood as an integral part of the game. Striking the balance between subjective perception and objective decision are the tasks of the adult, of the “game leader”.

2. 4.2 PLAYING AT SCHOOLS

Normally, children become able to play a game in a group at the ages of 5 or 6 at schools. Motivation and patience greatly promote children’s motor and psychological development. Children should experience the game through enjoyable “tries” and “discovery”. “Play on your own and play with a friend” might be the motto for this age group, with due attention to encouraging the development of group spirit at this stage.

At the age of 7 to 10 the main focus should be on fun, enjoyment and a sense of achievement, with competition playing only a minor role. Results, scores and rankings may induce an improper performance-orientation. It would be desirable to keep the game as non-physical as possible to allow the technical skills to unfold undisturbed. Rules may have an adverse effect on the flow of the game, therefore only the most elementary guidelines should be developed on the basis of concrete situations that may arise during a game. “Play on your own and play against friends” might be the motto at this age – go for experience rather than results!

In practice, mini-handball is by nature almost exclusively a game played for the sake of playing. It is only at the end of this development phase that children start enjoying competitive playing, which is introduced very gradually at Level III at schools.

2. 4.3 THE CONSEQUENCES FOR TEACHING SPORT AT SCHOOLS

At primary school age (6 – 10 years) the aim is to teach our children general playing skills. At this age group, the aim is to provide a broad fundamental education covering a variety of sports. As an animation tool, mini-handball offers first experiences with the ball, practice in co-ordinative abilities, and an introduction to the social environment of the team sport of handball. Here the motto should be experiences rather than results. The primary aim at this age is the acquisition of motor skills playfully and in varied ways as well as gathering motor experiences in as many sports as possible.

Sport-specific specialization starts at the age in which motor skills are learned most readily (10 – 12 years). The goal is to acquire the basics of various handball techniques and to enhance co-ordinating skills that are closely linked to the acquisition of technical competence. The broad basic education in many sports and game-oriented education is followed by the methods-driven route to the game of handball. To this end, excellent conditions may be created at school. In handball clubs, special care should be taken to expand the teaching of technical and coordination skills to other sports as well (track-and-field sports, hit-the-ball games) to avoid the development of only limited capabilities.

The skills that children and adolescents need to play handball are easy to define. To be able to move successfully about the playing court, pupils have to master various techniques such as bouncing, passing and catching the ball, taking shots at the goals and special motor skills. The ability to co-ordinate one's movements is regarded as a prerequisite for acquiring technical competence. Once this competence is well developed, beginners learn new moves faster and more easily. In developing the handball game, the focus is initially on shots at the goal. Defensive moves are introduced only later on, for preventing goals is easier than scoring goals. Handball is a team game; therefore pupils have to learn early on to play together, initially in small groups. As the game always involves two teams playing against each other, individual components of the game have to be adapted to the moves of the opponents. Both teams, of course, have to observe the rules of the game and play fairly to permit a game to be played in the first place.

A number of key points that are important in developing the game of handball should be borne in mind:

- The main focus is on playing the ball and taking shots at the goal (the numbers are offensive and defensive players).
- A 6:6 (i.e. offensive and defensive) game is too demanding for pupils. Pupils develop their playing skills in standard situations that form part of every game (2:1, 3:2). Playing is something that must be learned. With a reduced number of players, beginners are able to cope with the situations that arise during a game.
- Beside the game of handball, it is important to improve co-coordinating abilities to avoid one-sidedness.
- The components that have been learned are always practiced in a 4:4 game or

5.5 Plus goalkeeper and tested for suitability for the game. They are then improved again in small groups (2:1, 3:2).

- Practicing offensive defense play in individual training sessions enhances the appropriate response in 1:1 play.
- Passing feints, precision passing, playing without the ball and footwork in attack and defense always have to be part of the drills (Helmut H., 1957).

2.5 POSSIBLE FACTORS WHICH CAN INFLUENCE THE CONTRIBUTION OF SCHOOLS FOR THE DEVELOPMENT OF HANDBALL SPORT:-

As stated by Bruce S. and Christine S. et. al, (n,d) the guidelines were developed in collaboration with experts from universities and from national, federal, and voluntary agencies and organizations. They are based on an in-depth review of research, theory, and current practice in physical education, exercise science, health education, and public health.

The guidelines include recommendations about 10 aspects of school and community programs to promote lifelong physical activity among young people: policies that promote enjoyable, lifelong physical activity; physical and social environments that encourage and enable physical activity; physical education curricula and instruction; health education curricula and instruction; extracurricular physical activity programs that meet the needs and interests of students; involvement of parents and guardians in physical activity instruction and programs for young people; personnel training; health services for children and adolescents; developmentally

appropriate community sports and recreation programs that are attractive to young people; and regular evaluation of physical activity instruction, programs, and facilities.

2.5.1 POLICY:

Establish policies that promote enjoyable, lifelong handball activity among young people.

Policies provide formal and informal rules that guide schools and communities in planning, implementing, and evaluating handball activity programs for young people. School and community policies related to handball activity should comply with state and local laws and with recommendations and standards provided by national, state, and local agencies and organizations. These policies should be included in a written document that incorporates input from administrators, teachers, coaches, athletic trainers, parents, students, health-care providers, public health professionals, and other school and community personnel and should address the following requirements.

Require comprehensive, daily physical education for students in kindergarten through grade 12.

Physical education instruction can increase students' knowledge, handball activity in physical education class, and physical fitness. Daily physical education from kindergarten through 12th grade is recommended by the American Heart Association and the National Association for Sport and Physical Education and is also a national health objective for the year 2000. The minimum amount of physical education required for students is usually set by state law. Although most states (94%) and school districts (95%) require some physical education, only one state requires it daily from kindergarten through 12th grade. Less than two thirds (60%) of high school students are enrolled in physical education classes, and only 25% take physical education daily. Enrollment in both physical education (9th grade, 81%; 12th grade, 42%) and daily physical education (9th grade, 41%; 12th grade, 13%) declines at higher grades, and enrollment in daily physical education and active time in physical education classes decreased from 1991 to 1995 among high school students. Further, 30% of schools exempt students from physical education if the students participate in band, chorus, cheerleading, or interscholastic sports. Substitution of these programs for physical education reduces students' opportunities to

develop knowledge, attitudes, motor skills, behavioral skills, and confidence related to handball activity.

Require that adequate resources, including budget and facilities, be committed for handball activity instruction and programs.

The National Association for Sport and Physical Education and the Joint Committee for National Health Education Standards note that adequate budget and facilities are necessary for physical education, health education, extracurricular physical activities, and community sports and recreation programs to be successful. However, these programs rarely have sufficient resources. Schools and communities should be vigilant in ensuring that physical education, health education, and handball activity programs have sufficient financial and facility resources to ensure safe participation by young people. Schools should have policies that ensure that teacher-to-student ratios in physical education are comparable to those in other subjects and that physical education spaces and facilities are not usurped for other events. Schools should have policies requiring that physical education classes be scheduled so that students in each class are of similar physical maturity and grade level. Require the hiring of physical education specialists to teach physical education in kindergarten through grade 12, elementary school teachers trained to teach health education, health education specialists to teach health education in middle and senior high schools, and qualified people to direct school and community handball activity programs and to coach young people in sports and recreation programs.

Planning, implementing, and evaluating handball activity instruction and programs require specially trained personnel. Physical education specialists teach longer lessons, spend more time on developing skills, impart more knowledge, and provide more moderate and vigorous handball activity than do classroom teachers. Schools should have policies requiring that physical education specialists teach physical education in kindergarten through grade 12, elementary school teachers trained to teach health education do so in elementary schools, health education specialists teach health education in middle and senior high schools, and qualified people direct school and community handball activity programs and coach young people in sports and recreation programs.

Require that handball activity instruction and programs meet the needs and interests of all students.

All students, irrespective of their sex, race/ethnicity, health status, or physical and cognitive ability or disability should have access to physical education, health education, extracurricular physical activity programs, and community sports and recreation programs that meet their needs and interests. In addition, handball activity programs that overemphasize a limited set of team sports and underemphasize noncompetitive, lifetime fitness and recreational activities (e.g., walking or bicycling) could exclude or be unattractive to potential participants.

Adolescents' interests and participation in physical activity differ by sex. For example, compared with boys, girls engage in less physical activity, are less likely to participate in team sports, and are more likely to participate in aerobics or dance. Girls and boys also perceive different benefits of physical activity; for example, boys more often cite competition and girls more often cite weight management as a reason for engaging in physical activity. Because boys are more likely than girls to have higher perceptions of self-efficacy and physical competence, so that physical activity programs serving girls should provide instruction and experiences that increase girls' confidence in participating for handball activity, opportunities for them to participate in handball activities, and social environments that support their involvement in a range of handball activities.

Physical education, health education, extracurricular physical activity programs, and community sports and recreation programs can also provide opportunities for multicultural experiences (e.g., American Indian and African dance). These experiences can meet children's and adolescents' interests and foster their awareness and appreciation for handball activities enjoyed by different cultural groups.

2.5.2 ENVIRONMENT:

Provide physical and social environments that encourage and enable safe and enjoyable for handball activity.

The physical and social environments of children and adolescents should encourage and enable their participation in safe and enjoyable for hand ball activities. These environments are described by the following guidelines.

Provide access to safe spaces and facilities for hand ball activity in the school and the community.

School spaces and facilities should be available to young people before, during, and after the school day, on weekends, and during summer and other vacations. These spaces and facilities should also be readily available to community agencies and organizations offering physical activity programs.

Establish and enforce measures to prevent handball activity-related injuries and illnesses.

Minimizing handball activity-related injuries and illnesses among young people is the joint responsibility of teachers, administrators, coaches, athletic trainers, other school and community personnel, parents, and young people. Preventing injuries and illness includes having appropriate adult supervision, ensuring compliance with safety rules and the use of protective clothing and equipment, and avoiding the effects of extreme weather conditions. Explicit safety rules should be taught to, and followed by, young people in physical education, health education, extracurricular handball activity programs, and community sports and recreation programs. Adult supervisors should consistently reinforce safety rules.

Adult supervisors should be aware of the potential for handball activity-related injuries and illnesses among young people so that the risks for and consequences of these injuries and illnesses can be minimized. These adults should receive medical information relevant to each student's participation in handball activity (e.g., whether the child has asthma), be able to provide first aid and cardiopulmonary resuscitation, and practice precautions to prevent the spread of blood borne pathogens (e.g., the human immunodeficiency virus). Written policies on providing first aid and reporting injuries and illnesses to parents and to appropriate school and community authorities should be established and followed. Adult supervisors can take the following steps to avoid injuries and illnesses during structured handball activity for young people: require physical assessment before participation, provide developmentally appropriate activities, ensure proper

conditioning, provide instruction on the biomechanics of specific motor skills, appropriately match participants according to size and ability, adapt rules to the skill level of young people and the protective equipment available, avoid excesses in training, modify rules to eliminate unsafe practices, and ensure that injuries are healed before further participation.

Children and adolescents should be provided with, and required to use, protective clothing and equipment appropriate to handball activity and the environment. Protective clothing and equipment includes footwear appropriate for the specific activity.

Exposure to the sun can be minimized by use of protective hats, clothing, and sunscreen; avoidance of midday sun exposure; and use of shaded spaces or indoor facilities. Health-related illnesses can be prevented by ensuring that children and adolescents frequently drink cool water, have adequate rest and shade, play during cool times of the day, and are supervised by people trained to recognize the early signs of heat exhaustion and heat stroke. Cold-related injuries can be avoided by ensuring that young people wear multilayered clothing for outside play and exercise, increasing the intensity of outdoor activities, using indoor facilities during extremely cold weather, ensuring proper water temperature for aquatic activities, and providing supervision by persons trained to recognize the early signs of frostbite and hypothermia. Measures should be taken to avoid health problems associated with poor air quality (e.g., reduce the intensity of handball activity or hold physical education classes or programs indoors).

Teachers, parents, coaches, athletic trainers, and health-care providers should promote a range of healthy behaviors. These adults should encourage young people to abstain from tobacco, alcohol, and other drugs; to maintain a healthy diet; and to practice healthy weight management techniques. Adult supervisors should be aware of the signs and symptoms of eating disorders and take steps to prevent eating disorders among young people.

Discourage the use or withholding of handball activity as punishment.

Teachers, coaches, and other school and community personnel should not force participation in or withhold opportunities for handball activity as punishment. Using handball activity as a punishment risks creating negative associations with handball activity in the minds of young

people. Withholding handball activity deprives students of health benefits important to their well-being.

2.5.3 PHYSICAL EDUCATION CURRICULA

Implement physical education curricula and instruction that emphasize enjoyable participation in handball activity and that help students develop the knowledge, attitudes, motor skills, behavioral skills, and confidence needed to adopt and maintain handball active lifestyles.

Physical education curricula and instruction are vital parts of a comprehensive school health program. One of the main goals of these curricula should be to help students develop an active lifestyle that will persist into and throughout adulthood. Provide planned and sequential physical education curricula from kindergarten through grade 12 that promote enjoyable, lifelong handball activity.

School physical education curricula are often mandated by state laws or regulations. Many states (76%) and school districts (89%) have written goals, objectives, or outcomes for physical education, and only 26% of states require a senior high school physical education course promoting physical activities (handball) that can be enjoyed throughout life. Planned and sequential physical education curricula should emphasize knowledge about the benefits of physical activity (handball) and the recommended amounts and types of physical activity (handball) needed to promote health. Physical education should help students develop the attitudes, motor skills, behavioral skills, and confidence they need to engage in lifelong handball activity. Physical education should emphasize skills for lifetime handball activities (e.g., dance, strength training, and jogging, swimming, bicycling, cross-country skiing, walking, and hiking) rather than those for competitive sports.

If physical fitness testing is used, it should be integrated into the curriculum and emphasize health-related components of physical fitness (e.g., cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition). The tests should be administered only after students are well oriented to the testing procedures. Testing should be a mechanism for teaching students how to apply behavioral skills (e.g., self-assessment, goal setting, and self-monitoring) to physical fitness development and for providing feedback to students and parents

about students' physical fitness. The results of physical fitness testing should not be used to assign report card grades. Also, test results should not be used to assess program effectiveness; the validity of these measurements may be unreliable, and physical fitness and improvements in physical fitness are influenced by factors (e.g., physical maturation, body size, and body composition) beyond the control of teachers and students.

Use physical education curricula consistent with the national standards for physical education.

The national standards for physical education describe what students should know and be able to do as a result of physical education. A student educated about handball activity "has learned skills necessary to perform a variety of handball activities, is physically fit, does participate regularly in handball activity, knows the implications of and the benefits from involvement in handball activities, and values handball activity and its contribution to a healthful lifestyle" (196). The national standards emphasize the development of movement competency and proficiency, use of cognitive information to enhance motor skill acquisition and performance, establishment of regular participation in handball activity, achievement of health-enhancing physical fitness, development of responsible personal and social behavior, understanding of and respect for individual differences, and awareness of values and benefits of handball activity participation. These standards provide a framework that should be used to design, implement, and evaluate physical education curricula that promote enjoyable, lifelong handball activity.

Use active learning strategies and emphasize enjoyable participation in physical education class.

Enjoyable physical education experiences are believed to be essential in promoting handball activity among children and adolescents. Physical education experiences that are enjoyable and actively involve students in learning may help foster positive attitudes toward and encourage participation in physical education and handball activity. Active learning strategies that involve the student in learning handball activity concepts, motor skills, and behavioral skills include brainstorming, cooperative groups, simulation, and situation analysis.

Develop students' mastery of and confidence in motor and behavioral skills for participating in handball activity.

Physical education should help students master and gain confidence in motor and behavioral skills used in handball activity. Students should become competent in many motor skills and proficient in a few to use in lifelong handball activities. Elementary school students should develop basic motor skills that allow participation in a variety of handball activities, and older students should become competent in a select number of lifetime handball activities they enjoy and succeed in. Students' mastery of and confidence in motor skills occurs when these skills are broken down into components and the tasks are ordered from easy to hard. In addition, students need opportunities to observe others performing the skills and to receive encouragement, feedback, and repeated opportunities for practice during physical education class.

Behavioral skills (e.g., self-assessment, self-monitoring, decision making, goal setting, and communication) may help students establish and maintain regular involvement in handball activity. Student active involvement and social learning experiences that focus on building confidence may increase the likelihood that children and adolescents will enjoy and succeed in physical education and handball activity.

Provide a substantial percentage of each student's recommended weekly amount of handball activity in physical education classes.

For physical education to make a meaningful and consistent contribution to the recommended amount of young people's handball activity, students at every grade level should take physical education classes that meet daily and should be physically active for a large percentage of class time. National health objective 1.9 calls for students to be physically active for at least 50% of physical education class time, but many schools do not meet this objective, and the percentage of time students spend in moderate or vigorous handball activity during physical education classes has decreased over the past few years.

Promote participation in enjoyable handball activity in the school, community, and home.

Physical education teachers should encourage students to be active before, during, and after the school day. Physical education teachers can also refer students to community physical sports and recreation programs available in their community and promote participation in handball activity at home by assigning homework that students can do on their own or with family members.

2.5.4 HEALTH EDUCATION

Implement health education curricula and instruction that help students develop the knowledge, attitudes, behavioral skills, and confidence needed to adopt and maintain handball active lifestyles.

Health education can effectively promote students' health-related knowledge, attitudes, and behaviors. The major contribution of health education in promoting handball activity among students should be to help them develop the knowledge, attitudes, and behavioral skills they need to establish and maintain a handball active lifestyle.

Provide planned and sequential health education curricula from kindergarten through grade 12 that promote lifelong participation in handball activity.

Many states (65%) and school districts (82%) require that handball activity and physical fitness topics are part of a required course in health education. Planned and sequential health education curricula, like physical education curricula, should draw on social cognitive theory and emphasize handball activity as a component of a healthy lifestyle. Use health education curricula consistent with the national standards for health education.

The national standards for health education developed by the Joint Committee for National Health Education Standards describe what health-literate students should know and be able to do as a result of school health education. Health literacy is "the capacity of individuals to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways which enhance health". The standards specify that, as a result of health education, students should be able to comprehend basic health concepts; access valid health information and health-promoting products and services; practice health-enhancing behaviors; analyze the influence of culture and other factors on health; use interpersonal communication skills to enhance health; use goal-setting and decision-making skills to enhance health; and advocate for personal, family, and community health. These standards emphasize the development of students' skills and can be used as the basis for health education curricula.

Use active learning strategies to emphasize enjoyable participation in handball activity in the school, community, and home.

Health education instruction should include the use of active learning strategies. Such strategies may encourage students' active involvement in learning and help them develop the concepts, attitudes, and behavioral skills they need to engage in handball activity. Additionally, health education teachers should encourage students to adopt healthy behaviors (e.g., physical activity) in the school, community, and home.

Develop students' knowledge of and positive attitudes toward healthy behaviors, particularly handball activity.

Health education curricula should provide information about handball activity concepts. These concepts should include the physical, social, and mental health benefits of handball activity; the components of health-related fitness; principles of exercise; injury prevention and first aid; precautions for preventing the spread of blood borne pathogens; nutrition, handball activity, and weight management; social influences on handball activity; and the development of safe and effective individualized handball activity programs.

Health instruction should also generate positive attitudes toward healthy behaviors. These positive attitudes include perceptions that it is important and fun to participate in handball activity. Ways to foster positive attitudes include emphasizing the multiple benefits of handball activity, supporting children and adolescents who are physically active, and using active learning strategies.

Develop students' mastery of and confidence in the behavioral skills needed to adopt and maintain a healthy lifestyle that includes regular handball activity.

Children and adolescents should develop behavioral skills that may enable them to adopt healthy behaviors. Certain skills (e.g., self-assessment, self-monitoring, decision making, goal setting, identifying and managing barriers, self-regulation, reinforcement, communication, and advocacy) may help students adopt and maintain a healthy lifestyle that includes regular handball activity. Active learning strategies give students opportunities to practice, master, and develop confidence in these skills.

2.5.5 EXTRACURRICULAR ACTIVITIES:

Provide extracurricular handball activity programs that meet the needs and interests of all students in the school.

Extracurricular activities are any activities offered by schools outside of formal classes. Interscholastic athletics, intramural sports, and sports and recreation clubs are believed to contribute to the physical and social development of young people, and schools should extend these benefits to the greatest possible number of students. These activities can help meet the goals of comprehensive school health programs by providing students with opportunities to engage in handball activity and to further develop the knowledge, attitudes, motor skills, behavioral skills, and confidence needed to adopt and maintain physically active lifestyles.

Provide a diversity of developmentally appropriate competitive and noncompetitive handball activity programs for all students.

Interscholastic athletic programs are typically limited to the secondary school level and usually consist of a few highly competitive team sports. Intramural sports programs are not common but, where they are offered, usually emphasize competitive team sports. Such programs usually under serve students who are less skilled, less physically fit, or not attracted to competitive sports. One reason that participation in sports declines steadily during late childhood and adolescence is that undue emphasis is placed on competition.

After the needs and interests of all students are assessed, interscholastic, intramural, and club programs should be modified and expanded to offer a range of competitive and noncompetitive activities.

Link students to community handball activity programs, and use community resources to support extracurricular handball activity programs.

Schools should work with community organizations to enhance the appropriate use of out-of-school time among children and adolescents and to develop effective systems for referring young people from schools to community agencies and organizations that can provide needed services. To help students learn about community resources, schools can sponsor information fairs that

represent community groups, physical education and health education teachers can provide information about community resources as part of the curricula, and community-based program personnel can be speakers or demonstration lecturers in school classes.

Frequently schools have the facilities but lack the personnel to deliver extracurricular handball activity programs. Community resources can expand existing school programs by providing intramural and club activities on school grounds. For example, community agencies and organizations can use school facilities for after-school physical fitness programs for children and adolescents, weight management programs for overweight or obese young people, and sports and recreation programs for young people with disabilities or chronic health conditions.

2.5.6 PARENTAL INVOLVEMENT:

Include parents and guardians in handball activity instruction and in extracurricular and community handball activity programs, and encourage them to support their children's participation in enjoyable handball activities.

Parental involvement in children's handball activity instruction and programs is a key to the development of a psychosocial environment that promotes handball activity among young people. Involvement in these programs provides parents opportunities to be partners in developing their children's handball activity-related knowledge, attitudes, motor skills, behavioral skills, confidence, and behavior. Thus, teachers, coaches, and other school and community personnel should encourage and enable parental involvement. For example, teachers can assign homework to students that must be done with their parents and can provide flyers designed for parents that contain information and strategies for promoting handball activity within the family. Parents can also join school health advisory councils, booster clubs, and parent-teacher organizations. Parents who have been trained by professionals can also serve as volunteer coaches for or leaders of extracurricular handball activity programs and community sports and recreation programs.

Encourage parents to advocate for quality handball activity instruction and programs for their children.

Parents may be able to influence the quality and quantity of handball activity available to their children by advocating for comprehensive, daily physical education in schools and for school and community handball activity programs that promote lifelong handball activity among young people. Parents should also advocate for safe spaces and facilities that provide their children opportunities to engage in a range of handball activities.

Encourage parents to support their children's participation in appropriate, enjoyable handball activities.

Parents should ensure that their children participate in physical education classes, extracurricular handball activity programs, and community sports and recreation programs in which the children will experience enjoyment and success. Parents should learn what their children want from extracurricular and community physical activity programs and then help select appropriate handball activities. Fun and skill development, rather than winning, are the primary reasons most young people participate in physical activity and sports programs. Parents should help their children gain access to toys and equipment for handball and transportation to activity sites.

Encourage parents to be physically active role models and to plan and participate in family activities that include handball activity.

Parental support is a determinant of physical activity among children and adolescents, and parents' attitudes toward handball activity may influence children's involvement in handball activity. Parents and guardians should try to be role models for handball activity behavior and should plan and participate in family activities (e.g., going to the community swimming pool or using the community trails for bicycling or walking). Because peers and friends influence children's to handball activity behavior, parents can encourage their children to be active with their friends. Children's participation in sedentary activities (e.g., watching television or playing video games) should be monitored and replaced with handball activity, and parents should encourage their children to play outside in safe places and in supervised playgrounds and parks.

2.5.7 PERSONNEL TRAINING:

Provide training for education, coaching, recreation, health-care, and other school and community personnel that imparts the knowledge and skills needed to effectively promote enjoyable, lifelong handball activity among young people.

The lack of trained personnel is a barrier to implementing safe, organized, and effective handball activity instruction and programs for young people. National, state, and local education and health agencies; institutions of higher education; and national and state professional organizations should collaborate to provide teachers, coaches, administrators, and other school personnel pre-service and in-service training in promoting enjoyable, lifelong handball activity among young people. Instructor training has proven to be efficacious; for example, physical education specialists teach longer and higher quality lessons, and teacher training is important in successful implementation of innovative health education curricula. Institutions of higher education should use national guidelines such as those for handball coaches, entry-level physical education teachers, entry-level health education teachers, and elementary school classroom teachers to plan, implement, and evaluate professional preparation programs for school personnel. In addition, physicians, school nurses, and others who provide health services to young people need pre-service training in promoting handball activity and providing handball activity assessment, counseling, and referral.

Although many states and school districts provide in-service training on physical education topics (72% and 50%, respectively), all states and school districts need to do so. School personnel often want more training than they receive. For example, more than one third of lead physical education teachers want additional training in developing individualized fitness programs, increasing students' handball activity inside and outside of class, and involving families in handball activity.

Train teachers to deliver physical education that provides a substantial percentage of each student's recommended weekly amount of handball activity.

The proportion of physical education class time spent on moderate or vigorous physical activity is insufficient to meet national health objective 1.9. In-service teacher training that focuses on

increasing the amount of class time spent on moderate or vigorous physical activity is effective in increasing students' physical activity during physical education classes. Although 52% of states have offered training to physical education teachers on increasing students' physical activity during class, only 15% of school districts have provided this training. National, state, and local education and health agencies; institutions of higher education; and national and state professional organizations should augment efforts to provide this training to teachers.

Train teachers to use active learning strategies needed to develop students' knowledge about, attitudes toward, skills in, and confidence in engaging in handball activity.

Physical education and health education teachers should observe experienced teachers using active learning strategies, have hands-on practice in using these strategies, and receive feedback. Such training should increase teachers' use of these strategies.

Train volunteers who coach sports and recreation programs for young people.

Volunteer coaches who work with beginning athletes in schools and communities should have the Level I coaching competency delineated by the National Association for Sport and Physical Education. Like professional coaches, volunteer coaches should receive professional training on how to provide experiences for young people that emphasize fun, skill development, confidence-building, and self-knowledge and injury prevention, first aid, cardiopulmonary resuscitation, precautions against contamination by blood borne pathogens, and promotion of other healthy behaviors (e.g., dietary behavior).

2.5.8 HEALTH SERVICES:

Assess handball activity patterns among young people, counsel them about handball activity, refer them to appropriate programs, and advocate for handball activity instruction and programs for young people.

Physicians, school nurses, and other people who provide health services to young people have a key role in promoting healthy behaviors. Health-care providers are important in promoting physical activity, especially among children and adolescents who have physical and cognitive disabilities or chronic health conditions.

Regularly assess the handball activity patterns of young people, reinforce handball activity among active young people, counsel inactive young people about handball activity, and refer young people to appropriate handball activity programs.

As a routine part of care, health-care providers should assess the physical activity of their young patients. Young people and their families should be counseled about the importance of handball activity and be provided information that enable young people to initiate and maintain regular, safe, and enjoyable participation in handball activity. Children and adolescents who are already active should be encouraged to continue their physical activity. Health-care providers should work with inactive young people and their families to develop exercise prescriptions and should refer these young people to school and community handball activity programs appropriate to the youths' needs and interests. Children with chronic diseases, risk factors for chronic diseases, and physical and cognitive disabilities have special physical activity needs. Obese children and adolescents, for example, should be referred to a physical activity and nutrition program for overweight young people.

Advocate for school and community handball activity instruction and programs that meet the needs of young people.

To help create physical and social environments that encourage handball activity, health-care providers should advocate for physical education curricula, extracurricular activities, and community sports and recreation programs that emphasize lifetime handball activities and that enable participation in safe, enjoyable handball activities. Physicians, school nurses, and other health-care professionals can support handball activity among children and adolescents by becoming involved in school and community handball activity initiatives. Within schools, many nurses are already involved in joint activities or projects with physical education teachers and health education teachers. Physicians can volunteer to serve as advisors to schools and other community organizations that provide handball activity instruction and programs to young people. Health-care providers should advocate that coaches be trained to ensure that young people compete safely and thrive physically, emotionally, and socially. Health-care providers also should encourage parents to be role models for their children, plan handball activities that involve the whole family, and discuss with their children the value of healthy behaviors such as handball activity.

2.5.9 COMMUNITY PROGRAMS:

Provide a range of developmentally appropriate community sports and recreation programs that are attractive to all young people.

Most handball activity among children and adolescents occurs inside the school setting. Thus, community sports and recreation programs are integral to promoting handball activity among young people. These community programs can complement the efforts of schools by providing children and adolescent's opportunities to engage in the levels of handball activity that may not be offered in school. Community sports and recreation programs also provide an avenue for reaching out-of-school young people.

Provide a diversity of developmentally appropriate community sports and recreation programs for all young people.

Young people become involved in structured handball activity programs for various reasons: to develop competence, to build social relationships, to enhance fitness, and to have fun. However, adolescents' participation in community sports and recreation programs declines with age. Many young people drop out of these programs because the activities are not fun, are too competitive, or demand too much time. Because definitions of fun and success vary with each person's age, sex, and skill level, community sports and recreation programs should assess and try to meet the needs and interests of all young people. These programs should also try to match the skill level of the participants with challenges that encourage skill development and fun and to develop programs that are not based exclusively on winning.

Provide access to community sports and recreation programs for young people.

In most communities, handball activity programs for young people exist, but these opportunities often require transportation, fees, or special equipment. These limitations often discourage children and adolescents from low-income families from participating. Communities should ensure that all young people, irrespective of their family's income, have access to these programs. For example, community sports and recreation programs can collaborate with schools and other community organizations (e.g., places of worship) to provide transportation to these

programs. Communities can also ask businesses to sponsor youth handball activity programs and to provide children and adolescents from low-income families' appropriate equipment, clothing, and footwear for participation in handball activity.

2.5.10 EVALUATION OF THE ACTIVITY:

Regularly evaluate school and community handball activity instruction, programs, and facilities.

Evaluation can be used to assess and improves handball activity policies, spaces and facilities, instruction, programs, personnel training, health services, and student achievement. All groups involved in and affected by school and community programs to promote lifelong handball activity among young people should have the opportunity to contribute to evaluation. Valid evaluations may increase support for and involvement in these programs by students, parents, teachers, and other school and community personnel.

Evaluate the implementation and quality of handball activity policies, curricula, instruction, programs, and personnel training.

Evaluation is useful for gaining insight about the implementation and quality of handball activity policies, handball activity spaces and facilities, physical education and health education curricula and instruction, extracurricular and community sports and recreation programs, and pre-service and in-service training programs for personnel. The Child and Adolescent Trial for Cardiovascular Health (CATCH) has developed a model that can be used to assess the quantity and quality of physical education instruction, lesson content, fidelity of curriculum implementation, and opportunities for other physical activity. National competency frameworks, including Quality Sports, Quality Coaches: National Standards for Athletic Coaches, National Standards for Beginning Physical Education Teachers, A Guide for the Development of Competency-Based Curricula for Entry Level Health Educators, and Health Instruction Responsibilities and Competencies for Elementary (K-6) Classroom Teachers can be used to assess the competencies of coaches, entry-level physical education and health education teachers, and elementary school teachers and the quality of professional training programs for these people. Parents and guardians can use the checklist developed by the National Association for Sport and Physical Education to evaluate the quality of sports and handball activity programs for

their children. Other guidelines exist to assess the provision of health services for children and adolescents and the safety of playgrounds.

Measure students' attainment of handball activity knowledge, achievement of motor skills and behavioral skills, and adoption of healthy behaviors.

Measuring students' achievement in physical education requires a comprehensive assessment of their knowledge, motor and behavioral skills, and behavior related to handball activity. Measuring students' achievement in health education requires an assessment of their knowledge, behavioral skills, and behaviors. *Moving into the Future: National Standards for Physical Education and National Health Education Standards: Achieving Health Literacy* describes what students should know and be able to do as a result of comprehensive physical education and health education programs. Student's achievement may be measured using paper-and-pencil tests that assess knowledge and performance tests that assess motor and behavioral skills.

Portfolios of students' work that reflect their knowledge, motor and behavioral skills, and progress towards personal handball activity goals are appropriate for assessing students' achievement. Although fitness testing is a common component of many school physical education programs, the test results should not be used to assign report card grades or assess program effectiveness Bruce S. and Christine S. et. al, (n,d).

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter deals with the method, data sources, sampling techniques, data gathering instruments and data analysis techniques.

3.1. METHOD

The purpose of this study was to assess the contribution of secondary schools in some selected Secondary Schools found in Bole Sub City. The study attempted to examine the way how the selected schools were carrying out their contribution for the development of handball sport that is in terms of planning, organizing the game inside and outside the schools. It also tried to explore challenges, success factors, strengths and weaknesses of the schools while running the handball sport. Thus, a descriptive survey method was used to best serve the intended purpose since it helps to describe process that are going on, like schools and its contribution for the development of handball sport. It was also appropriate to answer the basic questions stated and to judge the contributions of under study.

3.2. SOURCE OF DATA

The data for this study will be collected basically from two sources such as primary and secondary sources.

Thus, the researcher selected three Secondary schools from bole sub city by cluster sampling because of time constraint and all those Secondary schools have the some structure. So that from each school that is from Bole Secondary school, Dr. Addis Secondary schools, Lem Secondary school, the researcher selected all the directors and physical education teachers because the number is manageable. Although, from each of the three Secondary schools the researcher chooses only grade 9 and 10 class students because their number is manageable for the study. Coaches, physical education teachers, directors and other professionals who are found in each Secondary school in bole sub city also actively involved in designing and executing matches and coordinating handball teams as primary

sources. Hence, all are potential informants for this study. Apart from these sources policy, plan documents, proposal, reports, data's related to the issue under study, and literatures will be used

as secondary sources to enrich the data obtained through primary sources and to solicit information that cannot be obtained through such sources.

3.3. POPULATION AND SAMPLING

The study employed different sampling procedures to select the appropriate samples. The schools, Dr. Addis Secondary school, Bole Secondary school and Lem Secondary school were selected for the study by purposive sampling techniques due to their settlement that is the schools are near to the researcher for the study. Physical education teacher, directors and coaches are also selected by purposive sampling method since they can give adequate and necessary information due to their roles in the process. From the three Secondary schools, Dr. Addis General Secondary school totally (1164) students are there, Bole General Secondary and Preparatory school totally (914) students are there, Lem Secondary school totally (1576) students are there. Generally from these Secondary schools totally there are (3654) are selected. For these study (10%) of the total number is adequate for each secondary school, although, the students will be selected by random sampling. Since it gives each student an equal chance of being included in the study and moreover each chance is independent of any other choice (Best and Kahn 2003)

3.4. DATA GATHERING INSTRUMENTS AND PROCEDURES

Both qualitative and quantitative data's will be collected to achieve the purpose of the study.

The researcher used two types of instruments will be used in the course of collecting the essential data that is questionnaire and interview for the study.

The first one is a questionnaire that is for students in the general secondary schools that is directly involved for the contribution of Hand ball development. Most of the question item in both set of questionnaires will be closing ended supplemented by few open ended question items. Questionnaires will be employed to allow respondents to express their ideas freely and confidently.

The second instrument is structured interview. It will employ for physical education teachers coaches and school directors who involved these contribution.

In order to enrich the data obtained through those two instruments and to get information that cannot be obtained through such instruments document analyses will be employed.

3.4.1 QUESTIONER

As the major data collecting instrument closed ended and pen ended questionnaires employed for both physical education (handball) teachers and students in some selected General Secondary Schools. Closed ended questionnaires consists questions that offer respondents a set of answers to choose the one that reflects their views. An open ended questionnaire consists of questions which invite respondents to write their ideas, views and belief both types of questionnaires were developed to be used in providing clear understanding to the knowledge of sampled respondents related to the contribution of schools for the development of handball sport.

The content of each questionnaire was composed of statements related to the contribution of schools for handball development.

3.4.2 INTERVIEW

Face to face interview was conducted three General Secondary Governmental Schools that is Directors, students, physical education teachers and other sport professionals. To this end, a set of unstructured open ended interview question were prepared in English and distributed. The interview items were mainly focused on the contribution of general secondary schools for the development of handball sports and indirectly it focused on teaching learning process in the school, student interest, the involvement of the society, facility in the school, active participation of students in the school for handball development.

The data obtained from the directors and physical education teacher's interview responses consists of about their knowledge, experience, opinion, perception and intervention concerning the contribution of schools for the development of handball sport.

3.4.3 OBSERVATION

The purpose of classroom, participation of students in the school and field observation in handball activities at schools was to obtain and acquire information on how schools are contribute for the development of handball sport and getting information wheatear physical education teachers understand student participation, self confidence and performing handball skills at school level.

The data collected from the observation consists of detailed description on student participation in handball activities. Competition of handball sport inside and outside the school that is the part of observation. Students were observed to get full information during the teaching learning process, participation inside and outside handball activities and practical interest in handball activities in the field. Narrative method was used for student participation and practical work at field.

3.5. ADMINISTRATION OF DATA COLLECTION

The researcher will prepare the schedule to manage the process of data collection based on the appropriate instruments. Following the schedule, distribution of questionnaires, employing focal persons to gather the response, conducting interviews and collecting questionnaires from targeted respondents are the major activities of the researcher.

3.6. METHODS OF DATA ANALYSIS

The data collected from the field will be editing, classifying, tabulating and frequency distribution, percentages, means will be continued. Then after studying the organized data in order to discover inherent facts will be done by descriptive statistics mentioned above.

TABLE 1. PARTICIPANT OF THE STUDY

STUDENTS													TOTAL NUMBER OF
POPULATION							SAMLE SIZE						
NAME OF GENERAN SECONDERY SCHOOLS	GRADE						GRADE						9 TH & 10 TH
	9 TH			10 TH			9 TH			10 TH			
	M	F	T	M	F	T	M	F	T	M	F	T	M&F
LEM	447	375	822	401	353	754	45	38	83	40	35	75	158
DR.ADDIS	229	270	499	384	281	665	23	27	50	38	28	66	116
BOLE	-	-	-	520	394	914	-	-	-	52	39	91	91
											TOTAL		365

TEACHERS AND DIRECTORS		
NAME OF THE SCHOOLS	P.E TEACHERS	DIRECTORS
LEM GENERAL SECONDARY SCHOOLS	2	1
DR. ADDIS GENERAL SECONDARY SCHOOLS	2	1
BOLE GENERAL SECONDARY SCHOOLS	2	1

CHAPTER FOUR

PRESENTATION AND DATA ANALYSIS

This part of the study deals with the analysis of the data gathered through the questioners, interviews, classroom and practical field observation from different sources followed by discussion of the findings of the study are presented with help of tables followed descriptive statements for analysis to give answers to basic question set in the study.

The total population of this study as indicated at the above table one that is from bole sub city government general secondary schools three schools were selected randomly and have totally 3654 of students, one director, and two physical education teachers are there from each general secondary school. Of these 10% of the students, two physical education teachers and one director from each school are selected accordingly to their usability that is randomly and purposively.

The researcher distributed 365 questioners and all 300(82.19%) of the questioner were returned.

Lastly, interview was made with directors and handball teachers respectively.

4.1 RESULTS

Applying percentage was employed in the analysis of the data gathered. The data gathered are organized using table and then followed by description of the results.

4.1.1 RESPONDENTS OF HAND BALL STUDENTS BACK GROUND

Handball students attending 9th and 10th grade secondary schools selected schools from bole sub city in Addis Ababa were chosen for the research as a sample

Table 2. Back ground information of student's respondents

SEX						AGE								GRADE	
MALE		FEMAL		TOTAL		14-16				17-19				9 TH AND 10 TH	
						M		F		M		F			
F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
55%	55%	45	45%	100	100%	82	82%	66	66%	18	18%	34	34%	100	100%

As indicated in the first part of this part, a total of 367 students were involved in the study. As shown in table 2. 55(55%) of the students are male, while the remaining 45(45%) of them are female. Concerning the age respondents 82(82%) of male and 66(66%) of female are between 14-16 years of age; 18(18%) of male and 34(34%) of female are between the age of (17-19) years. As we can see from the percentile above the majority respondents are between the ages of (14-16). Again when we see their age between male and female respondents in the age of (17-19) are more in female participation. With regard to educational level both grade 9 and 10 students are involved.

4.1.2 TEACHERS RESPONDENTS BACK GROUND

The intended numbers of the teacher's respondent were six to fill the questionnaires and all are returned. Regarding the respondents, all of the physical education teachers from the three general secondary schools sample were male. Concerning their educational back ground all the teachers have first degree holders.

Table 3a. Service year and qualification of teachers and directors

Sex	Sex	Service year								Qualification					
				1-4		5-9		10-15		diploma		Degree		Total	
		F	%	F	%	F	%	F	%	F	%	F	%	F	%
P.E teachers	M	6	100	2	33.33	3	50	1	16.66	-	-	6	100	6	100
	F	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Directors	M	3	100	-	-	1	33.33	2	66.66	-	-	3	100	3	100
	F	-	-	-	-	-	-	-	-	-	-	-	-	-	-

According to table 3, 6(100%) of the teacher respondents, 3(100%) of the school director; are male.

With respect to their qualification, 6(100%) of the teachers and 3 (100%) of the school directors had first degree holder.

As to the service years of the teachers 2(33.33) have served between 1-4 years; 3(50%) of the teachers and 1(33.33%) of the school director have served between 5-9 years; 1(16.66%) of the teachers and 2(66.66%) of school director have served between 10-15 years.

Table 3b. Teacher's responses concerning grade currently teaching and working load.

Grade currently teach				Working class per week					
9 th		10 th		Over load		Fair load		Under load	
F	%	F	%	F	%	F	%	F	%
3	50	3	50%	4	50%	3	50%	-	-

As it is pointed out in table 3b, 3 (50%) of the teacher respondents are teaching grade 9th students and 3(50%) of them are teaching grade 10th students.

Concerning to their working class per week, 3(50%) of the teacher respondents have over load working class per-week; 3(50%) of them have between fair load per-week. For this data one can conclude that most general secondary school teachers are in the sample area are teaching half of them working in the range of over load and half of them are working in the range of fair load which implies that physical education teachers cannot give extra time to assist their students for the development of handball in the school

4.1.3. TEACHERS PERCEPTION TOWARDS THE RELEVANCE OF HAND BALL CURRICULUM IN THE SCHOOL.

Table 4. What was the problem of curriculum designed and organized handball in the school.

No	Item	Responses	
		F	%
1	Not giving attention to the subject area	1	16.7
2	Lack of instructional material	4	66.6
3	Lack of skilled man power	1	16.7

According to table 4, 1(16.7%) of the teachers indicated that the problems are not giving due to attention to the subject area; 4(66.6%) of the teachers are lack of instructional material and the reaming 1(16.7%) of the teachers are lack of man power. So, this is shown that: - the majority of the respondents responded lack of instructional materials.

Teachers' role was not only implementing the planned curriculum, but they should also play a significant role in developing the curriculum plan. Therefore, teacher's participation in curriculum development is crucial in any educational system for it leads to higher staff moral and greater commitment. It is unrealistic to involve every teacher in each subject area in the development process but their views can be incorporated by any available means such as by conducting workshops, seminars and by gathering their views through different channels to which the curriculum is successfully implemented in the desired way.

4.2. CLASSROOM AND PRACTICAL PARTICIPATION OF STUDENTS IN HANDBALL AT SCHOOLS.

4.2.1. PARTICIPATION OF STUDENTS IN THEORETICAL CLASS

Students rating towards handball class participation compared with other discipline such as, football, basketball, volleyball ... etc

Table 5. Class's participation of each grade.

No	Activities	High		Average		Low	
		F	%	F	%	F	%
1	Student participation and answering questions and forwarding ideas in the class and in the field of handball sport.	98	32.67	67	22.33	135	45
2	Participation of students in group practice compared with other discipline	53	17.67	87	29	160	53.33
3	Encouragement of teacher to handball students success in theoretically and practical actives compared with other discipline	90	30	157	52.33	53	17.67
4	Handball student's participation interest and self-confidence compared with the most realized ball games from volleyball, football and basketball in the school.	70	23.33	87	29	143	47.67

The responses regarding the level of class participation (see table 5) reveal that the majority student i.e. 135(45%) of respondents said that students participation and self- confidence to be successful in handball sport and 160(53.33%) Participation of students in group practice compared with other discipline and the majority student respondents i.e. 143(47.67%), Handball student's participation interest and self-confidence and compared with the most realized ball

games like (volleyball, football and basketball) in the school are low. While the majority student respondent's i.e. 157(52.33%) of the respondents said that the Encouragement of teacher to handball students success in theoretically and practical actives compared with other discipline is average.

From this it can concluded that Student participation and answering questions and forwarding ideas in the class and in the field of handball sport, in group practice and student's participation interest and self-confidence and compared with the most realized ball games like (volleyball, football and basketball) in the school is low. But encouragement of teacher is average.

4.2.2. PARTICIPATION OF STUDENTS IN PRACTICAL CLASSES AT SCHOOL.

Practical class is a class where students are participating in handball activities performing handball exercise and learn skills and rules of the games. The table below summarized the result obtained.

Table 6. Student's interest and their opinion towards successful participation in handball activities in the school.

No	Activities	High		Average		Low	
		F	%	F	%	F	%
1	Receiving more priority appreciation and encouragement given by teachers during handball classes	61	20.33	156	52	83	27.67
2	Demonstrating practical activities in front of the students	152	50.67	68	22.67	80	26.67
3	Students attend frequently the handball class	74	24.67	50	16.67	166	55.33

According to table 6, 52(52%) of the respondents that average received appreciation, while 20.33(20.33%) of the respondent responded that highly receive appreciation. In addition 50.67(50.67%) of the respondent responded that highly demonstrate practical activity; 26.67(26.67%) of the respondent low demonstration; 22.67(22.67%) of the respondents average demonstration. 55.33(55.33%) classes very low; while 24.67(24.67%) of the students attend the class highly; 16.67(16.67%) of the students attend averagely.

From this it can be deduced that, to reduce such assumptions and differences teachers of handball should give average opportunities and priorities to handball student to increase their participation in handball activities and students are highly demonstrating practical activities and less in attending handball class in the school.

Table 7. Practical and classes activities observations in the school.

Class and practical observation check list for the teacher.

No	Teacher in classroom and field (Practical) work	excellent		Very good		Good		Poor	
		F	%	F	%	F	%	F	%
1	Clarity of objectives	4	66.67	2	33.33	-	-	-	-
2	Ability to explain issues which are not clear	2	33.33	2	33.33	2	33.33	-	-
3	Skill of asking questions with simple language	4	66.67	2	33.33	-	-	-	-
4	Method of teaching that the teacher used to make the lesson attractive and participative i.e. (discussion, argument, debate, field practice, exercise, problem solving etc)	3	50	3	50	-	-	-	-
5	Encouraging students to relate theory with practice and kill of participation of the practical activities			4	66.67	2	33.33	-	-
6	Adequate equipment and facilities in the school							300	100

Similarly, as indicated in the above classroom and field (practical) observation checklist

In NQ4 (66.67%) of the teachers were excellent clarity of objectives; NQ 2(33.33%) of the teacher were very good. In NQ 2(33.33%) of the teachers were excellent explanation for the issue; 2(33.33%) of the teacher were very good and NQ2 (33.33) are good. In NQ 4(66.67%) of the teacher were excellent teaching method; NQ 2(33.33%) of the teacher were very good. In NQ 3(50%) of the teacher were excellent asking question with simple language; 3(50%) of the teacher were very good. In NQ 4(66.67%) of the teacher were encouragement of the students is very good; 2(33.33%) of the teacher were good encouragement of the students.

As we can see from the table clarify of objectives about handball activities from the teachers are excellent, ability to explain issues which are not clear is almost equal at all range lies on excellent, very good and good. Skill of asking questions with simple language is excellent, methods of teaching are half of them are excellent and half of them are very good. Encouraging of students to relate handball theory with practice are almost very good and adequate facilities in the school are poor to enhance handball activities.

4.3. THE CONTRIBUTION OF HANDBALL ACTIVITIES FOR THE DEVELOPMENT OF HEALTHY SOCIETY

Perception of handball student towards performing handball activity in relation with their health and contribution to the development of their country is very important. Accordingly, 186(62%) agreed and believed that, handball activities have great importance to promote health and can contribute for economic development of a country; 64(21%) of the respondents partially agree and the rest 50(16.67%) of the respondents were not sure of the answer. This shows that, the contribution of handball activities for health was undeniable and the issue was given emphasis by respondents, in addition to this, they believe that healthy person can fit and participate in many productive areas to bring an economic change to her/his country.

4.4. FAMILY SUPPORT IN STUDENT PARTICIPATION OF HANDBALL ACTIVITIES INSIDE AND OUT SIDE OF THE SCHOOL.

Responses from handball students towards the encouragement of their families in sport materials and other supports reveal the following 153(51%) of the respondents say that they did not get full cooperation and support from their families while 147(49%) of them have get material support or other cooperation to participate in handball activities inside and outside of the school. This shows that, the majority of the respondents did not get support from their families. This may lead the students to contribute low participation in handball activities.

Asking the opinion of parents about who did not make an effort to help their daughters in their schooling was not the intention of this study. But the researcher's assumption is that families may not have sufficient knowledge about the role of handball subjects, handball activities and even the contributions of schools for its development.

4.5 DIRECTORS AND PHYSICAL EDUCATION TEACHERS' RESPONSES' ON THE INTERVIEW QUESTIONS

As the directors and physical education teachers responded on the same questions on the issues of the contribution of schools for the envelopment of handball sport in general they said that schools are the first organization where all sport activities were started and developed so that handball sport also one of sport activities which is grouped in ball games and practiced in all schools both private and governmental schools. So that to enhance and aware the students the benefits handball sport in their daily life, health and to motivate their interest towards handball sport activities in the schools. Physical education teachers, directors. Societies and other sport professionals must work in collaboration to enhance this sport for the future by organizing competition starting from schools tournament up to further nationwide competition.

Table 8. Teachers' responses on the problems of student's participation in handball activities in the school for its development.

No	Items	F	%
1	Lack of educational back ground knowledge and understanding about students participation in handball activities	1	16.67
2	Lack of students understanding attitude towards handball activities	2	33.33
3	Lack of encouragement and understanding of administration employs towards students participation in handball activities and teaching	2	33.33
4	Low attitude of teachers towards the participation of students in handball activates and competition	1	16.67

The findings from table 8, indicates that 1(16.67%) responded low attitude of teachers towards the participation of students in handball activities and competition; 2(33.33%) of the teachers responded lack of educational background, knowledge and understanding; 2(33.33%) of teachers were responded little encouragement and lack of understanding from school administration towards handball students participation and to the subject; while 1(33.33%) of the teachers responded lack of students understanding and attitude towards handball activities.

Thus, it can be deduced that, the information obtained from handball students and handball teachers can be a highlight to improve the deferring factors which occurs in the school

environment and in the community by taking remedial measures and by creating awareness which encourage and gives opportunities to handball students to participate in handball and sports activity it the school and out of the school. Beside on these, the school should use intrinsic and extrinsic rewards and appreciation of handball students when they are participating in sport competition by watching the match and by giving value to create belongingness to increase and promote students participation in handball activities and competitions.

Table 9. How does handball course is given in the class and out of the class.

NO	Item	Students respondents	F	%
1	How often do the handball teachers relate their lesson with your life activities or environmental realities?	adequately	71	23.67
		inadequately	170	56.67
		partially	59	19.66
		Total	300	100
2	How often do you discuss handball issues related to the teaching learning process of handball teachers?	frequently	171	57
		Rarely	118	39.33
		Not at all	11	3.67
		Total	300	100
3	Does your handball teacher start lesson on time?	Yes	131	43.67
		No	169	56.33
		total	300	100

As can be seen in the table 10, the majority of the participant of the students in the study 71(23.67%) of the respondents adequately handball teachers related their lesson with life activity or environmental realities; 170(56.67%) of the respondents said that inadequately the handball teacher discuss issues related to handball; 59(19.66%) of student respondents said partially. 171(57%) of student respondents said students discuss issues related to handball activities frequently with their teachers; 118(39.33%) of students respondents said rarely discussed issues related to handball activities; And 11(3.67%) of students respondents said no discussion at all with teachers about handball activities in the school. 131(43.67%) of the respondents also said the handball teachers start the lesson on time and 169(56.33%) student respondents said that teachers did not start the lesson on time.

The above data shows that handball teachers relate their lesson with their life activities or environmental realities in the school and students discuss issues related to the teaching learning process of handball activities with their teachers adequately and frequently. But when we came to teachers' punctuality in the school to start lesson of handball activities is less.

Table 10. Students' and teachers' response the availability of facilities and materials in the school.

No	Item	Adequate				Inadequate				Not existence			
		Teacher		Student		Teacher		Student		Teacher		Student	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Teachers guide	2	33.33	-	-	2	33.33	-	-	2	33.33	-	-
2	Student text book	6	100	300	100	-	-	-	-	-	-	-	-
3	Handball reference book in the library	2	33.33	140	46.67	4	66.67	160	53.33	-	-	-	-
4	Desk and chair in the library and classroom	6	100	-	-	-	-	-	-	-	-	-	-
5	Chalk board in the school	6	100	-	-	-	-	-	-	-	-	-	-
6	Handball field	1	16.67	47	15.67	5	83.33	253	84.33	-	-	-	-
7	Handballs net whistle cone and other practical work material	3	50	38	12.67	3	50	262	87.33	-	-	-	-
8	Water facilities	2	33.33	59	19.67	4	66.67	241	80.33	-	-	-	-
9	Clinic	2	33.33	140	46.67	4	66.67	160	53.33	-	-	-	-
10	Room for changing clothes	-	-	-	-	2	33.33	234	78	4	66.67	66	22
11	Tables and chair for teacher	3	50	-	-	3	50	-	-	-	-	-	-

Table 10, the above table shows that students and teachers responses the availability of facilities for its development and participation of students in the school.

- In item number 1 table 10; 2(33.33%) of the teachers respond adequate teachers guide in the school; 2(33.33%) of the teachers are inadequate teachers guide in the school; while 2(33.33%) of the teacher not existence teachers guide in the school.
- In item number 2 of table 10, students and teacher respond in the student text book 300(100%) of the students and 6(100%) of the teacher are adequate student text book in the school.
- In item number 3 of table 10, 2(33.33%) of teachers and 140(46.67%) of students responded adequate handball reference book in the library, while 4(66.67%) of the teachers and 160(53.33%) of students respond said that in adequate reference book in the library.
- In item number 4 of table 10, 6(100%) of teachers respondents' responded, adequate disk and chair in the library are available.
- In item number 5 of table 10, 6(100%) teachers responded said that adequate chalk board in the school is available.
- Item number 6 table 10 shows, 1(16.67%) of teachers and 47(15.67%) of students responded that handball field is available and adequate; 5(83.33%) of teachers and 253(84.33%) of students responded inadequate handball field in the school.
- Item number 7 of the same table, 3(50%) of the teachers and 38(12.67%) of the students responded that, adequate handballs, net, whistle, cone and other practical work materials are there. While 3(50%) of the teachers and 262(87.33%) of the students responded that inadequate handballs, net, whistle, cone and other practical work materials are not adequate in the school.
- In item number 8 table 10, 2(33.33%) of the teachers and 59(19.67%) of the students responded adequate water facilities in the school. While 4(66.67%) of the students and 241(80.33%) of students responded inadequate water facilities in the school.
- In item number 9 of the same table, 2(33.33%) of the teachers and 140(46.67%) of the students responded adequate clinic in the school the remaining, 4(66.67%) of teachers and 160(53.33%) of the teacher responded inadequate clinic in the school.

- In item number 10 table 10, 2(33.33%) of the teachers and 234(78%) of the students responded inadequate room for changing clothes in the school and 4(66.67%) of the teachers and 66(22%) of students responded not existence room for changing clothes. In the open-ended question students not satisfactory equipment and facilities compared with other discipline because in adequate materials in the course.

In general the major problem of availability and facilities of the secondary schools is inadequate reference book, handball field; handball practical work materials, water facilities, clinic and changing clothe room. The interview with the teacher and school principles also said that a shortage of teaching materials affect students participation in handball activities in the school. Amare (1998:293) “also proves the one of the major problems of preparatory schools in the country is shortage of textbook, school pedagogical center, reference book, teacher’s guide, libraries ... etc. Inadequacy of instructional materials has an impact on the quality of education.” To this end, ETP (1994) guidelines, “inadequate facilities, insufficient training of teachers overcrowded classes, shortage of books and other teaching materials all indicate the low quality of education provided.’ concerning student interest in handball activities.

Table 11. Students and teachers responses in handball teaching process in the school.

No	Item	Responses			
		Student's		Teacher's	
		F	%	F	%
1	What is your attitude towards learning of handball sport in the school?				
	positive	152	50.67	-	-
	negative	50	16.66		
	neutral	98	32.67	-	-
	total	300	100		
2	Do you have interested to study handball profession on the future?				
	Yes	118	39.33	-	-
	no	17	5.67	-	-
	Not decided yet	165	55		
	Total	300	100		
3	Do you believe that the participation of students in handball activities in the school can contribute for the development of handball sport?				
	yes	246	82	-	-
	no	-	-	-	-
	I do not know	54	18	-	-
	Total	300	100	-	-
4	What is your opinion about student interest in handball activities both theoretical and practically in the school?				
	high	-	-	88	29.33
	medium	-	-	201	67
	low	-	-	11	3.67
	Total			300	100

According to table 11 item number 1, 152(50.67%) of the students responds have positive attitude towards learning handball activities in the school. 50(16.66%) of the students respondents have negative attitude towards handball activities the remaining 98(32.67%) of the students respondents are neutral.

In item number 2 at the same table, 118(39.33%) of students responded interested to study handball profession in the future, 17(5.67%) of the students responded not interested to study

handball profession in the future, while 165(55%) of the students responded that not decided yet to study handball profession in the future.

In item number 3 table 11, 3(37.5%) of students respondents believe that the participation of students in the schools will contribute for handball development; the remaining 54(18%) of the students respondents said we do not know the participation of student in the school whether it contribute or not for handball development.

In item number4 table11, 88(29.33%) of teachers respondents said that students have high interest in the school both theoretical and practical activities; 201(67%) of teachers respondents said that students have medium interest in the school to participate in handball activities both theoretical and practical; The remaining 11(3.67%) of the teachers respondents said that students have low interest to participate in handball activities in the school.

From the above data we can say that most of the students in the school have a positive attitude towards learning handball activities in the school and have a great believe that participation of students in the school can contribute for handball sport development. But the students in the school did not decide yet to study handball profession in the future. On the other hand the majority students have medium interest to participate in handball activities both theoretically and practically in the school.

On the other hand the interview with the teachers, do you think that the society, family, school administration workers, teachers and principals have the roles to motivate the participation of students in handball activities in the school and out of the school competition?

Handball teachers said: “I am motivated to teach and prepare competition in the school and out of the school but the school administration and principals is not good administrative support for handball courses in the school and there is a great discrimination between the handball course and other subject that is the principals and administrators give more attention for other subjects but ignore the handball course. This leads may not to be motivated to teach and prepare competition in the school and out of the school.”

This shows handball teacher are interested to teach and prepare competition in the school and out of the school, but some conditions in their school do not initiate and motivate them to teach

handball with excitement. As they indicated the conditions are in such a way that students low background knowledge of handball, but the students have a greater interest to learn handball, but absence of good support from administration and little attention was given from principals.

Another interview question for the teacher and school principals what is specific assistance that is given to improve and develop the handball students in school?

The handball teacher and school principals said:

- Changing students attitude at school level
- Encouraging students to participate handball activities
- Arranging handball competitions at the school level and out of the school
- To give attention teachers, principals, woreda and zonal educational experts in the course.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the summary of major points of every chapters, the conclusion drawn upon the major findings and recommendations that are based on the conclusions arrived at.

5.1 SUMMARY

This study was conducted aiming at the contribution of some selected general secondary schools in bole sub city for the development of handball sport. To do so, the following specific objectives were set:

1. To improve the involvement of bole sub city General Secondary Schools to enhance Hand Ball sports.
2. To improve the involvement of communities to enhance Hand Ball sport.
3. To identify the major problems prevailing in the promotion of handball sport at school level in bole sub city General Secondary Schools.
4. To improve the skill of physical education teachers and coaches towards Handball sport.

The following basic questions were the corner stone's to obtain the necessary information.

1. How much schools are conducive for the development of Handball sport found in Bole Sub City?
2. Do teachers have adequate training, readiness, and awareness to promote Handball sport in bole sub city school?
3. What is the contribution of coaches and professionals to enhance Handball sport in Addis Ababa Bole Sub City schools?

The study employed a descriptive survey method and it was conducted in some selected three general secondary schools in bole sub city in Addis Ababa. These samples were selected simple random selection technique. The subject of the study was three hundred secondary school students, six physical education teachers, three directors. The information was obtained from sample respondents through questioner, observation and interview. The data were analyzed using percentage. In addition, information obtained through interview and observations were presented

in completing the data obtained by means of questioner. Based on the data analysis the major findings were obtained.

- There are no sufficient facility and equipments to apply on handball acclivities in the school.
- The handball course given to physical education teachers inside and outside the school is not sufficient.
- Family support to student's participation in handball activities inside and outside of the school is very low.
- The majority of the students were not decided yet to study handball profession in the future.
- The students have low participation, interest and self-confidence to be successful considering with other discipline in the school.
- The problem of students to participate in handball activities in the school such as; lack of knowledge, lack of encouragement and lack of attitude.
- Principals and other school administrators have low attitude towards to handball activities compared to other ball games in the school.
- The majority of specifically handballs professionals are not participate in curriculum designing and organizing.

5.2 CONCLUSIONS

In light of the above findings of the study, the following conclusion can be stated.

1. The study pointed out that there was shortage of teaching materials, clinic, water facilities, changing cloth rooms, equipments (practice materials) for handball activities which hinder in participation in the school.
2. The majority of students in the school were not yet interested to join in handball activities, there for it is possible to conclude that;
 - a) Poor educational back ground about handball in and out of the school.
 - b) Less participation of students in and out of the school tournaments.
 - c) Not give attention to the course and to handball sport inside the school and in the community.
 - d) Not give equal perception like the other ball games
3. Physical education teachers not give attention for the course and they did not discussed issues of handball with regarded to life activities and environmental realities and not start the handball lesson on time. Therefore, it is concluded that;
 - a) Students are not interested to handball subject.
 - b) Students had little involvement in the class and field activities.
 - c) Less understanding of the subject matter to contribution for the development of handball.
4. The students participation both theoretical and practical is low this indicates that;
 - a) Low perception of the subjects (handball).
 - b) Low confidence in their applicability for there health life.
 - c) Low participation of in handball activities and computation program inside and outside the school tournament.
 - d) Low participation in asking and answering question regarding to handball activities in the school.
5. The problem of curriculum designing and organizing in handball concluded that;
 - a) Lack of instructional materials.
 - b) Not give attention to handball subject.
 - c) Lack of professionals in handball at schools.

5.3 RECOMMENDATIONS

- Based up on the above conclusion of the study, the following recommendations were made to enhance the contribution of general secondary schools ability to more effectively uphold their efforts for the development of handball sport.
- The recommendations about the school and community programs to promote lifelong handball activity among young people in and out of the school that is : policies that promote enjoyable, lifelong handball activity; physical and social environments that encourage and enable handball activity; physical education curricula and instruction; health education curricula and instruction; extracurricular handball activity programs that meet the needs and interests of students; involvement of parents and guardians in handball activity instruction and programs for young people; personnel training; health services for children and adolescents; developmentally appropriate community sports and recreation programs that are attractive to young people; and regular evaluation of handball activity instruction, programs, and facilities. And also on the bases of the findings and the conclusion drawn, the following recommendations were forwarded;
- To increase student participation in handball activities in the school by giving handball courses properly for physical education teachers, by increasing student and interest in handball sport in the school, encouraging the school administrators to involve in handball activities inside and outside the school tournaments.
- School should create a good relationship with parents and give them awareness about the benefit of handball sport, to participation in school handball clubs and extra schools handball activities in relation to health and their future life style.
- During observation, some of the existing equipments and facilities were inadequate, therefore, by facilitating that is by using the government and societies resources and building class rooms to reduce over crudeness in handball field, handball materials, making available enough water supply, building rooms for students to changing their cloths, establishing clinics, teacher guide text books and other handball materials in the school.

- In order to make the curriculum effective, for its contribution for the development of handball sport, handball teachers, other handball professionals, parents and communities at large, nongovernmental organizations, and other concerned bodies should have participate during designing the curricula of handball text book.
- To increase practical and theoretical interaction, teachers encourage and motivate interested handball students to develop positive attitude and to participate in asking and answering topics about handball activities in the classes at school.