

**THE CHALLENGES AND PROSPECTS OF HANDBALL :IN  
NEGELLE BORENA TOWN :FOCUSING IN OROMIA  
REGIONAL STATE**

**BY:**

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

**AUGUST, 2014**

**ADDIS ABABA**

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE

STUDIES

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## **ACKNOWLEDGEMENT**

I kindly express my gratitude and appreciation to all those who given me the possibility to complete this report. A special thanks to my final year thesis advisor, Mebratu Belay (Asso. Prof.)whose stimulation, suggestions and encouragement inspired me during this thesis.

I acknowledge with much appreciation the crucial role of the staff of Guji Zone , who gave the permission to use all required equipment and the necessary facilities and support to complete the challenges and problems found in Negelle and Surrounding area. A special thanks goes to my teaching and administration staff, who help me to assemble the parts and gave suggestion and allowed me printing materials.

Last but not least appreciation goes to the guidance given by Ato Abdi Lenjisa and other colleagues especially in preparation that has improved my research skills by their comment and providing structured information.

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## **ACRONYM**

**AAHPERED-** American Alliance for Health Physical Education Recreation and Dance

**BMI-**Body Mass Index

**CAHB-**Confederation of African Handball

**CRC-**Cluster Resource Center

**EHF-**European Handball Federation

**ETHF-**Ethiopian Handball Federation

**EURO-**Europe

**IHF-**International Handball Federation

**IOC-**International Olympic Committee

**kgm<sup>2</sup>-**kilogram meter squares

**MSYC-**Ministry of Sport, Youth and Culture

**PE -**Physical Education

**RAE-**Relative Age Effect

**TCo-**Talent confirmation

**TDe-**Talent Detection

**TID-** Talent Identification

**TId-**Talent Identification

**TOr-**Talent Orientation

**TSe-**Talent Selection



## **Abstract**

*It was about poor performance, support displayed and action research conducted by students on district and zone Youth and Sport Affair initiated to carry out this thesis. The prime purpose of this research was to examine and evaluate available literature on behalf of administration role and status of the handball projects by addressing the role of sports administration and parent in the development of talent in search of challenge and problems therein to the sampling population of 70. Both qualitative and quantitative methods were used. Success of any sport focuses upon on three factors – Organization, Management and Administration. Of these, Management occupies premier magnitude concerned with planning and programming, policy formulation and coordinating activities. In the projects side, three critical points have been found. The first one is social aspects of challenges management, organization, coaching, mass media and history of the game handball. The second one is educational aspects challenges like projects preparation and talent recruitment and procedures, modern training, drills, performance analysis, handball at school and education and training for teacher at school. The last one concerned with biological aspects consisting elements like physiology, anthropometrics, biomechanics, etc. Good organizational structure is a clear chain of command and credentials of specific responsibilities—such structures make organizations very much more effective Sport Governing Bodies, Sport Event Organization and Sport Providing Entities. The researcher used multidimensional method of assessment. One method of researcher used to study the problem was the descriptive survey method. The study was in essence descriptive because it helps to make detailed analysis of existing observable fact with the intent of employing data to justify current conditions. Standard measurement, performance analysis, observation and replication were used. Secondary and organized quantitative and qualitative data was used to describe evidence and support claim. This topic is important in that it advances new knowledge about the nature of sport administration and state of handball project in the area. Inefficient Organization, Management and Administration of Sport Governing Bodies, Sport Event Organization and Sport Providing Entities in structure the provision of top notch training facility, equipment, and coach/project support from federation to grassroots level were found. Lack of embedding handball at elementary school and co- curricular activities, absence of capacity building for Physical Education Teachers, football specialization which does not equate the future of success affected participation in other sports and development in transferable skills. The projects in general lack family support and community groundwork. In conclusion the problem in talent identification, performance checking mechanism of the project, leadership, coaching standard and PE correlation against the projects were described. The researcher recommends further investigating the problems of the project with different data gathering instrument.*

**Key words: challenges, status, prospects, team handball, talent, biological, social, educational.**

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the study

MSYC (2002) stated that the base for sport development are community and administrators at large. The Ethiopian sports policy accorded physical education equal status with other school subjects. It further prescribed that Physical Education should be made compulsory at the junior secondary school level, and optional at the senior secondary school. Government recognition of the importance of PE was further strengthened with the enactment of the National Sports Development. The Ethiopian Educational Structure encompasses PE for children grades 1-4 as aesthetics ;grades 5-8; 9-10; 11-12 ;colleges and higher institutions .The curriculum is also designed based on the hierarchy.

In nurturing and developing talent in sport the pivotal role played by sport administration and parents and coaches in identification level are critical. In contrast due to poor administration structure at grassroots and lack of implementation of the Sports Development Policy, talent dies the natural death. This research was undertaken to examine and evaluate similar research on challenges and prospects on behalf of handball project assist coaches, sport administration and athletes in projects development.

Taborsky (2011) summarized with the get higher in handball popularities, being the second popular sport in the world, becoming an international team sport, played at club, regional, Olympic and levels. It is also sense of cultural identity, nationalism and patriotism .The International Handball Federation has listed as of 2013 was 174 member federations, million players and nearly 800,000 teams. National Handball Federations exist formally in 182 countries. However, handball only has strong roots in approximately 30 or 40 of them.

David (2009) reported that most handball federations in Africa are handicapped by a lack of financial and state support. National federation blamed due to low standard of the sport in Africa for lack of sponsors for the federations' program and inadequate funding from government

The Ministry of Youth, Sports and Culture of Ethiopia has stated the reason why the sport development is down and down. Among these are the limited role of community, the decline of

sports in schools, shortage of sports facilities, equipment and lack of trained human power. The policy formulated community centered approach to solve the problems gradually.

Asefa (2013) explained the root cause that lack of facilities , coaching manuals ,and absence of hierarchical age grade handball project training as a relay from grassroots to federal.

There are two categories' of problems spinning the sport today. Among these the organizational structural professional efficiency and the second one deals with biological, social and educational aspects on the subject of the project. The three most important element of sport developing agent were ranked and management takes the highest rate .For future research to this topic, further studies should lighten through alternate data collection methods to eradicate any likely preconceived notion by the respondent.

Aggarwal (2008) describe descriptive research as means of gathering of information about prevailing conditions or situations for the purpose of description and interpretation. This type of research method is not simply amassing and tabulating facts but includes proper analyses, interpretation, comparisons, identification of trends and relationships. Methods of the study included examination and evaluation of the available literature developed in to questionnaires , systems of coach standard measurement and 'USA Team Selection' existing in the world's leading sporting nations.

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

The Ethiopian Handball Federation inaugurated with primary goal of launching handball projects to recruit talented future athletes in Negelle town and surrounding area in 1997 at regional level. Handball has shown dramatic underdevelopment from the last decade .The numbers of clubs lowered and administered under jurisdiction of Addis Ababa sport commission .Even the national team has no international appearance except continental qualification.

According to Mebrtu (1986) reasoned out for the decline of the sport as financial ,human power limitation and less attention given .

Similarly ,according to Asefa (2013) the Ethiopian handball development is described that even if tremendous effort made and the game's historic background there is no development any more.

..... እጅ ካስ በ ኢትዮጵያ የተጀመረው በ 1960 ሲሆን ቀስ በቀስ በ ትምህርት ቤቶችና ወታደራዊ ተቋማት ተስፋፋች ለመዘውተር በቅቷል። የስፖርት እጅግመር ረዥም ዓመት ያስቆጠረና የሚዘውተር ቢሆንም ከውጤት ረገድ ሲታይ አድጋል ማለት አይቻልም አሰፋ (2013) ።

Nonetheless; in the case of Negelle and surrounding handball development is not astonishing. For five years players bailed out new athletes and coach substituted. The action research conducted by a group of grade 12 students of Negelle Preparatory School and document of interview with zonal and district sport personnel also realize that huge amount of concentration was given to football and the administrators were thinking of football.

The purpose of this research was to find out the root cause and by assessing standard of the handball project, handball at school and the challenges and problems from administration ,management, and organization as well as other responsible bodies . For that reason the problems stated as 'The Challenges and Prospects of Handball Project : the case of Negelle district'.

### 1.3. Research questions

The basic research questions were designed by the researcher of the following hypothesis.

- What is the current status of handball in the town?
- What is the correlation of PE with handball at schools?
- How did the project organized managed, and administered in terms of resources?
- What are the challenges in the project development?
- What is the negative effect of early specialization of one sport in handball development?
- What are the roots causes of these challenges of handball project in Negelle come from?

### 1.3 Objectives of the Study

#### 1.3.1. General Objective

Assessing the challenges and prospects of handball project in Negelle town

### **1.3.2. Specific Objectives**

The specific objectives of the study were:

- ❖ identifying challenges in project preparation
- ❖ stating how handball project comprised in school and supported in curriculum
- ❖ to explain how inefficient management, organization and administration hindered talent and development of the project
- ❖ to verify way of handball promotion
- ❖ to list necessary handball project standard in the area

### **1.4. Significance of the Study**

Handball is an international team sport, played at club, regional, and international levels. Therefore, the main significance will be people to appreciate and ensure position of handball project in the community. This will emphasize, to laid down on the grassroots handball development by stake holders ; reclaim lost glory by organizing age grade handball training; strengthen regional champion and national club in talent identification and selection process. The study could add knowledge about the country's regional projects, and tells current standing excellence. The study will add to the professional literature in handball.

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

It was unpractical and unmanageable to conduct this research throughout the regions. Of these reason; the scope of researcher was limited in PE teachers of all Negelle town and Liben district zonal and district sport administrators, coaches, and trainer of handball project's , Preparatory school, and football players. Negelle is capital town found in Guji zone while Liben found to the neighboring. Additionally there is only one project found in Negelle among these two districts .Therefore this research is going to delimited and generalized in the Zone. More to make finding manageable the problems in governing bodies, project preparation, standard of coaching, and correlation of the project with Physical Education curricula and effects of early specialization were investigated.

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

While conducting this thesis , the following problems were considered as constraints

- ❖ availability of related research materials in handball,
- ❖ unwillingness of the respondent and
- ❖ financial limitation to carried the research were mentioned.

### **1.8. Organization of the Study**

The study consists of five chapters. Chapter one incorporates introduction, statement of the problem, its significance, delimitation limitation of the study and definition of key terms. Chapter two deal with review of related literature. The methods are comprised within chapter three. Chapter four pertains to the discussion and analysis of data. Chapter five embedded with summary conclusions and recommendations of the study. Last of all, a list of reference materials questionnaires, checklist and appendix that was in the study are attached at the end of the paper.

## 1.9. Definitions of terms

- **Anthropometric**-measurement techniques in height in meter and weight in kilogram
- **Biological aspects**-includes anthropometry, biomechanics and physiology
- **Educational aspects** -talent identification, detection and the talent is hunted in schools
- **Football dominance**-condition and circumstances by which European football is dominated the heart of the young in local area and the sport as well
- **Mini-handball** adapted form of sport recommended for children of primary school age
- **PE**-integral part of the total education process field of endeavor aiming at skill acquisition and that correlated in the community based projects
- **Project preparation**-area where need is assessed and talent detection and identification are carried out through process
- **Proprioception**- the ability to sense stimuli at a joints
- **Relative Age Effect** suggested as differences among trainees age resulted in unequal access to training opportunities
- **Social aspects**-includes management, coaching role ,media influence, family support
- **Talent identification**-process of recognizing current participant with the potential to become elite athletes
- **Western culture**-cultures of Europeans that changes African culture in socialization

## CHAPTER TWO

### REVIEW OF RELATED LITERATURES

The review of literature is instrumental in the selection of the topic, formulation of questionnaires and deductive reasoning leading to the problem. It lends a hand to get a clear idea and supports the finding to look upon to the problem under study. The researcher came across several books, periodicals and journals and published thesis, while searching for relevant facts and finding that were related to this present study, such as those were given below or the better thoughtful and to validate the study. The purpose of this review of selected literature was to relate studies pertaining to the topic under study and to organize the collected review into meaningful sub sections.

The factors that hindered the development of handball at worldwide discussed as follows.

1. Educational Aspects in Handball
2. Biological Aspects in Handball and
3. Social Aspects in Handball

#### **2. History of handball**

##### **2.1. History of Handball in the world**

At international level, the foundation of handball is not critically known however the majorities believe to be in Denmark and Germany. Evidences like written materials gained around River Nile, Walter's Poem 1170-1230, written document found in Scotland stress the foundation of handball. The modern handball was originated in Europe in 1904. (Hand out from Instructor Tafesse (2014) and (First Level Handball Coaching Manual, Amharic version)

According to Jorgen et al; (2013:302-308) handball is an international team sport, played at club, regional, and international levels. Historically, Handball has demonstrated an extraordinary dynamic development. The national federation among the continents comprised Europe 49, Africa 53, and Asia 44, Pan-American 41 and Oceania 17 and total of 204.

Similarly the International Handball Federation has listed as of 2013 was 174 member federations, with approximately million players distributed between nearly 800,000 teams. National Handball Federations exist formally in 182 countries. However, handball only has strong roots in approximately 30 or 40 of them Lindner, et al., (2011).



Lindner, et al., (2011); Carmen , et al; (2011) verified handball as one of the top four athletic games with highest injury risks (an Olympic game since 1972) has increased in status (as a sport) and popularity (as an elite competitive handball game) and its spectacular development (as regards athletic performance) turned the study of morphological attributes and characteristics of successful athletes into a special issue.

Taborsky (2011) define Handball as a dynamic, popular, and exciting sport that requires athleticism, strength and stamina, great fitness and - most of all - teamwork. And it requires skills and fitness components like throwing accuracy, running speed, jumping ability, etc. The game of handball is an inexpensive activity that can easily be incorporated into any sporting program; it is easily modified to fit space, time, and number of participants. Moreover, handball is suitable for both beginners and experienced players. Players can also play in either men's, women's or mixed divisions.

Among these field handball or team handball is popular among African nation. Mostly begun youth (10-14) and adults (14-18) years .Mini handball on the other hand practiced among children of school age category (6-8) and (8-10).The training pattern differ in volume, load and time however familiar in tactical, technical and conditioning schedule.

**FIGURE 1: Types of Handball (Picture source from researcher )** Diagram showing types of handball found in different part of the world today Taborsky (2011).



## **2.2. History of handball in Africa**

SportsknowHow.com listed Historic evidence indicate that games not unlike handball were also played by the Inuit on Greenland and as far ancient Africa. There are drawings of Egyptians playing handball decorating the 5000 year old tombs at Saqqara ,in which girls playing the game. African Handball was founded in 1973 and represents the national handball associations of Africa under the supervision of IHF. To date 50 federation are affiliated to the CAHB.

David (2011) reported that, African governments should embark on talent identification programs to promote the game of handball and at the same time empower the youth. More so, leaders in Africa should work with handball federations in their respective countries in training of coaches and helping them on how to identify potential talents from the grassroots level. This also means handball federations should reach coaches in different areas and/or parts of the continent give them basic education. The development of the game should also go hand in hand with the availability of infrastructure to achieve continuous development. Training conditions will have a big influence in the development of the players. Therefore, African governments should embark on an infrastructure development exercise and at the same time have regular competitions for different age groups.

## **2.3. History of Handball in Ethiopian**

(Addis Ababa Handball Federation) stated that the Ethiopia Handball Federation was established in 1969. One year later, 10 clubs were established in Addis Ababa which was followed by the establishment of Addis Ababa Handball Federation in 1993 under the Addis Ababa Sports Commission then, Ethiopian championship competitions were organized and conducted. In the case of which Ethiopia has been accredited as one of the International Handball Federation members in 1971. Women's clubs were 10 in number from 1975 – 1982, during which tournaments under such sport had been organized and conducted in Addis Ababa. Men's clubs were 17 in number from 1970 – 1990, during which tournaments under such sport had enjoyably been organized and conducted. Ever since 1983, handball sporting was frequently practiced across schools. The sport was frequented by five clubs only from 2001 – 2011, in which case such sporting, which had once been a hotshot, was treated with high frigidty and its popularity was receded into the period until 2011 And the total number of clubs lowered from 17 to 3.It took 44 years with no international appearances except continental cup qualification in Africa.

### 2.2.1. Educational aspects in Handball

Ferreira (2011) conducted an action research on teaching handball to be seems difficult in perception, mainly due to the lack of appropriate spaces, equipment and facilities. Therefore, applying Constructivist Sport Education Model based on modified forms of the game, could promote motor skills, game sense learning and responsibility, autonomy and cooperation between students. As a result, it develops social, cognitive and motor learning.

Oleksandr (2011) clearly articulated that talent identification is called as the first step to international success. Adequate International performance level, scarcely few number of medal hopefuls and only few, custom made champions – are the common reasons for sports administrators to blame the system of talent identification in the country. Talent detection refers to the discovery of potential performers who are currently not involved in the sport, as opposed to talent identification (TID) that refers to the process of recognizing current participants with the potential to become elite players. This process of talent detection and talent identification has to be followed concomitantly with the talent development program to direct those potential performers towards the sports to which they are most suited.

**FIGURE 2 Talent Identification Formula Aleksandra ,(2011)**



### **2.2.1.1.Talent Identification**

According to Mebratu (1986) 'Talent in Handball' is defined as the immediate purpose of identifying talent to predict with a high degree of probability whether or not a young player, to complete the junior training program. The selection of young talent begins with compulsory sport at school and during sport activities like screening, special competitions, the selection as a process of evaluation of general and specific talent stage, general playing ability are selected, the person's hereditary and antipoetic characteristics.

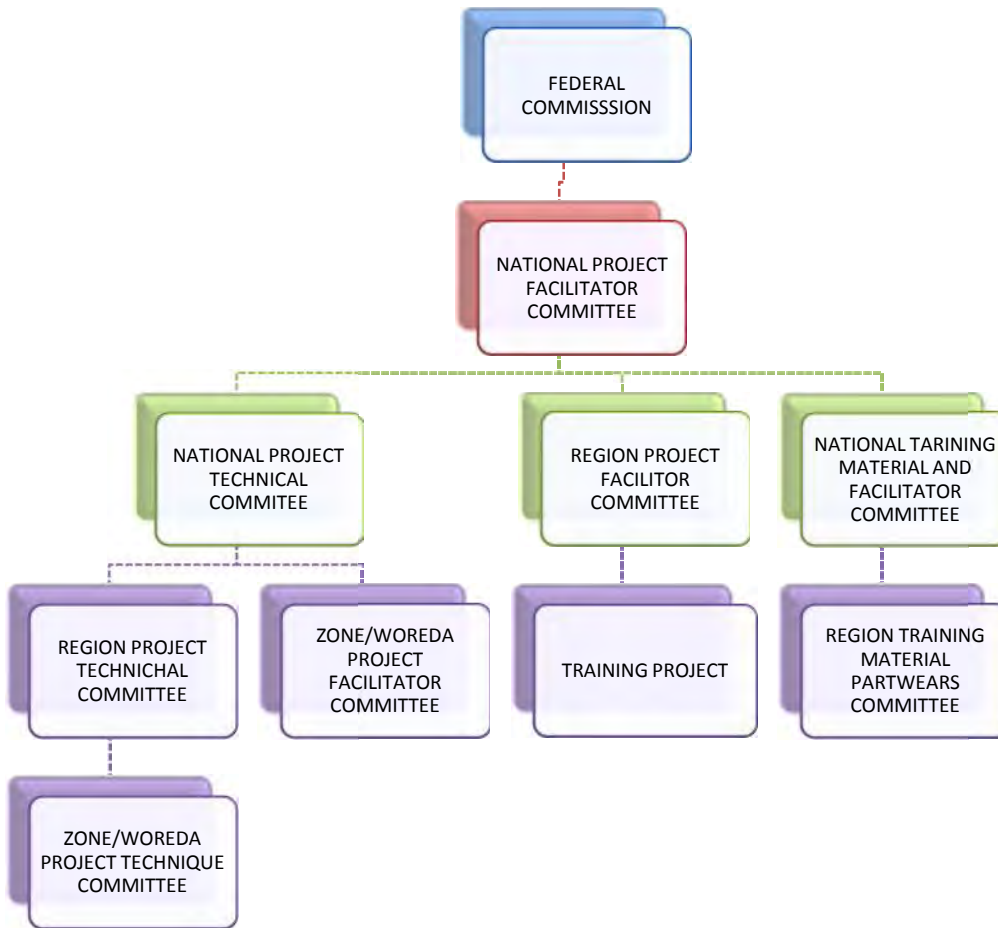
The special consideration on this point should be given to evaluating the pattern of conditions:- the attitude to sport at home and at school, the child's personal interest in sport , Participation in sport outside the school, the child's participation in communal activities in the class and in the young pioneer's organization and Strengths in the child's performance of school. Secondly, Screening and selection with the aid of the principal performance factors the purpose of the first stage of screening and selections is to pick out a large number of school children those children and young adults who distinguish themselves in general from the group with regard to certain principal performance factors. These are critical performance factors which are essential for further development. The primary objective is to determine those performance factors that can be ascertained without too much effect, given the necessary amount of information (Ibid).

#### **2.2.1.1.1 Preparation of Handball Project in the Schools**

The general idea of project proposal preparation the feasibility of the study should offer all data necessary for development, prepared in a scope that for initiation, for commercial profitability for social cost benefit and for investment enterprises.

Talent listed into 6 stages these are: Identification Implementation, Preparation /formulation, Operation Appraisal /selection and Ex- post evaluation (Ibid).

**Figure 3 The structure of Ethiopian Sports' Project (Adopted from Amharic Version,1997 )**



**2.2.1.1.2. The administration /management/ approach to the project**

From pre- identification through evaluation a ,administration has been traditionally associated with the implementation phase and often equated with the efficiency with hand ball activity has been carried out. The cycle has to be managed; it is a process for decision making; not an end in itself. The process may also identify additional projects on similar age level at different school and kebeles that overlap and interlock with the initial proposal requisites. (Ibid).

Oleksandr (2011) a team has to go through four main stages of development: forming, storming, norming and performing. The definition of human resource management refers to those activities and management methods that deal with the selections, developmental workforce, performance

measurements, and the career management in the organization. In most of the cases, the theorists determine the talent in the connection to the performance. Social connections, common values, and communication could help or suppress players' performance. He added how talent is to be found? Targeted recruitment for some good raw athletic talent and have a dedicated and intensive training program to build up technical skills. Grass Roots: developing broad based grass roots programs to increase the number of and out of those greater numbers some good athletes with strong technical skills will emerge.

According to John (2011) key areas that factor into how good a team is. These key factors are: raw athletic talent (jumps higher, throw harder, and move quicker) than their opponent they will have a distinct advantage. Handball is a physically demanding game and if athletes are out of shape. Individual technique/skills: While Team Handball is a relatively easy game to learn, it can be a challenging game to master. Team cohesion/experience is teams that have played together for years have a distinct advantage in that the players are familiar with each other's moves, strengths, and weaknesses. Coaching Strategy/Preparation: A good coach can make any team a little bit better with good strategy during the match and by preparing team with a good scouting report on the opposition. Raw athletic talent trump weak technical skills and seen the reverse happen.

Beker et al; (2003) and Romaniero et al; (2003, p. 4) and argued that maturational factor as RAE defined the differences in age among children born in the same calendar year i.e., categorizing players age difference based on season of birth. The suggestion was that age differences and unequal access to training opportunities were seen.

On other view Jorge, (2009) RAE occurs early in the development and no difference found among older and younger athletes. Even if RAE remained the point of debate recent research have demonstrated that the general existence of RAE is now moving in new direction.

Samples taken from Olympic athletes (N=44,000) regardless of global classification (winter/summer Olympic; ball/non ball and individual /team sport) from 1964-1996 calendar years are an evidence.

Antanas , ( 2011) explained permanent monitoring of sport performance and training process is the only one way to bridge the gap between sports science to practice .Handball is a complex sport. Besides variables of sport performance, the physiological and physical demands of handball require

players to be competent in several aspects of fitness, which include aerobic and anaerobic power, muscle strength, flexibility, and agility. So many aspects related to handball complexity needs to use complex indicators for monitoring sport performance and training aspects in handball.

#### **2.2.1.2. Drills and Model Exercise**

A hand out from Mebratu, (2005) explains drills exercise are tactical and technical preparation used for warming up and model exercises for final shooting in handball. Drills exercises are prerequisite for model exercise and model exercise used in counter attack and fast break. In addition, used for physical preparation in training. Model exercise for left angle and connectors at 1:45 to 1:55 takes goal throw towards opponent's goal in double pass through feinting at 9-meter zone.

#### **2.2.2. Handball at school**

The International Handball Federation had launched worldwide training and course for teachers at school. There are two types of handball at school based on age group. Level one is designed to age group 5-11 years, whereas level II comprises age group 12-17 (IHF Webpage).

Petronijevic (2011:1-5) conducted a research in public primary schools in Serbia; handball as part of the Physical Education curriculum. Physical Education teachers were introduced handball to the pupils of the 5<sup>th</sup> grade. Pupils were given the opportunity to play handball and learn the basic handball skills, and be evaluated based on their improvement and knowledge. This subject was named Optional Sport Discipline.

Studied in 139 Public elementary schools involved in the Project. Mini handball has been presented to 13,560 pupils all over Serbia. Between the period September 2010 and June 2011, the Serbian Handball Federation organized 50 Mini handball activities and tournaments, with 6,709 young players taking part. There were 4 Regional leagues with 42 teams and 559 players. Admission for the Regional Mini Handball Instructors was repeated at the beginning of the last Scholar Season and their total number rose to 50. The Mini Handball Seminar for School Teachers and PE Teachers has become a part of a teacher's permanent educational process within the Serbian Ministry of Education. During the 2010/2011 school season, the seminar was organized all over Serbia with 211 teachers attending it (Ibid).

Ensure the Serbian Handball Federation satisfaction with the Project results after. All Project tasks have been accomplished. The assessment was that there were more than 5,000 new handball players in Serbia due to the implementation of the Mini Handball – Handball at School Project. Pupils in Serbia are better informed about Handball and Mini Handball. Physical education teachers were better educated and more motivated to play handball with their pupils, and in a great many schools Handball is a very important part of the curriculum. In 42 schools, handball is present as an Optional Sport Discipline, and they expect that this number will increase (Ibid).

The project was also supported by the Ministry of Sport and Youth, Ministry of Education, Faculty of Sport and Physical Education, Serbian Olympic Committee and local handball clubs. Serbian local authorities (municipalities and their sport departments) were also of great support to this project. Due to their positive influence and support, schoolchildren can play handball during the entire school year. Coaches from the local handball clubs organize all training sessions, while tournaments and regional leagues are also supported (Ibid).

The aim of this project was to implement the Mini Handball as long-term project, and to promote and popularize Mini Handball among school children all over Serbia. The other project tasks were: (i) Promoting youth sport; (ii) Popularizing the Mini Handball philosophy; (iii) Increasing sport education among youngsters; (iv) Introducing fair play commitment; (v) Introducing the local handball clubs and motivating children to join their youth selections; (vi) Establishing the Mini Handball School League and Tournaments; (vii) Promoting the EURO 2012 event; (viii) Educating the pupils how to support the National Team and other handball teams. At the same time, there is a growing body of literature supporting the health benefits of physical activity in young people. To provide schools with a tailored approach to PE and Sport by using 'Handball and me' in English Schools built capacity, identify handball sessions in schools, held schools competition community links and realizes outcome effort done to foster handball (Ibid).

'The teaching of handball requires new formulations and adaptations to fight visible disinterest among students and teachers in the last few years' alternative models for game-play teaching have been developed. These models use modified forms of the game, give more emphasis to the tactical component and by sharing responsibility they promote autonomy and cooperation among students. The Sport Education Model developed whose goal is to educate students to be knowledgeable and enthusiastic in sports, is a good example of this. The purpose of this Model was to develop a positive



behavior in students, encouraging responsibility, cooperation, autonomy, and commitment, allowing to actively construct their own way of learning. The Model integrates formal sport characteristics. This was applicable where difficulty found to teach handball at school, mainly due to the lack of appropriate spaces (Ibid).

Helmut (2011 ) a didactical framework conception for teaching handball at school shall be based on a 3-level model “Me and the Ball”, “With Each Other”, and “Team Against Team” is based on an action-oriented instructional model using sport-game didactics appropriate teaching tools and manuals shall be offered to current and future PE teachers such as game and exercise sequences for developing general and specific playing skills, including facility management, pedagogical advice and new trend activities such as Beach-and Street Handball the European Handball Federation (EHF) in education, training and grass root development .The first third of the course is dedicated to the application of general ball-playing skills with special regard to specific components of the target game handball. The remaining two-thirds are dedicated to teaching special playing skills in the target game of handball, i.e. handball basics, including technique and coordination (bouncing, passing, catching, passing variants, movement techniques, over arm shot, jump shot, falling jump shot, run-up, body feints, breakthrough, defiance techniques, blocking, goalkeeper defense) as well as tactical skills (2:1 situation, passing the ball in motion, running towards the goal intending to take a shot, making space, running loose, marking, man-marking, space-marking).

Sample research of, 26 women and 102 male, Physical Education teachers serving in Elazig Province in Turkey on the Importance of schools’ sport promotion in society have been identified and face with inter-school sports organizations financial hardship materials difficulty facility problem administrative problems with principal's lack of referee, student's apathy.

According to Bilir and Ay (2002) Physical Education teachers have lived with the conflict problems with the Principals , with schools' deputy and Physical Education lessons , the extra-curricular sports activities and negative effect of Physical Education teachers on morale and reduced efforts to their work.

In Ethiopia lack of well organized training system, absence of text book and coaching manuals hindered the development handball Asefa (2013).

### **2.2.3.The football dominance for the development of handball at school**

According to Solomon , (2009) football until 1974 revolution in Ethiopia obliged to honor saints, holidays and practiced when school opened. Football by its nature were standard measure of manhood (ወንድነት) .In the 20<sup>th</sup> century modern and rapid firing weapons and western military tactics subdued traditional war games .The victory of Emperor Menelik II (1889-13) brought football in Ethiopia. At that moment football were symbol of struggle between civilians and military opponent and supporter of dergue. Taxi drivers were exhibit disaffection and protest by refusing soldiers and police serving only civilians Solomon (2009).

These background characteristics now a day have different implication. Funs increased dramatically .Money surrounding the Ethiopian football that huge amount of money circulating in the sport have grown exponentially .Players contract signing fees has skyrocketed from the 25 cents amateur incentive to hundred of thousand. So therefore human experience to football and TV become the most powerful medium and both enjoy symbolic and symbiotic relationships.

Craig (2002) in spite of the children are started early football specialization which does not equate the future of success, they lost opportunity to discover other talent secondly years of pounding on their body could result in future injury. Thirdly the child might burn out and fire of the sport .Specialization dramatically affected participation in other sports and development in transferable skills.

### **2.2.4. Biological aspects in handball**

#### **2.2.4.1. Biomechanics**

Duane (2007) stated that biomechanics is a tool to understand athletes movement that can be applied to enhance performance and prevent injury. Anthropometry is the science concerned with measurement of the physical properties (length, mass, density, moment of inertia, etc.) of a human body. Kinanthropometry is an area within kinesiology that studies how differences in anthropometry affect sport performance. Coaches use biomechanics to analyze technique, evaluate the appropriateness of exercises/conditioning, and treat injuries.

Herbert (2011) described high-speed running, forwards, backwards as well as sideways, plant and cutting movements, jumps, landings, turns, and repeated acceleration and deceleration movements. In team handball, the offensive players attempt to throw a ball on goal from a position without being tackled or obstructed by the opposing defensive players. This is accomplished using tactical components of passing the ball and utilizing different throwing techniques. Techniques were used to increase the horizontal velocity, making it difficult for the defensive player to tackle and potentially enabling a higher ball velocity.

Jan et al; and Táborský et al;(2011) stated that performance in sport games are influenced by several factors. Sport performance is a special kind of athlete's behavior in specific competitive conditions. This behavior is determined by two sets of causes – inner state of athlete's organism, which can be labeled as performance preconditions, and outer state of environment, which he defined as performance causes. Game performance can be understood as some kind of set collecting all kinds of movements and it is formed of specific subsets of different levels: physical – biomechanical, chemical – biomechanical, biological – anthropomorphically, physiological, psychological, and social.

Carmen et al; (2011) remarked the jump shot is the most accomplished goal shot technique and the lower extremities are mostly injured. combined with This study gave a constitutional insight in the force scenarios of lateral ankle ligaments occurring during jump shots.

Throwing velocity in handball is important to be successful in the sport because the faster the ball is thrown at the goal, the less time the defenders and goalkeeper have to save the shot. In handball players, in adding to the technical skills and tactics, the anthropometric characteristics, as well as high levels of force, power, and throwing velocity constitute determining factors for the competitive success. The velocity of a handball throw was not only dependent on the muscular strength, but on body segments coordination and technical skills .This velocity is an important aspect for success (Ibid).

Benoit et al; (2011) Anticipation is very important in many sporting activities to gain a competitive advantage. Is the important information body-based and coming from the kinematics of the throwing action of the attacking player and/or is it the spatial temporal unfolding of the ball's trajectory

Luís (2011) stated that the main goal of the present study was to understand how professional handball coaches build their team play to increase male elite handball players' ball velocity. In several studies have shown that elite players have significantly higher ball velocity than high-skilled ones. Data concerning handball player's position-related model characteristics were very important from the aspect of achieving the elite results. This information contributes towards understanding specificity of individual playing positions and consequently leads to more precise selection of the players and planning of the training process. Programs were target orientated towards the abilities which show the highest influence on success of handball goalkeeper.

#### 2.2.4.2. Anthropometry

Helena et al; (2011: 105) said that anthropometric measurements affect the achievement levels of sporting prowess and the level of athletic achievement during the competitions. Anthropometric measurements is used to select talented players .Measures include body dimensions (height, sitting height, arm span, and weight), lengths and widths (hand and foot), skin folds. All in all, these results support the notion of the multidimensional nature of Handball. The best age for talent, detection based on this type of multidisciplinary evaluation seems to be 15-16 years of age (U 16's category), when coordinative and cognitive factors probably begin to play an increasingly important role in handball performance.

Table 1: General Characteristics and Average, cross-sectional measurement of the dominant hand of the sportsmen (Helena,2011)

Age category and handball category				cross-sectional measurement
Under	14 men	16.40	239	19.84 cm
Under	14 women	17.37	253	20.93 cm
Under	16 men	17.37	253	20.06 cm
Under	16 women	16.88	246	21.63 cm
Under	18 men	18.05	263	19.69 cm
Under	18 women	13.93	203	21.88 cm

Masculine handball players with ages between 13-18 years old participated in the study, which made choosing the best players of the Galician Handball Federation (Spain). They were grouped into three

official categories: 13-14 (U 14's), 15-16 (U 16's), and 17-18 (U 18's).The application anthropometry is used to modify and revise rule based on players' body size mentioned (Ibid).

Paul & Benoit, (2011) explained in like manner Vertical jump ability is of considerable importance in handball events. High-level handball practice and the vertical jump are very important for the shooters or defense actions. Biological and biomechanical aspects of handball performance contribute only for a part in team success. Anthropometric measurements, physiological, biological, and biomechanical attributes, throwing velocity, strength, and on-court performance .All these attributes can be advantageous to use when planning short and long-term training program to enhance the team performance and prevent individual injuries.

**Height:** handball players are large and quite heavy while basketball and volleyball players are taller. Nowadays the mean height of an elite handball player is about 1.90 m. The height of handball players has increased from 1970 to 1990 but does not changed since the last 20 years. Wingers are usually smallest and backs tallest whereas pivots ad goalkeepers are in the medium.(Ibid).

### **Hand length and arm span**

The hand length and hand spread is important for ball control during the game. In Handball, the hand and arm characteristics are correlated to throwing velocities. It has been reported that players who throw the ball at a higher velocity also have a wider arm span related to their body height (Ibid).

### **2.2.4.3.Body Mass and Body Composition**

Depending on the studies, the body mass of elite male adult handball players is close to 90 kg. Therefore, the body mass index (BMI) (ratio between the body weight and the square of the height) is about 23.Mesomorphy helps team handball players to support body contacts and physical collisions which often occur in handball game (Ibid).

To achieve good competition performance, goalkeepers are required to express high level of many motor abilities too).It has been established that the elite handball goalkeepers should be tall and with long extremities enabling them to cover as much space on goalkeepers' area. The average male handball goalkeepers are taller than 190 cm and weigh over 90 kg. Elite handball players and goalkeepers are, in comparison with non-elite players, predominately taller, heavier and have more body lean mass and less body fat mass. Tall body and a high level of power of arms and legs in

optimal combination with a body mass are assumed very important for the handball goalkeepers(Ibid).

Luís, (2011) the chronological age, height and weight, body mass index and optimal weight were studied. Age differences can result in significant variance in body size and success. In addition, height and weight seems relevant to be successful in world-class handball. The study of body size remains a very active Area of research in sports sciences and particularly in the throwing events like handball.

Anthropometric profile of elite Handball players is first based in height and weight .It seems that: (1) height determines the scope of use of vertical space and (2) weight is correlated with an athlete's. Literature also reports that significant developmental advantages (i.e. height, weight, and strength) have a relevant impact on perceived potential performance. Studies of the anthropometric have a long tradition in sport sciences and, usually height and weight are the two body size dimensions used to monitor athletes. In the study of athletic success were observed that success tends to born early in the selection years these differences may be related to differences in: (1) experience as a function of age .Globally, height and weight are important to achieve a high level of performance in handball. Body size had a strong positive effect on the throwing performance and isometric strength. Moreover, weight appears to be essential, especially in 1vs1 situations and for these reason elite players are very heavy. In contrast to height, bodyweight can be influenced by regular training (i.e., decrease in fatness and with an increase in fat-free mass) (Ibid).

Lars et al; (2011) proposed Body Anthropometry seems to have an important influence on playing performance at the various playing positions .The game of Team Handball contains many other physical demands besides just running. tackles, shots, fakes, blocks, side-cuttings. Body Anthropometry appears to play a crucial role for playing performance at the various playing positions.

Due to the apparent high demands in e.g. acceleration capacity, fast and hard shots, rapid side cutting maneuvers and the high number of strength demanding physical confrontations (i.e. pushing and holding), an increased focus on strength training and on anaerobic training aspects would seem highly relevant. Acceleration capacity, ability to perform rapid changes of direction, maximum jump

height and mobility as well as intermittent endurance running capacity on the playing court despite their larger and heavier body are needed (Ibid).

Frantisek et al; (2011) stated Body height: the lowest body height average was found in Wings: Generally, back players are among the tallest players in handball Body mass: the lowest body mass average was recorded in Wings Regarding the playing functions, the highest body mass average was found in Pivots. Similarly, to body height, the difference between both samples on the measure of body mass was greatest in pivots and equaled 10.41 kg. The differences in all playing positions favored 2010 players. Overall, the difference between both samples equaled 4.64 kg and was found. Arm span: the Backs in both samples were found to have the highest average of arm span: 196.19 cm and 198.05 cm. The ratio of arm span to body height was largest in backs as well and equaled 2.70 cm and 6.62 cm. The lowest arm span average was registered in Wings.

Generally, body height is an important element required for effective execution of defensive and offensive actions (ball handling, shooting, blocking, stealing the ball). Developmental changes in handball resulted in tempo game, which is strenuous in terms of both physiological functioning and sustained physical load. Over the last 10 years, the speed of game actions has increased Adequate body composition: strong skeleton and well-developed musculature, relatively low percent subcutaneous fat, adequate ratio of body mass to body height is beneficial for maintaining high level of performance in contemporary handball (Ibid).

Helena et al; (2011) was identified possible differences in the anthropometric characteristics in terms of individual playing positions in female handball players (centers, backs, wings, pivots, and goalkeepers).

Milanese et al ; (2012 )Team handball is a dynamic sport in which players use their hands to dribble, pass, and shoot the ball at the opponent's goal; therefore, handball is characterized by highly developed motor skills such as coordination, speed and agility, endurance, reaction speed, as well as explosive power. Handball is played all over the world and has been an Olympic sport since 1972. Nevertheless, research on the physiological, physical, and anthropometric profiles of elite and sub-elite handball players is limited. All of these features are to some extent affected by the anthropometric characteristics of athletes.

According to Ksar (2011) a sample of 42 male handball players from Tunisia, Anthropometric factors, physiologic and morphological characteristics can influence the effectiveness performance and competition of weight was negatively correlated to the squat jump and the countermovement jump performance.

Age, weight, and body composition measures (fat and thin body mass) were additionally negatively related to the maximal oxygen uptake, and to the maximal velocity obtained in the Yo-Yo recovery test. No relationship was found between size, body mass index, body fat and the physical abilities considered. Additionally, relationship was not found between vertical jump, repeated sprint ability, and the physiological performances (Ibid).

#### **2.2.4.4. Physiology**

Lars et al; (2011) for about 20 years, highly developed aerobic performance, determined as maximal oxygen uptake ( $VO_2max$ ), has been considered to be a fundamental basis for team handball on the international level .The result clearly shows the importance of a high aerobic performance in women's team handball. Furthermore, wing players are characterized by remarkable differences in their acceleration and sprinting profiles as compared to other field players. This would mean that training programs should address 1) a superior level of aerobic performance and 2) the development of position-specific movement characteristics. Intermittent high-intensity endurance development must be carefully considered.

Petra (2011) wrote about that Cardiopulmonary demands were very high in all players in all matches. For the first time in team sports that individual load during a highly demanding tournament was the higher the worse developed basic endurance aerobic capacity in international female top level handball

#### **2.2.4.5. Injury in Handball**

Handball is a physical and dynamic contact sport with injury risk, (Patrick & Thomas and Lindner M., et al;( 2011) in particular during matches. Even though the highest share of injuries is due to contact, in particular those severe non-contact injuries seem to be a key area for targeted injury prevention.



According to Patrick (2011) a sports injury is defined as any physical complaint sustained by a player that results during training or match. Furthermore, if a player receives medical attention, injuries are referred to as “medical attention injury”, whereas an injury that causes a player to miss at least a full part in future training or match play is constituted as “time-loss injury”. Time-loss definition is probably the most commonly used, as it at least covers the most relevant injuries. In addition, time-loss injuries are quite comprehensible, in particular when recorded retrospectively. If not mentioned specifically, the time-loss definition is applied for any injuries. Furthermore, there is generally clear distinction between acute and chronic injuries.

Research indicates that the overall incidence was at about 1.5 – 2.0 injuries per 1000 hours of exposure. Although one should consider minor methodical distinctions in calculating training and match exposures, there is a consensus that match incidences (8.3- 46.5 injuries/1000 h) are at least ten times higher than training incidences (0.6 - 3.4 injuries/1000 h). It is striking that professional athletes show notable higher incidences than semiprofessionals or amateurs. It cannot be proved beyond doubts if sex plays a decisive role regarding overall incidences even though it is absolutely clear that women are significantly more vulnerable to specific injuries than men. Higher overall incidences – in training and match – for male professionals compared to elite female athletes. Regarding men, an 8 times higher match incidence which is even topped by a 53 to 93 times higher match incidence among women (Ibid).

Patric (2011) shown a research analysis of 8,520 handball injuries among 14 to 45 year old athletes revealed that handball injuries can essentially be credited to four main body regions. In general female athletes have higher shares of knee and ankle injuries, whilst among male athletes the head is more frequently injured.

The same research described contact injuries are most commonly less severe (i.e. minor contusions) compared to non-contact injuries. Especially those that cannot be attributed to unfair play are somehow evitable. Passive protection such as mouth guards and prophylactic finger tapes can probably assist to reduce the incidences of minor contact injuries such as finger sprains and soft tissue injuries (Ibid).

Federations, clubs and coaches are certainly in charge to protect their athletes best possible. This also includes sufficient preparation and regeneration, especially prior to and after major international

events in professional handball. Moreover, reinforcing the coaches' education could be a promising approach to promote available expertise on handball injuries and how to prevent them. (ibid)

Table 2: Localizations of acute injuries among male and female athletes (n=8,520, 14-45 years) according to Patrick Luig & Thomas Henke (2011)

Number	Types of injuries	Gender	
		M (%)	F (%)
1.	Head	17.4	13.2
2.	Hand/wrist	19.8	19.6
3.	Knee	23	31.7
4.	Ankle	18.6	22.1

Handball is a high-intensity sport with frequent physical. The physical demands are characterized by intermittent sprinting. Match play involves high-speed running forwards, backwards as well as sideways, plant and cutting movements, jumps, landings, turns, and repeated acceleration and deceleration movements. Most of the play in handball involves balancing on one or two legs while catching, bouncing (dribbling), or throwing the ball with one hand. With rough tackles and frequent body checking, there is an obvious risk of injuries in handball (Ibid).

The majority of acute injuries in handball are located in the lower extremity, regardless of age and gender the most frequent injury location reported in handball is the ankle while the most serious injuries are knee injuries. An ankle injury is usually not very serious; typically an ankle sprain needs only a few days off from training and matches. A rehabilitation time of 6 to 12 months is necessary for these patients to be able to return to their pre-injury activity level (Ibid).

Grethe (2012) stated that Handball injuries were quite common, and mostly acute injuries occur in the lower extremities, such as ankle and knee sprains. The most common overuse injuries are in the shoulder, knee, and lower leg. More injuries were recorded in match play than during training sessions.

Table 3: Handball Injuries Area Grethe (2012) 'The risk of injury in handball'

Number	Types of injuries	Gender	
		M (%)	F (%)
1.	Head	16	16
2.	Lower leg	24	(?)
3.	Knee	21	18-22
4.	Ankle	7	9-45
5.	Shoulder	15	5-15

There is a certain risk for dental and or facial injuries. It is therefore strongly recommended that handball players, in particular pivot and backcourt players should wear custom-made mouth guards. It is evident that ankle sprains are at least partially preventable when athletes use ankle braces, especially, players with a history of ankle injuries should be advised to use external ankle support to prevent recurring injuries (Ibid).

Acsinte (2011) defined the term proprioception as sense of joint position. Proprioception training is highly common in rehabilitation of injured athletes, but it can just as easily be used to prevent injury. At the same time proprioception refers to the capacity of the body to determine where all of its parts are positioned at any given time. Proprioception is like an on-board computer that complements conscious efforts to stabilize everything.

## **2.2.5.Social aspects of handball**

### **2.2.5.1. Management in sport**

Gundugdu ,et al; 2012:P.1-7 explained the management of people is basically what sports management and administration is all about. Sports managers require background knowledge in the process of management, but above all knowledge of sport and the people involved in it. To be genuinely effective they will have to a have a feeling for the business as well as management skills.

David (2003:109-113) elaborate sports management is all about managing: the workplace; the people; day-to-day operations; the facility; and the activity quality management has a number of

fundamental principles: clear organizational structure which allows for the management and delivery of quality standards; the aim of quality organization and management to remove all errors from the organization's performance; measurement of quality, including the comparative cost of not producing quality; Managers must understand that significant staff training.

Gifford ,2003 : P .5 ; Gundogdu, (2012 ) listed many problems facing sports today. Among these are high expectation, global terrorism ,mismanagement, lack of funding ,drugs cultural differences in equalities of infrastructures ,poor motivation, training weaknesses or capacity skills logistical and transportation limitation are but few.

Vetrivel (2011:11-12) clearly articulated Management as utmost importance in today's sports. In modern days of keen competition, success depends upon management skills of high grades. Management indicates execution or implementation for the sake of attaining predetermined objectives of Sports associations.

Furthermore success of any sport depends upon on three factors – Organization, Management and administration. Of these, Management is the most important as it is concerned with planning and programming, policy formulation and coordinating activities. It also includes control or work performance and maintenance of discipline for a purpose of maintaining a satisfactory quality of the sport (Ibid).

Management as planning goals and specifying the purpose of the agency; organizing people, finances, resources and activities; staffing, training, and socializing employees; leading the organization and the staff; and controlling, monitoring, and sanctioning when needed (Ibid).

Sport Management is “any combination of skills related to planning, organizing, directing, controlling, budgeting, leading, and evaluating within the context of an organization or to sport environments. Sport Managers need management skills, experience, and an understanding of both the sport system and the value of sport in society (Ibid).

### **2.2.5.2. Sport Organization**

Sandalio et al; (2008) stated that a sport organization is a social entity with relative boundary and structured system of activities. The structural characteristics of an organization are its performance, effectiveness, control system and adaptability and motivating of members. Organizations systems consist of inputs, processes, outputs, and feedback.

There are three types of sport organization:

#### **2.2.5.2.1.Sport Governing Bodies**

Sport managers are the wonderful glue that binds successful sport organizations, sport events, athletes, health clubs, and virtually every sport industry-related business most of them are dedicated to the promotion and development of sport, e.g., federation national association leagues clubs or local department of sporting bodies. Moreover, entails control and supervision of sport guaranteeing periodic competition at national and international level amateur and professional and grassroots to senior category (Ibid).

#### **2.2.5.2.2. Sport Event Organization**

This organization is responsible for the production of competition system aimed to satisfy and articulate the need of professional sport. Their activities subordinated to venue and rule of sport governing bodies and professional teams. It's organization designed competition by articulating interest of all actors. Examples are Leagues, association, circuit, and tour (Ibid).

#### **2.2.5.2.3. Sport Providing Entities**

Produce and deliver competitive or recreational sport program at local and or community level. Example includes clubs, community centers, and fitness center (Ibid).

(David, 2003, P. 125) described that organization is about maximizing the performance of sporting body by clearly identifying what each person within it has to do and ensuring that there is a joint working together—effective teamwork—as well as clearly defined roles within the prescribed structure. An appropriate organizational style helps to clarify responsibilities and ensure clear lines of communication between individuals and sections within that organization. Such organization, in

sports situations requires being clearly defined, with power and authority within structures being specific.

### **What factor affects organization?**

The economic and transformation the evaluation of communication and the peculiarities of political system have an impact on sport and sport organization. The change in internal functioning of the system can affect the external resource. Organization can be affected by environmental factor such as political, economic, and social situation. Professionalization (the internal process experienced by sport organization and formalized competition and procedure); whereas commercialization (relationship between the environment) and Organizational effectiveness the (overall performance of the organization) have a influence on organization .The resources that the organization uses to do its work, this includes: Human resources, financial resources, Physical resources and Information resources (Ibid).

According to Mebratu and Astatikie (2006) the organizational structure includes of the organization. Indicates, the service the organization provides and degree of satisfaction of the users of those.

### **2.2.6. Coaching**

"Coaching involves a central tenet of improving team or athlete performance, which requires a Coaching is a process of guided improvement and development in a single sport at identifiable stages of athlete" Mateusz (2009: p:12).

Coaching to be such complex and fluid endeavor coaches need to develop a wide range of knowledge and skills to adapt to given environmental conditions .However, research has shown that current formal education programs do not adequately prepare coaches for their task. In a study of expert coaches of several team and individual sports, seven important areas related to knowledge sources were highlighted: formal education; playing experience; professional experience; mentoring; interactions with high-level athletes; ongoing education; and personal commitment to coaching.(Ibid).

As research from Isabel et al ; (2011)stated that coaches do not value their formalized learning as much as their day by day practical experiences coach is influenced much more by their interactive,

situational coaching experiences, observations of peers and knowledge sharing with other coaches that any professional preparation programs.

Coaching metaphor conceptualizes learning as a process of knowledge acquired by an individual learner and participation metaphor of learning emphasizes the role of social communities and social interaction. In terms of coach education, the acquisition metaphor relates to programs taught through a classroom-based curriculum. Coaching experience is a multidimensional variable not well characterized only by years of working as a coach. Therefore, years of experience considered a valid measure to characterize coaching experience (Ibid).

The results revealed that the coaches with Higher Education in Physical Education and Sport considered informal and non-formal learning situations, such as working with expert coaches, attending seminars/clinics outside the formal systems, reading books /magazines and watching videos of coaching education and personal background (academic background and coaching experience) as more important knowledge sources than coaches with a degree Below Higher Education. The only source that is related to formal learning situation, national coaching certification programs was considered by coaches as the less importance, excluding information in the internet, than all the sources related to informal and non-formal learning situations (Ibid).

As coaches are social beings operating in a social environment. So, the effective communication skills, the leadership, the good teaching practices the moral values, and social and cultural sensitivity claim that interpersonal knowledge is essential to develop good practices. Moreover, intrapersonal knowledge refers to the understanding of oneself and the ability for introspection and reflection .Experiential guided sources reached more importance to coaches as working with experts, learning by doing, attending seminars/clinics outside of the formal system and interaction with peers were the most acknowledged (Ibid).

When analyzing the normative aspects of coaches' role and the main social representation regarding its content, there were three frames that came out in every subject's discourse: the results frame, the passion frame, and the motivation frame. The passion frame is approach that stands for the existence of some sort of grace and calling for the role of a coach, a personal vocation that is sustained by a strong emotional involvement in performing this role on all three levels identified attachment,

engagement and embracement of the role. The main motivational frame is its instrumental value (Ibid).

The significant influence between them in terms of values, communication styles or behavior models on the performative dimension of coaches' role one of the emergent aspects that could be identified apart from the components that had already been mentioned on the normative or the referential levels was the strategist role. Therefore the coach becomes not only the role sender but also the strategist who plans the tactical approach of a game and focuses on getting his athletes to follow the script they have prepared before a game and to perform their role in the team as well as they can. coaches give for this is either based on the clear difference of value between teams, using a comparative frame of evaluating their own team versus the opponent one or based on an instrumental approach of their athletes as "working material" or athletes , which then becomes the main restraint or opportunity for team's performance (Ibid).

The research result show that there is a strong correspondence between the three dimensions of the coaches' role - the normative, the referential and the performative one - and that is the dominant orientation of Romanian handball coaches towards goal achievement. Besides this result coaches' role, at the normative level of defining the coaches role, here are also the passion and the motivational frame that balance the coaches' task orientation, although, in many cases, they have an instrumental value in the goal achievement process itself. What the referential level adds to the social representation of coaches' role is the strong impact that the proximity model, usually correlated with an initial maestro-scholar relation from the beginning of coaches' careers, has upon coaches' self-evaluation. However, the performative dimension outlines the main components of coaches' role: results' achievement, by introducing the strategist role of coaches and, furthermore, discussing the problem of limited responsibility that coaches have to cope with in their day-to-day activity (Ibid).

According to Jean (2012) Sampling Phase (Ages 6 to 12) of Children take part in different activities and develop all-round foundational movement skills in an environment characterized fun and enjoyment. Specializing Phase (Ages 13 to 15) these Children begin to focus on fewer sports, possibly favoring one in particular. Investment Phase (Ages 16 and Older) the Young athletes commit to achieving a high level of performance in a specific sport. For the recreation trajectory, the sampling phase is instead followed by recreational years (ages 12 and older), in which children or



adolescents continue to take part in sport for social interaction, healthy lifestyle and sheer enjoyment.

### **2.2.7. Media**

Miguel (1960) noted that the influence that sport exerts over television affects several areas. Program scheduling regarding sport's influence on television program sport has many advantages and holds a great deal.

#### **2.2.7.1. Television and its influence on sport**

The internationalization of the sports spectacle without doing away with the sporting events' local or national references, the new international dimension was strengthened, not only on a worldwide level as for the Olympic Games and world-championships, but also on a continental level as demonstrated by the success of continental championships for football, athletics, car racing events. A sport's popularity is no longer solely determined by the sports spectacle in itself, but by the spectacularity of the television pictures (Ibid).

#### **2.2.7.2. Dominances of Western sports in Eastern countries**

The Western origin sports influence is growing as a consequence that Western television systems exert on a worldwide scale. The regulations adapted to television. Leaving the influence that video may have on judges' decisions and the preparation of athletes to one side. Television has already begun to impose its criteria on the length of competitions. One exemplary case of this influence is the break imposed in tennis matches whose length is not foreseeable because that unpredictable aspect of the sport in itself jeopardizes their broadcast on television. Stadia turn into "television studios". The sound reaching the viewers has begun to be manipulated by the media whose aim is to achieve the highest possible technical profitability from its broadcasts. A good example of this phenomenon is the use of pre-recorded soundtracks -even for applause- in numerous live sporting events (Ibid).

Audience selection Television also affects the composition of the audiences, making the presence of young people in the stadia gradually clearer and more exclusive, whilst more and older people follow sport on television. Choice of host towns or cities for large sporting events: The presence and

the demands of the mass media also affect the choice of host towns or cities when it comes to organizing major sporting events because of the ever-increasing difficulties involved due to technological limitations. Still, the media offer sport something more than just conditioning factors. The media constitute sports' major source of finance (Ibid).

### **2.2.8. Handball and Marketing**

David ( 2003:159) said that marketing is about the whole package, not just advertising. It is about the way everything is packaged and presented from idea to implementation. 'The raising, caring for, and spending of money are a constant battle for anyone involved in sport. 'The money is a key part of the package within sports administration and looking after it once it is obtained is crucial to allow effective operation. The opposite circumstances is a lack of proper financial management impairing the functioning of the organization, reducing the opportunities it can provide, and ultimately restricting sports participation.

David (2003:137-38) reasoned out failure to manage existing funds damages sports organization and individual opportunities, and can cause major damage to an organization's image. Unless otherwise; the sum of money should be checked through establishing and monitoring system as well as the assembly of end-of-year accounts and the auditing.

Kastratovic (2011) at International journal of economics and law Sport Marketing encompasses all those activities, using different processes of mutual exchange, meet the needs and wants of sports consumers." Sports marketing has evolved in two directions: direct - in which the marketing of products and services designed for consumers directly and indirectly - where marketing is done through the promotion of sports activities. The sports marketing include: Products Marketing (equipment, sportswear, sports shoes); Services Marketing (training, membership in the club), and; Entity marketing (league, team, individual).

### **2.2.9. The family factor in sport like handball**

Jennifer et al ; (2004) wrote Social science analyses examined and have concluded that the family is a critical agent of sports socialization and the main agent in children's earliest years. The families define their own identity and learn the rules and norms of the society of which they are part. During

primary socialization into sport, this learning process includes the development of social skills that range from 'ideas, attitudes and body movements associated with a given sport, such as physical attributes, skills and techniques of coordination, agility, speed power and stamina', through to 'the psychological aspects of play, sport and athleticism'. The family has substantial influence on the extent to which these primary skills are acquired. Parents are particularly influential in early and middle childhood.'

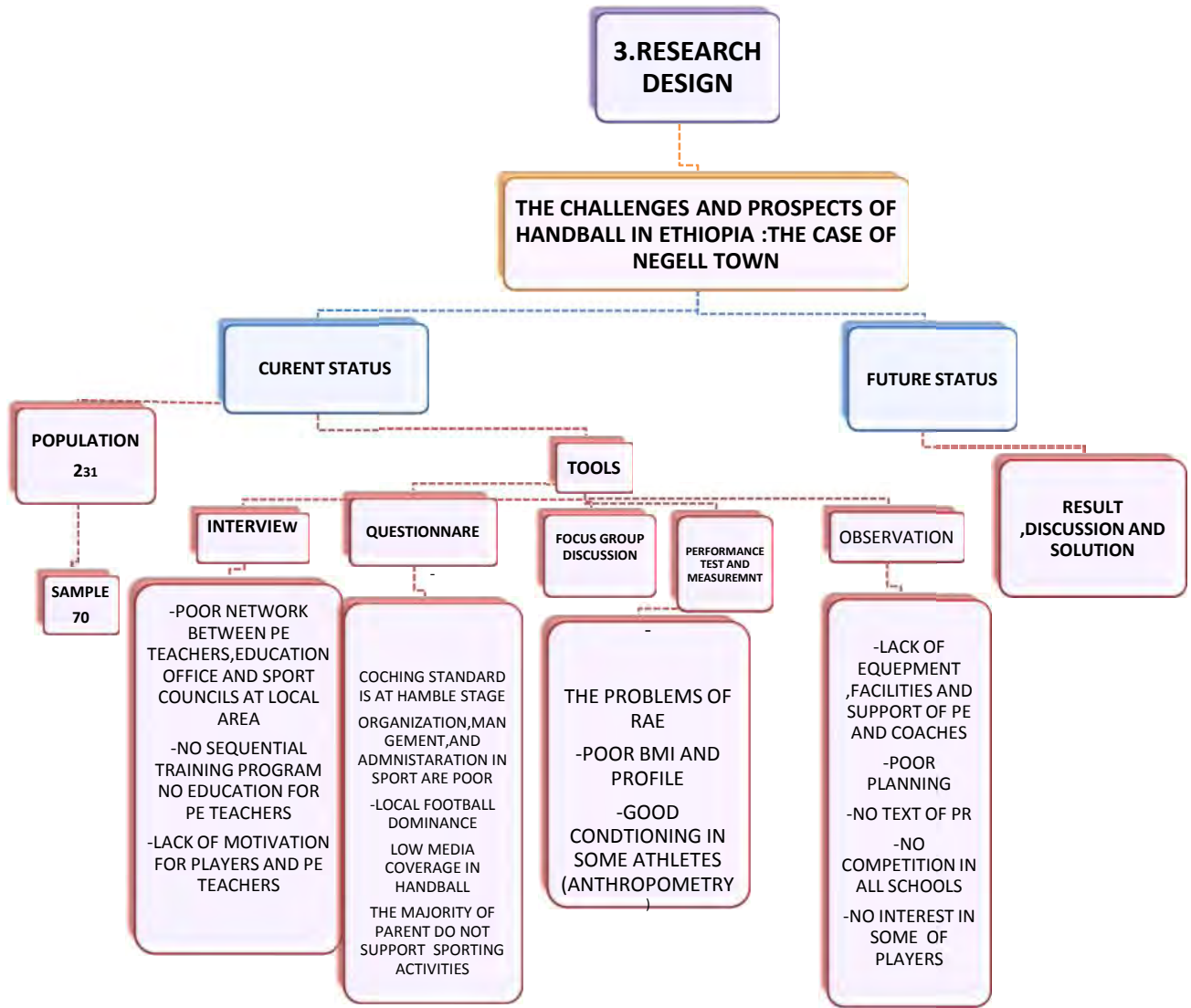
The family is not only significant, however, for its role in transmitting values and providing role models. Although encouraging and approving children's participation is important. Parents may organize activities, officiating at events, coaching, providing group transport, and contributing to fundraising events. Especially during their younger years, children's involvement in sport is dependent on families' ability to provide practical support for their participation. Theoretical perspectives that highlight the role of the family in social learning make an important contribution to understanding the significance of the family in children's sports involvement and the family is not only significant, however, for its role in transmitting values and providing role models, and focus on these alone omits other important contributions. A number of researchers have highlighted the importance of families' practical support for sport. Children's sport participation at all levels is dependent on the family's ability to invest the necessary resources of money, time, and personal involvement. Parents may also make a practical contribution by organizing activities, officiating at events, coaching, providing group transport, and contributing to fundraising events (Ibid).

Baker (2003) shown that parent found to assume leadership and supportive role. Furthered the work of Bloom (1985) talent development in sport is encouraged by sampling years :( **Ages 6-12**) called sampling years parents play leadership and initiate sport. The second category called was specializing years (**Ages 12-15**) by which parents support equipment, coaches and facilities. In the investment years and (**Ages16<sup>+</sup>**) they play substantial role by providing financial support and emotional guidance.

# CHAPTER THREE

## RESEARCH DESIGN AND METHODOLOGY

Figure 4 Research Design and Methodology



In this chapter the methodology engineered in the selection of subjects, selection of variables, collection of data, the orientation procedures, tools used and statistical procedure have been presented.

### **3.1.Resersch Design**

The researcher used to study the descriptive survey design . This design was selected because the nature of the problem needs wide description and inspection. The study was basically descriptive because it helps to make detailed analysis of existing phenomena with the intent of employing data to justify current circumstances. The second one was performance analysis and game analysis of the trainees. The third one was added for measuring athlete's personal fitness like body composition, cardiovascular endurance muscular strength, and anaerobic endurance tests were provided.

### **3. 2. Methods of the study**

The original questionnaire taken from English and translated to structured Amharic and Afan Oromo .Wording may not be exactly the same as original version . The validity and reliability of questionnaires were evaluated by experts before the distribution.

Quantitative approach was used in which the investigatory primarily used for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses and questions, used of measurement and observation, and the performance test employ strategies of inquiry such as and descriptive survey was collected data on predetermined instruments that yield statistics data. Alternatively, a qualitative approach was used one in which the inquirer often made knowledge claims .It also used strategies of inquiry such as narratives, studies. Replication of Shondhganga a test carried out to testify playing abilities in handball variable. Test-retest was used to identify maximum performance. the researcher collected open-ended emerging data with the primary intent of developing themes from the data. Finally, the method to be employed in the analysis of data, the study was included primarily descriptive methods of data analysis. The data obtained through survey questionnaire were organized, documented and analyzed using percentage in tabulated and figurative form.

### **3.3. Population and sampling techniques**

The population and sample schools were determined on the basis of the year 2006 zonal and district sport administrators (N=9), Handball coaches (N=1), Handball trainees (N=17) and football players (N=11) and education office (N=7), grade 12 students, 5 Physical Education teachers in districts. To achieve fair representation, purposive sampling technique

(whole population sampling, expert sampling and heterogeneous sampling techniques) was employed to choose 70 participants in the research. The researcher used 100 % of the samples from project players and sport experts. Sampling population were selected out of 231 populations. In order the data be more reliable the Yamane (1967) sampling techniques equation was used with a simplified 90% confidence level and precision (e) of 10% for the size population was calculated as  $n = N / (1 + N(e)^2)$ , where n is the sample size and e is the level of precision. Calculating  $n = 70$ .

### **3.4. Source of data collection**

For the sake of data quality preparatory grade 12 students, Physical Education teachers, local and zonal sport administrators, school directors and handball project trainees and football participants were the subjects of the research.

### **3.5. Procedures of Data collection**

To measure and collect data the following instrument were employed.

#### **Questionnaire:**

The questionnaire items were prepared to students, coaches and players. This instrument was selected for its relevancy to collect information, opinions and attitudes from respondents.

- ❖ to gather information from respondent and often designed for analysis

**Open ended questions** -was asked to the respondents, to formulate their answer

**Closed ended question** -to pick an answer for a given option Open ended questions were asked the respondent to formulate their answer

### **Interview**

Interview is conversation where the researcher interviewee the handball, sport administrators at district and zonal level, educational experts, PE teachers.

### **Observation**

The researcher was observed the handball project and the projects and training held the schools handball intramural and extramural movement.

### **Focus Group Discussion**

Coaches, sport administrators, principals and handball player held 1 day meeting on the core problems and explanation of problems with stakeholders.

**Secondary data were used to analyze the problems:** The researcher reviewed number of books, journals, research articles, coaching manuals and found that playing ability of a handball player may have relationship with selected anthropometric, physical, physiological, psychological and performance variables.

Table 4: Criterion and predictor variable

S.No	Criterion variable	Measuring instruments	Predictor Variables
	Playing ability in handball		Procedural criteria
1)	Height	Meter	Anthropometrical
2)	Weight	Kg	Anthropometrical
3)	Body composition	BMI/Kgm <sup>-2</sup>	Anthropometrical
4)	Endurance	Cooper test	Physical
5)	Throwing	Performance test	Performance
6)	Jump Shot Right Wing	Performance test	Performance
7)	Jump Shot Left Wing	Performance test	Performance
8)	Hand Span	Manual Meter	Anthropometrical
9)	Speed	60m	Physical fitness
10)	Technical -tactical	Observation (subjective)	Game analysis
11)	Psychological test	Observation and interview	Psychological
12)	Agility	Triangle test	Physical fitness

Based on these observations, the investigator selected the following variables for this study from player's side. Subjective and Objective Ranking by three PE teachers in handball was evaluated subjectively and objectively to analyze the game handball during 3 observation games. Test was constructed on the bases of different court and track and field. Game was also prepared to analyze the playing ability of handball project's players.

### 3.5. Data collection procedures

To interpret the result obtained data gathered of quantitative and data that were developed from questionnaire, Focus Group Discussion observation and Interview tabulated to explain data more in percentages. Qualitative data were also narrated to fill the gap that was included in qualitative



questionnaires. Finally the performance of handball players was analyzed by constructing test and compared to norm reference to minimum requirement.

### **3.5.1. Gradation of Handball Court for Assessing (Replication of Shondhganga)**

#### **3.5.1.1 ‘Shooting Ability Test’**

##### **Materials required**

- A. 10 m rope to divide the post width and length
- B. number three handball
- C. score sheet

##### **Ball Court for assessing jump shot shooting ability’ – left /right hand**

##### **Scoring**

Score was the total scored by the subject out of ten trials

**NB:** for both right and left throwing procedures are the same.

#### **3.5.1.2. Jump Shot Test: Handball – Right Wing/Left**

**Objective:** To measure the jump shot ability of handball from right and left

##### **Test Description**

The goal area of was divided into six segments as shown in Figure On signal the subject came to the position marked for jump shot shooting and shoots into Each subject were given ten trials from right jump shot .The total of the 10 trials would be the score of the subject, that was, players jump shot shooting performance.

#### **3.5.1.3. Agility (The Defensive Triangle test)**

**Justification:** The Defensive Triangle test was performed to measure agility. The test was a handball specific agility test designed for defense. During the test, the athlete has to change directions as quickly as possible. Time was measured to the tenth of a second and the better of two runs was considered.

**Objective:** To move on the sides of a 3-meter triangle as quickly as possible always facing an “imaginary ”attacker. The subject was not allowed to turn his back towards the 9-m line.

**Instructions/Required resources:** Mark the ends of the 3-m straight line of the six-meter zone preparing the base of the triangle. From the middle of the 3-m line, raise a perpendicular line to the nine-meter line. Facing the nine-meter line the right mark on the six-meter line is point A; the other mark on the six-meter line is point B. Point C is on the nine-meter line .

***A>C>B>A>B>C>A +A>C>B>A>B>C>A + A>C>B>A>B>C>A.***

Started with right foot on point A; go and touch point C with right foot and continue to point B and touch with left foot; continue towards point A and touch it with right foot. On the way, back from point A onwards point B touch it with left foot then point C with left and then point A with right foot. This footwork must be repeated three times. Remember, point A is never crossed it is the starting and finishing point! The short version with the help of the letters will look like this:

In other words, a turn was considered complete when the player has touched all corners of the triangle with player/s feet by going all the way in one direction until touching the starting point (point A) again. That gives 6 points to touch. The player performs the move three times for a total of 18 points to be touched. The stopwatch starts on the first move of the player and was stopped only after the player touches the last point of the triangle. The better result of the two runs was considered for the minimum requirement. It must be between 16. 50-1 7.00 seconds.

#### **3.5.1.4. Ball throw**

**Justification:** The player’s ability to combine dynamic movements with upper body strength was necessary to perform this test.

**Objective:** To throw the ball as far as possible with a 3-step launch.

**Instructions/Required resources:** A regular senior men’s ball 2 was used. A throwing line was drawn and lines need to be marked at each 50 cm over 37 meters up to 60 meters. The ball will be thrown with a 3-step launch. The player was not allowed to cross the throwing line. The results were rounded to the nearest 50 cm. For example, if the result was 40.26 m, the record will be 40.50 m. If the result is 40.75 m, the record to be 40.50 m. The better result of the two attempts was considered.

The minimum requirement is that the better of two throws must be between 42.0 and 45.0 meters.

**3.5.1.5 Aerobic power (The Cooper test)** The Cooper test was used to test aerobic power, therefore, this was the only test in the battery that was not specific to team handball. However, the test measures the athlete's general aerobic endurance, i.e. the ability to take in, deliver, and use oxygen. Maximum oxygen uptake ( $\text{VO}_2 \text{ max}$ ) was estimated since there was a correlation between the distance covered in 12 minutes and the maximum oxygen taken from the individual.

**Objective:** The aim of the test is to run as far as possible throughout 12 minutes.

**Instructions/Required resources:** To undertake the test 400-meter track, a stopwatch and an assistant were prepared at four corners. Cones were placed at every 50 meters or 50 yards on the track. At the end of the 12<sup>th</sup> minute, the assistant was given an audio signal and the subject must stop immediately. The total distance should be recorded to the nearest 50 meters or 50 yards.

The minimum requirement is between 2900-3000 m.

#### **3.5.1.6. Anaerobic endurance (6 x 30-meter sprint test)**

**Justification:** A 6 x 30-meter sprint test was administered to measure the athlete's anaerobic endurance. Maximum power is a measure of the highest power output and provides information about strength and maximal sprint speed.

**Objective:** To sprint 6 x 30 meters at maximum speed using a standing sprint start. A fifteen-second turn around time was allowed between the sprints.

**Instructions/Required resources:** To undertake the test two lines were placed 30 meters apart and parallel to each other. Standing sprint start position was used. The time was recorded to the 1/100 of a second accuracy. The fifteen-second turn-around time must be strictly respected and the player must be ready at the starting line by the end of the 15-sec break.

The minimum requirement is that the mathematical average of the six results must be between 4.20-4.30 sec.

#### **3.5.1.7. Body Mass Index (BMI)**

BMI stands for body mass index. It is a measurement of an athletes' weight relative to their height. It is an indicator, not a direct measurement, of person's total body fat. In most cases, BMI correlates with total body fat, meaning that as one's BMI score increases so does his or her total body fat. While BMI is an accurate assessment of total body fat in most people, there are a few exceptions. Very muscular people may fall into the "overweight" category when they are actually healthy and very fit. For example, a body builder with a very low body fat percentage could have the same BMI score as someone who is considered overweight. On the other hand, an elderly person may fall into the "normal" weight category when actually they have little muscle mass and a high percentage of body fat. Therefore, those limitations have been taken into considerations during the fieldwork.

**Objective:** To measure the fat to lean body mass of the athletes to prepared norm

Formula: $BMI = \frac{kg}{m^2}$
---------------------------------

Figure 5 Body Composition

Where, Kg =weight measured in kilogram and m=meter height square.

### Materials

- Pen and pencils with score sheet
- Digital balance to measure body height and weight

### Procedures

1. selected individuals should stand against the wall in bare feet to measure height
2. then, stand on balance beam to measure weight
3. carefully compute by using the formula given above
4. Finally score on scorer sheet (weight, height and BMI).

## **CHAPTER FOUR**

### **PRESENTATION AND ANALYSIS OF DATA**

#### **4. Presentation**

As already indicated in the preceding chapter, data is interpreted in a descriptive form. This chapter comprises the analysis, presentation and interpretation of the findings resulting from this study. The analysis and interpretation of data is carried out in three phases. The first part, which is based on the results of the questionnaire, deals with a quantitative analysis of data. The second, which is based on the results of the interview, and focus group discussions, is qualitative interpretation. The third one deals with performance analysis and game analysis of the trainees' and standard measurement at project.

##### **4.1.1. Quantitative interpretation of results**

###### **4.1.1.1 Analysis of Questionnaires**

Of total 45 questionnaires distributed, completed 45 questionnaires were the base for computing the results. Data gathered through the questionnaire was subjected to frequency counts. In other words, the subjects' responses for each individual question were added together to find the highest frequency of occurrence (i.e. the number of times that a particular response occurs). These responses to the questions, which are quantified, are then presented in percentage forms. This analysis is presented in tabular form. The researcher uses tables containing a variable and in some cases, combines one or more variables in a single table.

**Table 5: Participants of the Research**

Numbers	Participants	Population	Sex				Research Instrument
			M	F	T	%	
1.	Handball Players	17	12	5	17	100	Questionnaire and performance test
2.	Teachers (PE)	5	3	2	5	100	Questionnaire
3.	Education Experts	6	2	-	2	33.3	Interview
4.	Sports Experts (Town)	12	9	3	12	100	Interview and questionnaires
5.	School Directors	6	3	-	3	50	Interview
6.	Sport Expert(zone)	8	8	-	8	100	Interview
7.	Football players	18	5	6	11	61	Questionnaire
8.	Grade 12 students	149	8	4	12	8	Questionnaire
9.	Sum	231	50	20	70	30.3	

As Table 5 above indicates the participants of the research are school and sport experts, PE teachers ,students of grade 12 , handball project trainees and football players in the town. Out of 231 total population 70 sampling population are taken. Interview, questionnaires, focus group discussion and performance test are the major tools used by the researcher

**Table 6: American Alliance for Health, Physical Education, Recreation and Dance**

NO	Domain	Bench marks	%	Rating Scale				
				1	2	3	4	%
1)	Philosophy and Ethics	4	R	2X	1x	1x		
			%	7.7	10.4	24.4		10.6
2)	Safety and Injury Prevention	7	R	3x	2x	1x		
			%	11.7	20.8	23.4		9.3
3)	Physical Conditioning	4	R		1x	3x		
			%		10.4	23.4		8.45
4)	Growth and Development	3	R	2x	1x			
			%	7.8	10.4			6.1
5)	Teaching and Communication	8	R	4x	4x			
			%	15.6	41.7			7.2
6)	Sport Skills and Tactics	4	R	3x	1x			
			%	11.7	10.7			5.6
7)	Organization and Administration	7	R	3x	4x			
			%	11.7	41.7			7.2
8)	Evaluation	4	R	3x	1x			
			%	11.7	10.4			5.5

Key: R denotes how many times the scale is rated, x is number of time the Subjective value existed in the data .

The first section of the questionnaire sought to identify the coaching standard in terms of opportunities left on the ground by concerned bodies. The figures and percentages in table six show the coaching standard set by AAHPERD. The standard contains 40 benchmarks kaput to 8 domains. Philosophy and Ethics 4 (10.6) Safety and Injury Prevention 7(9.3) Physical Conditioning 4 (8.45) Growth and Development 3 (6.1)Teaching and Communication 8(7.2)and Sport Skills and Tactics 7 (7.2) and evaluation 4(5.5).These percent dictate that the standard of coaching at Negelle found at lowest stage. Even item scale number 4 has not rated as of other scale that means these domains are not performed fully and planned entirely. The highest priorities should be giving to growth and development and sport tactics and skills which are below the average at the bottom stage . The lowest percent referring to teaching and communication is where it lacks community based sport and the roles of parents and community are rare.

If the standard measures 50-65 % be the best standard, the project lies below ranges. By estimating and computing the whole average equals to  $46.35/8 = 6.17$ .The status of the project to the measurement of American Alliance for Health, Physical Education, Recreation and Dance is at humble level.

According Sandra (2005) the problems of project administration in occasioned by the lack of implementation of the Sports Development Policy. Nothing was done than planning and having an ambitious commitment and broken dedication from the coach and administration. The problems of sports administration as: Establishment of relevant structures, facilities and equipment, budgeting, regular supply of sports goods are the root problems. Developing leaders and their capabilities is crucial in any organization. The framework advocated by Goldsmith et al; (2000) is modeled on the cycle of continuous improvement, where the that the leader has an understanding of the process and the cycle of continuous coach assists and supports a leader through the process of development, once the coach believes improvement the coach will allow the leader to take full responsibility with regard to their development.

There are four phases .Assessment in leadership skills are assessed to obtain a benchmark of current leadership abilities to determine whether progress has been made. Developmental plan is the leader chooses focus areas and the goals to be achieved. The coach assists the leader, particularly if the leader receives feedback he/she does not agree with. The coach provides validation, support and

‘tough love’. Public announcement: making the goals public. This increases the leader’s commitment to the announced course of action, and it lays a foundation for follow-up conversations with observers on the progress towards the goal. (Ibid).Implementation: comprised of developmental activities and informal follow-up. The coach may take on the role of tutor and provide useful tools and tips to enable the leader to achieve the developmental goals. A culture of continuous leadership development begins, with informal feedback every couple of months in an informal conversation. Finally, the leader begins the cycle once again with another assessment process. The results are reviewed and the coach must encourage the leader to identify new areas that require development. (Ibid)

Figure 6 The Domains of coaching standard





Table 7: Agree or Disagree with the following elements explaining poor performance and /lack of:

Problem proposed	Specification	Agree	%	Disagree	%
1. Sport organization	Governing bodies	9	75	3	25
	Sport event organization	11	91.7	1	8.3
	Sport providing entities'	8	66.7	4	33.3
2. Sport administration	Equipment	12	100	0	0
	Coach support	10	83.3	2	16.7
	Facilities	12	100	0	0
	Community based sport	10	83.3	2	16.7
3. Management	Professionalization	8	66.7	4	33.3
	Organizational effectiveness	11	91.7	1	8.3

Table 7 shows that 9 (75%) of the respondents agree on the poor performance of sport governing bodies while 4 (25%) disagree. This implies that the governing bodies are running the organization with poor performance. In organizing competition events 11 (91.7%) agreed while 1(8.3%) disagree, 8 (66.7%) responded the sport providing entities drawbacks while (16.3%), 12(100%) as the same time new sporting arena and even older are not maintained properly. It is clear that the sport was not led by community based policy 10 (83%) and show such draw backs.

Table 8: Sport Human Power Distribution throughout the Zone

Number	Woreda	Achievements	M	F	T	%
1)	Zone	14	5	1	6	42.8
2)	Bore	11	3	-	3	27.2
3)	Kercha	11	3	-	3	27.2
4)	Negele	11	5	1	6	54.5
5)	OdoShakiso	11	1	-	1	9
6)	Dama	11	2	-	2	18.1
7)	Liben	11	1	2	3	27.2
8)	GoroDola	11	3	-	3	27.2
9)	Wadera	11	3	1	4	36.3
10)	AdolaWoyu	12	3	1	4	36.3
11)	SebaBoru	11	2	-	2	18.1
12)	Girja	11	2	-	2	18.1
13)	Uraga	11	1	1	2	18.1
14)	AdolaRede	11	1	1	2	18.1
15)	Ana Sora	11	5	-	5	45.4
16)	H/ Wamena	11	2		2	18.4
	Total	179	42	8	50	27.9

(Source Guji Zone 2006)

Table 8 demonstrates that human power distribution throughout the zone entail lack of sports personnel who trained in sporting field. Negele 6 (54.5%), Liben and Goro Dola 3 (27%) to run the sport. However, one of the expert is working in office in Physical Education background and where he has no position due to big salary he brought from his rich experience at school. Out of 179 planned human power 50 personnel run the sport in the zone .The environment is remote area hence except two in Negelle, the sport administrators are nonprofessional or qualified nominees.

For many years European handball was more amateur than professional. Accordingly, there was less structure and less concern with growing and bringing in more revenue. As the projects became more professional and revenues increased, however, executives became more inclined to explore new opportunities John (2007).

Table 9: Sport Opportunities and Potential Area in Guji Zone

Number of Woreda	Training types	Number of Trainees Aided by										
		Woreda		Zone	Region			Federal		IOC		
		M	F		M	F	T	M	F	M	F	T
5	Athletics	116	183									
2	Cultural Games	30	30									
2	Handball				15	15	30	30	30		20	20
1	Football									56		56

(Source Guji Zone 2006)

Table nine above designates that Guji Zone is the highest sport potentials area. Example athletics to be found in 5 arena (districts). Four of them administered athletics at district level while others are aided by regional and federal government. The IOC has also grassroots development program in handball and football in this zone .Handball is athletics if raw athletic talent is detected and monitored properly with techniques and tactics. Two projects are organized and do not administered and managed to the standard in Negelle and Shakiso 30 and 20 respectively. The projects are the only representatives of the zone. Handball trainees from Negelle now are bailed out from training and only 18 athletes left.

Table 10:Handball Projects Players response

Number	Item	Respondents(handball players)			
		Yes	%	No	%
1)	Do you have interest in team handball?	7	41		58.8
2)	Did you played handball in your school champions?	4	23.5	13	76.5
3)	Is there any environmental influence in your town?	13	76.4	4	23.6
4)	Does your parent support to play handball?	5	29.4	12	70.5
5)	Are there sport co-curricular activities in school?			17	100

Table ten above shows Handball Project players response. The respondent replied that 7(41%) like and 10(58.8%) of them dislike handball and as a result they were dropped out from training, 12 (40%) of trainee were not practiced handball. The environmental influence 13 (76.4%) hindered trainees .12 (70.5%) of the trainees have no family support to perform the sport. Throughout the three sample schools there were no sporting activities like co curricular activities which helps the development of sport at schools.

However where sport and youth affairs and district education office do not work in cooperation teachers' chance for sports training is a lesser amount. Say for example among 22 trainees on first level coaching handball organized by Federal Handball Federation and Guji Zone only 6 of them were Physical Education teachers. Others sport office and half of them were from district representative. In point of fact handball needs sport background education with experience and knowledge. They were out of these. Among 5422 of Guji Zone teachers,61 of them are Physical Education teachers from primary school to preparatory. While this number is alienated to the number of school it is too near to the ground.(Guji Zone Information Desk, 2006).

Table Ten 1: Students' Response

Items	Respondents(students)			
	Agree	%	Disagree	%
1) Youth spent their leisure time in playing football what is your perception. Because :				
a) media coverage from journalists are too high	9	75	3	25
b) the European league dominated youth interest	7	58.3	5	41.6
c) there are no competitions of other ball games	9	75	3	25
d) no interest from the young and no model players	8	66.7	4	33.3
2) Do your parents support you to play sport in your school/town?	1		11	91.7

Table Ten 1 indicates that 9(75)agreed and 3(25) disagree ,European league domination form youth interest implied that 7(58.3) agreed and 5(41.6) .There is no games and competition rather than football as shown 9(75)and 3(25) and this is because the no model players and 8(66.6) and media coverage is too low 7(75).

Local handball is played most of the time after football players are screened during a competition. Once chances lost players encouraged to play handball. Because handball is a game played next to willingness. In school where sample research carried out there were problems of sporting field and equipments. The geographical location is not conducive to play the sport .Embedding handball at school needs capacity building and community links emerged from whole schools and then it enjoys branding success as professional sport.

Table Ten 2: System for Team Selection

system for team selection		Rating scale					
		1	2	3	4	5	%
1. Individual Offensive Skills Rating Comments	%	-	-	5x	2x	-	
				15	6.4		4.28
2. Individual Defensive Skills Rating Comments	%	-	-	8x	-	-	
				21.5			2.6
3. Tactical Offensive Skills Rating Comments	%	-	5x	1x	-	-	
			16.2	3.6			3.6
4. Tactical Defensive Skills Rating Comments	%	-	-	3x	1x	-	
				16.2	5.6		5.5
5. Psychological Skills and Factors Rating Comments	%	1x	1x	2x	-	-	
		3.2	4.9	10.8			6.3
6. Conditioning	%	1	-	-	-	2x	
		4.3				15.5	6.6
7. Communication & Interpersonal Skills	%	-	-	3x	-	-	
				21.6			7.2
8. Organizational & Instructional Skills	%	2x	-			1x	
		8.6				7.7	5.4

A video recorded game was analyzed as shown on Table ten 2 individual Offensive Skills 7(4.28%) Individual Defensive Skills 8(2.6%) Tactical Defensive Skills 4(5.5%) Psychological Skills 4(6.3%) Conditioning 3(6.6%) Organizational & Instructional Skills 3(5.4%) and tactical offensive skills analyzed by experts and PE teachers 16(3.6%).

Athletes were already committed to the sport and were essentially just raising their hands and asking to be considered for the project. In some respects this shouldn't be too surprising: Recruiting the

already committed is a piece of cake, while recruiting brand new athletes (as children as possible athletes) is always going to be more of a challenge.

The very serious challenges are the absence of technical knowhow. Coaches, administrators and others in charge of the game now are largely responsible for the poor standing of the project. Handball Project should nurture raw talent that is potentially abundant in areas where the game remains unknown unless otherwise it is garbage in garbage out. The shopping ground for players is naturally the schools where large chunk of players emerged. This means handball talent identification and groom raw talent for projects are schools.

Table Ten 3 :Table football fun Respondent

Items	Respondents(football players)			
	Yes	%	No	%
1) Is the following your favorite sport?				
a) Handball	1		10	90.9
b) Football	9	81.8	18.8	
c) Basketball	2	25	9	81.8
2) Youth spent their leisure time in playing football what is your perception. Because :				
1) media coverage from journalists are too high	10	90.9	1	
2) the European league dominated youth	8	72.7	4	36.6
3) there are no competitions of other ball games	10	90.9	1	
4) no interest from the young and no model players	6	54.5	5	45.5
3) Do your parents support you to play sport in your school/town?	2	18.2	9	81.8

From Table Ten 2 and 3 above demonstrate similar result even if the number of respondents answers are quite differ. Additionally the respondents answered that football is the dominant sport among the players. Europe is made up of roughly 50 countries and it dominates the IOC. It's common practice to compare the US to Europe for a number of reasons. They have a similar population, similar economies and both have a significant role in world affairs. Europeans only care about their local teams and are not interested in watching other teams play .(Ryan John, handball writer in USA )

The contradictory is true for young boys to spend their time in watching European leagues, playing animated video games and chatting about players' status. Consequently this table realizes the concepts that the youngsters are highly motivated to play football at any cost in towns and volley ball at rural areas

Table 11: General Performance Analysis Test

Item	Sex	Height	Weight	BMI	Agility	Ball throw			Cooper test(m)	Sprint test(sec)	Flexibility	cross sectional
						R J	L J	Shot				
1.	F	1.90	50	13.9	17	3	1	3	2400	4:15	27	15
2.	F	1.75	52	16.9	17	4	0	2	2600	4:21	28	16
3.	F	1.75	51	16.7	17	3	1	4	2350	4:23	30	17
4.	F	1.67	50	17.9	18	4	0	3	2500	4:17	14	16
5.	F	1.37	36	18.9	18	2	0	4	2500	4:29	16	18
6.	M	1.75	51	16.7	15	6	2	6	2850	4:05	25	20
7.	M	1.75	53	17.3	15	5	0	5	2900	4:18	14	17
8.	M	1.70	52	17.9	14	4	1	7	2850	4:12	16	17
9.	M	1.80	57	17.6	15	5	2	4	2950	4:23	13	16
10.	M	1.78	57	17.8	15	4	4	5	2750	4:30	12	13

Table Eleven above be evidence for the performance analysis of selective sample players. Those numbers make sure about the age and anthropometry of the trainees. No matter what the growth of the athletes at the age of 13-15, height could not reach 1.90m, 1.75m and 1.80 m as noted on the table. This data was taken during selection process of project preparation at Negelle town and remains athletes profiles.

The BMI of these numbers also indicate poor body weight. Body weight/body stature is the criteria of selection. The reality on the ground is the athletes have real athletic talent conversely there is a huge RAE (Relative Age Effect) along with 10 players. Those players are not found at the same age



category. The best age for talent detection based on this type of multidisciplinary evaluation seems to be 15-16 years of age (U 16's category). Luis, (2011) the chronological age, height and weight, body mass index and optimal weight were studied. Age differences can result in significant variance in body size and success.

Table 12: Criterion and Performance Analysis

Item	Variables	Criteria reference	Performance		Remark
			F	M	
1.	Agility	16-17	14	14.4	Good
2.	Ball throw	30-40	25-28	30	Good
3.	12 run	2400-2700	2470	2860	Good
4.	Sprint test	4.2-4.3	4.9	4.27	Good
5.	BMI	18-24	16.9	17.5	Poor
6.	Hand span	19.63	20.63	16.6	Good

As the table above indicates the norm was developed from USA team selection minimum with requirement. This indicates that poor BMI. As mentioned above , these athletes profile were not exactly measured by project recruiting committee.

Area of research in sports sciences and particularly in the throwing events like handball age, weight, and body composition measures (fat and thin body mass) were additionally negatively related to the maximal oxygen uptake, and to the maximal velocity (Lars et. al., (2011)proposed Body Anthropometry seems to have an important influence on playing performance at the various playing positions.

Table 13: Vo2 max Analysis of handball players

Sex	12 min run	Vo2 max	Predetermine vo2 max		Percentage		%
			MAX	MIN	MAX	MIN	
F	2500	44.3	33.2	31	74.9	69.9	93.3
F	2450	43.2	33.2	31	76.8	69.4	90.4
F	2400	42.1	33.2	31	78.8	73.6	93.3
F	2350	41	33.2	31	80.9	75.6	93.44
F	2000	33	33.2	31	100	93.9	93.9
M	2950	54.3	48	42.1	88.4	77.5	87.66
M	2900	53.2	48	42.1	9	79.1	78.9
M	2850	52	48	42.1	92.3	80.9	87.6
M	2850	52	48	42.1	92.3	80.9	87.6
M	2750	49.	48	42.1	97.9	85.9	87.7

As table thirteen indicates for sample players of female and male players the maximum and minimum Vo2 max have no differences. The norm was taken to the average requirement and the performance level and age categories are far from norm developed by international level athletes. Therefore there is huge RAE among players.

Table 14: Guji Zone Sport Facilities at District Level

No	School name	School number	Field	Volleyball	Basket Ball	Handball
1.	Negele	11	3	10	4	2
2.	Liben	52	-	2	-	-
3.	Goro Dola					10
4.	Other	535	291	451	12	12

As indicated in Table 14 above, sporting facilities in Negelle (2), Liben (GoroDola(10) handball court are found at district level. More of volley ball field found in every school. Despite this handball in Negelle and Goro Dola, Volleyball and football are the free time activities among older and youngest. This table shows that where sporting activities are available there are shortages of facilities and where activities are abundant there is shortage of facilities.

#### **4.1.2 . Observation**

A four hours observation during recess time and where students available were carried out 2 times for all schools in two school shifting system.

- All principals were volunteers for observing schools and having meeting about activities
- There are only one handball field in Preparatory School
- Sporting facilities at all schools are not adequate. PE books not found for elementary school of grade 5-8. There are shortage of grade 12 students Text books.
- There is no ball for handball game in all schools. Huge number footballs found in all schools.
- There is no human ,financial and psychological support for PE teachers and players at school in all schools to foster handball
- students in three schools used to play football and was impossible to identify talent.
- students told from three schools very few of them were selected to play handball and players for the projects are those who were played handball three years ago.
- students did not need to play handball because the local sport administrators are highly support football and no facility and opportunity for handball
- in all school similar challenges existed .These are lack competition ,absence of material support ,poor motivation to play handball, and there is no standard field for handball. Physicality and energetic nature of handball make students not to play handball (fairness).

Table 15: Checklist

<b>CHECKLIST OBSERVATION OF SAMPLE SCHOOLS</b>		
<b>STEP/TASK</b>	<b>OBSERVATIONS</b>	
<b>FIRST OBSERVATION</b>	S	US
1. Greeting 3 schools principals	3X	
2. fields availability for all activities		3X
3. Sport facilities adequacy	3X	
a. equipment, books, manuals, balls		3X
b. facilities (sporting fields in handball)		3X
c. support (financial, psychological, and human power)		3X
<b>SECOND OBSERVATION</b>		
1. Handball competitions availability		3X
2. Talent selection from schools		3X
3. Talents found in schools	3X	
4. Organization of handball from the sample school		3x
5. Interest of students in handball		3x
6. Asking for challenges of handball ?	3x	
<b>THIRD OBSERVATION CHECKING OVER ALL ACTIVITIES</b>		

Generally, as the above checklist indicates throughout the three sample schools namely Goro Dola, and Liben only Negelle Preparatory school has handball field. There is no gainsaying that even the few activities available in sample schools. Unfortunately not much of such legacies are left. This is largely due to poor planning and management of Negelle schools sports personnel and local government have made effort to lay a solid foundation for handball and other sports at school. As a whole the expected change in the status of PE was the concern of National Policy on Education and National Sports Development Policy. These policies variously made prescription for the subject. The implication is P.E has no equal status with other school subjects.

However Negelle is the capital town of Guji Zone administering 16 districts. Therefore is expected to be role models for these woredas. As already indicated during the visit to Zone Youth and Sport Affairs, the secondary data call attention to potential area in athletics, Cultural Games like 'Korbo', 'Gebeta', 'tigil' (wristling) and Archery .By nature these activities are correlated to handball and require running, jumping, throwing, struggling mentally and physically. The second opportunity is that two sampling schools serve students who come from rural since the recruitment should include them but the reverse is true. Thirdly children in the area grow up with cows and camels milk, as a result they are mentally physically stronger.

#### **4.1.3. Analysis of Interviews and Focus Group Discussions**

On the bases of research questions raised earlier the researcher tried to relate the interview, observation and discussion made between different experts. topics discussed during interviews and focus group discussions:

- ❖ What challenges were there in the project in terms of opportunities and standard?
- ❖ Under what circumstances and condition, handball gains promotion and development at schools and project?
- ❖ How does the challenges exacerbate handball development?

##### **4.1.2.1. The problems of sport facilities at school and project**

###### **Interview with Education Office and sports experts**

What challenges were there in the project /schools in terms of opportunities and standard?

After detailed discussion and interview both experts said that having provisions of standard notch training facilities, equipment, supplies, and finance are crucial to sport participation in schools. The availability, maintenance, standard, funding, supervision, safety, and adequacy deserve adequate attention. When come to infrastructures at schools most schools have no training facilities and field for training.

How do you cooperate to run interschool competition and zonal champion together?

Both experts replied that the mandate is given for Youth and Sport Affairs to run school competition. There is no human power having knowledge of sport. Even there is no adequate sports wears and materials at school for this purpose.

The question is why the above problems remain historic at these spheres? The schools principals and experts deduced at schools problems:-

- ❖ firstly, the disconnection between the role played by Physical Education teachers ,education office and sport and Sport Council .The shopping ground for talent is schools .Talent are revealed and PE teachers oversee when talents are unearthed. On the other hand sports council should be staunch participant at all interschool to scout talent.
- ❖ secondly, quality training programs and sport education program for PE teachers and short training for experts and principals are needed to develop handball in schools.
- ❖ thirdly, no one is accountable for the decline of the sport than blaming the player and coach in the field. No legal regulation that make the sport council, sport office and PE teachers accountable for every activity of the sport.
- ❖ fourthly, lack of performance, participation and achievement motivation for PE and players at school are low. Participation motivation is recognized as motives of participation in competitive sports. No achievement motivation to the behavior of an individual who strives to accomplish something to do his best, to excel in performance. This involves competition with a particular standard of excellence of performance of once own or others. Their potentials seek to gain reorganization, approval of society and prestige. They quickly participate in sports and rush through their daily work and duties.

#### **4.1.2.2. Organization of the project as a professional challenge to the development of the handball project**

##### **How did the project organized?**

Athletes do not dropped from the skies .The way the project organized and formed do not follow marketing strategies to generate the required resource .The project is organized from limited school. Athletes age categories ranges 12-19 within one project. Talent refinement and recruitment do not follow specified model. The shopping grounds for players are naturally the schools. It is through this competition that a lot of new talents are revealed. However in case of Negelle and surrounding there are no distinctive procedures for talent hunt, redevelopment and retentions. Everything is done in a short-gun manner.

#### **4.1.2.3. Management as key problem in the area**

Financial allocation for local football and other sport is major drawback causing evidential competitive imbalance and declining of sport in handball. The development of handball in the region and Negele are not go hand in hand. Handball needs change in mindset and evaluation of new culture through professional methods and packaging the sport. Sport development at grassroots level is a focus of Ethiopia. Nonetheless only popular sport like athletics and football managed to crown with huge amount of money damping at federal and grassroots level.

Discipline in Negele Town and neighboring is a major talking point in the case of high expectation of winning at all coast and controversial referee judgments. Unfortunately masculine ideology among players exhibited .Children's are the key instrument and accelerators of problems during tournament.

#### **4.1.2.4. The project has no community foundation**

All the sport except the Football League has no community foundation. Promoting and delivering sport and physical activity in a community-based context are key challenges. The careful emphasizes were not laid down to research into the community with whom it will be working, establishing effective working relationships with key contacts in the community, delivering programs and enabling communities, through professional advice and expertise, establishing and sustaining opportunities for participation and development.

Generally speaking, mountain cannot be surmounted except by winding. Sporting event in handball ,organization in the project and competition as well as human resource are not built in an effective strategy, structuring and appropriate organizational design and managing a cross-cultural environment. The management is incapable of handling bureaucratic, technical, linguistic and behavioral differences.

#### **What is the probable solution for these challenges?**

Policy implementation is yardstick to measure such poor performances clouded by the organization, management and administration of the project. To confront these challenges needs identifying why these employees are underperforming i.e. lack of technical knowhow.

#### **4.1.2.5. Sport administration as a key challenge in sport like handball**

It is known that sport administrators help to ensure the smooth running of sport organization ranging from reception work to human resource .The promotion of services at projects, fundraising, and resource deals with supply chain management. Where sport gained political and social significance low public awareness and poor community development are seen.

To the very surprise equipment (sports wearing) for the project sent in the first season of preparatory period from regional sport office was odd and the coach incapable to distribute for trainees. From Negelle administrator 9 sport fields and court were planned to be constructed and officiated in organized meeting during evaluation of 2005 and 2006.

From the bottom line to federal level and media to inside the community, football is the only ball game in Ethiopia. Children are growing up dictating football and consider as measure of manhood. The Western culture came into influence when the victory of Emperor Menelik II (1889-13) brought football in Ethiopia. Since then football become the sign of victory.

#### **4.1.2.6. The Future of the Project in Negelle and Surrounding**

The development of handball in Ethiopia is an alarming and escalating challenges and problems. Coming back to the historic development comparing the effort and achievement at national and international level are not satisfactory. Even the nation has no participation out of the continent.

Therefore the key insight for the project handball should be establishing *developmental program*:

- ❖ **SMART Projects:** this program focused on the provision of technical expertise, materials, and financial support over a certain period. The development should support the development of handball through courses, provisions of handball, goals and literatures.
- ❖ **Foster Project:** the system adapted by national federation by nomination of lecturers to courses, inviting team for competitions, inviting participants for national courses, exchanging publication and materials, exchanging technical documentation and allowing a look behind the handball management.
- ❖ **Capacity Building Program:** EHF affords for the regions the Infrastructures Support Program for handball project. The local and National management can be facilitated by using the community centered approach.



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1. Summary

The study was basically descriptive it helps to make detailed analysis of existing incident with the intent of employing data to justify current circumstances. In addition different types of standard measuring means and performance analysis of Americans were used. At Negelle and Surrounding 3 schools were taken as a sampling school and the project was one destination area of this finding. The information was obtained from sample respondents through questionnaires, observation, and interview. The data were analyzed using percentage standard deviation and frequency. In addition, the information obtained through interview and observations were presented in complementing the data obtained by means of questionnaire. Based on the data analysis the following major findings were obtained.

The study was to pinpoint a study on the prospects and challenges of handball project at Negelle advocate potential explanation. To this end, the study strives to rejoin the following indispensable inquiries:

- ❖ What problems were there in the project in terms of opportunities and standard?
- ❖ Under what circumstances and condition, handball gains promotion and development at schools and project?
- ❖ How do the challenges exacerbate handball development?

Based on the data analysis the following major findings were obtained.

- ✓ The standard of the projects measured in 40 bench mark under 8 domains indicated that, the project is Philosophy and Ethics (10.6) , Growth and Development (6.1), organization and administration (7.2).Everything is on paper and not implemented and even not in plan of action.
- ✓ In Negelle sport administration, organization and management are poor.
- ✓ Human power distributions throughout the zone and Negelle entail lack of sports personnel who trained in sporting field. Particularly in Negelle, professionalization 6(54.5) and organizational effectiveness 9(16%) are the main problems according to the respondents and evidences gained.

- ✓ Guji Zone is the highest sport potentials area. As an example each districts to be found athletics arena 5 in number.
- ✓ Whenever a project is prepared there are basically procedural requirements. However the specific models were not employed by the coach and recruiting committees.
- ✓ there is no parental support for handball project and even lead by no means of community foundation
- ✓ handball at sample schools was poor due to lack of competitions, interest and absence of school sport organization in the form of CRC and absence of media coverage in handball and role models
- ✓ students interest and handball players to handball project are less because of local football dominance. Students at early school age exercise football than handball.
- ✓ sporting facilities, equipments and support from sport administration are not adequate
- ✓ the playing ability of the project players are not satisfactory due to poor BMI, and RAE as well as the profiles of the players age are not under 15 and their age found between 12-19 years of age.
- ✓ the disconnection between PE teachers, Education Office and sport Councils handball declined in school and project as well
- ✓ absence of quality training program and accountability for decline in handball, and lack of performance motivation, participation motivation and achievement motivation the players and sports PE teachers are low.

## **5.2. Conclusion**

This research study is anticipated at investigating challenges and problems on Negelle and surrounding handball project .Based on the top of summary of the study, these conclusions were drawn. Due to poor administration structure at grassroots (Negelle and surrounding)and lack of implementation of the Sports Development Policy, talent dies the natural death .Despite this the standard of the project when measured on the bases of American Alliance for Health, Physical Education, Recreation and Dance shows highest implication of the players natural ability and low status in Growth and Development, Teaching and Communication and Sport Skills. This is because lack of infrastructures, equipment, facilities and support from coaches are the major challenging

issue emanated from inefficient leadership role of the project organization, management and administration.

Negelle and its surrounding area are known by latent talented prospective area in athletics, cultural sport and football. Handball therefore correlated to in throwing, running (short distance) and jumping skills. Wrestling is a branded game in the area. If this is the case handball by nature is highly related with these sports .Therefore handball has a great prospect to be promoted and developed. Even though handball in schools in the area are handicapped by poor organization of CRC, quality competition, and lack of sport personnel to run the sport and prepare players of competition.

Generally ,the project is not prepared on the basis of finance, biological recruitment educational feature and social aspects .Football is considered as measure of manhood consequently ,children specialized football early ,of these lose transferable skills and talent in handball. The role of family in handball project is too low and athletes are obliged to drop from training .Athletes playing ability are predicted from physical, psychological, anthropometric and performance variables found that the project was not prepared on the bases of talent detection, identification, confirmation, orientation and selection from rural area. When age precision studied from athletes profile, the exact age limit of training stage , age category found problems. This implies that the project consists of RAE problem.

### **5.3. Recommendation**

In view of the findings of this study, the researcher recommends the following:

1. to make the management, organization and administration effective, governing bodies should have management skills of high grades in sport and relative field.
2. while project is prepared talent should follow detection, identification, and confirmation orientation and selection formula procedure.
3. Negelle and surrounding area are known by athletics and Cultural Sports therefore handball projects of age grade should be prepared and managed properly.
4. handball should be embedded in schools and 'school organization' in the form of CRC, capacity building and community links emerged from whole schools of grades 5-12.
5. relative Age Effect should be given more attention for consistency of handball project from the grassroots to federal government.

6. parental involvement should be responsive in a project to serve for sampling years ( Ages 6-12) leadership and initiate sport; specializing years (Ages 12-15) support equipment, coaches and facilities and investment years (Ages 16<sup>+</sup>) provide financial support and emotional guidance.
7. the careful emphasizes should laid down to community based handball to establish sustaining opportunities for participation and development Handball Project.
8. there should be connection between grassroots sport and federal sport administration and schools to foster sport and youth development.
9. the problems of finance to the project should be solved by adding taxes in merchants transporting up to 20 lorries of chat and that generate 2 million birr per day for the town
10. this study has shown that the current standing of the project, management, organization and administration. Hence, it is suggested in the application of methods, techniques and tools to increase efficiency at the organizational level.

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## Appendix-1

Addis Ababa University College of Natural Science Department of Sports Science Handball Coaching  
Specialization

### Questionnaires for Preparatory school students

This questionnaire is prepared to gather information for **thesis** purpose. Its objective is to assess your opinions on the problems of handball projects and the prospects of handball in Negelle Town. The researcher kindly request you to give your genuine response for each of the questions. All information and data you provide will be used only for the purpose of this research only. Instruction: - Write your own background information on the space provided

Key: Write 1 if no activities done and NOT planed 2; if the activities are on **plan** but not in action; 3 if the activities are planned and done in half and 4 where fully done and planned.

Coaching Standards and Benchmarks the coach should:	Scale standard			
	1	2	3	4
1. Develop an athlete-centered coaching philosophy that aligns with the organizational mission and goals.	x			
2. Communicate the athlete-centered coaching philosophy in verbal and written form to athletes, parents/guardians, and program staff.	x			
3. Welcome all eligible athletes and implement strategies that encourage the participation of athletes		x		
4. Manage athlete behavior consistent with an athlete-centered coaching philosophy.			x	
5. Ensure that clearance for athletes to participate fully or partially in practices or contests is given by a parent, guardian, and/or medical professional.	x			
6. warrant an athlete's lack of sleep and/or emotional state could a change in practice plans.	x			
7. Recognize health status, body structure, and physical conditions that predispose athletes to common injuries specific to the sport.	x			
8. the game has adopted to be age-and situation appropriate in terms of organization ,physical and behavioral aspects playing court goals, balls and players numbers	x			
9. The coach understands and teach appropriate nutrition and weight management practices.		x		
10. Assist athletes in timing and selection of food options to fuel optimal energy production for practices and contests.		x		
11. Assist athletes in regulating safe levels of hydration.			x	
12. Provide accurate and timely information to athletes and parents/guardians about sound nutritional principles as part of training and preparation for competition.			x	
13. Provide accurate and timely information about body composition and healthy weight management.		x		
14. Be proactive in identifying potential eating disorders and referring athletes for appropriate professional assistance.			x	
15. Teach and encourage athletes to take responsibility for their actions in adhering to team rules.			x	
16. Design practices to allow for athlete input and self-evaluation.	x			
17. Communicate to athletes their responsibility in maintaining physical and mental readiness for athletic participation and preparation for competition.		x		
18. Encourage athletes to practice leadership skills and engage in problem solving.	x			

19. Provide athletes with different tools to manage conflict.		x		
20. Provide specific opportunities for athletes to mentor others.		x		
21. Demonstrate appropriate use of intrinsic and extrinsic rewards to enhance motivation and learning.	x			
22. Share with athletes effective stress management coping strategies.	x			
23. Utilize sound mental skills to build athlete self-confidence.	x			
24. Help athletes to develop a mental game plan that includes pre-game preparation, a contingency plan for errors during competition, and how to avoid competitive stress.	x			
25. Help athletes improve concentration by learning attention control strategies.		x		
26. Analyze opponent's personnel to organize team for competition.		x		
27. Create game plans by observation of opponent play, athlete statistical information, and previous competitive experience.	x			
28. Make adjustments in strategies for practice by identifying patterns and styles of play.		x		
29. Develop scouting tools for collecting and organizing information about opponents.	x			
30. Organize and conduct effective informational meetings before, during, and after the season.	x			
31. Communicate policies and ongoing program activities to athletes, staff, parents/guardians, administrators, and/or the public.	x			
32. Prepare athletes to be involved with public relation activities.	x			
33. Advocate the value of the sport program through positive communication with the media and others.		x		
34. Use formal written evaluations to assist in selecting and retaining program personnel.	x			
35. Be diplomatic when providing feedback on personnel evaluations or hiring decision		x		
36. Collect input from athletes, parents, guardians, coaches, and other stakeholders regarding athlete				
37. satisfaction and perception of season goals, and coaching performance		x		
38. the simple organizational aspects of match should entrusted to the participants including time keeping and score keeping (leadership and control during the competition)		x		
39. Satisfaction and perception of season goals, and coaching performance	x			
40. Conduct periodic self-reflections on coaching effectiveness	x			
Total rating comment				
1=4	3=0.67			
2=1.5	4=0.25			

### Appendix-2

Addis Ababa University College of Natural Science Department of Sports Science Handball Coaching Specialization

Questionnaires for Preparatory school Students

Dear Students:-

This questionnaire is prepared to gather information for thesis purpose. Its objective is to assess your opinions on the problems of handball projects and the prospects of handball in Negelle Town. The researcher kindly request you to give your genuine response for each of the questions. All information and data you provide will be used only for the purpose of this research only

Instruction: - Write your own background information on the space provided

Name of the school \_\_\_\_\_ Sex \_\_\_\_\_ Grade level \_\_\_\_\_ Age \_\_\_\_\_

Title Selected	Respondents(students)	
	Agree	Disagree
1) Is the following your favorite sport?		
a) Handball		
b) Football		
c) Basketball		
2) youth spent their leisure time in playing football what is your perception. Because :		
<b>2.1.</b> media coverage from journalists are too high		
<b>2.2.</b> the European league dominated youth		
<b>2.3.</b> there are no competitions of other ball games		
<b>2.4.</b> no interest from the young and no model players		

**Appendix-3**

Addis Ababa University College of Natural Science Department of Sports Science Handball Coaching Specialization

Dear Students:-

This questionnaire is prepared to gather information for thesis purpose. Its objective is to assess

Your opinions on the problems of handball projects and the prospects of handball in Negelle Town. The researcher kindly request you to give your genuine response for each of the questions. All information and data you provide will be used only for the purpose of this research only.

Instruction: - Write your own background information on the space provided

Name of the school \_\_\_\_\_ Sex \_\_\_\_\_ Grade level \_\_\_\_\_ Age \_\_\_\_\_

Number	Title Selected	Respondents(handball players)	
		yes	no
6)	Do you have interest in team handball?		
7)	Did you played handball in your school champions?		
8)	Is there any environmental influence in your town?		
9)	Does your parent support to play handball?		
10)	Is there sport co-curricular activities in school?		

### Appendix-4

Addis Ababa University College of Natural Science Department of Sports Science Handball  
Coaching Specialization  
INTERVIEWEE FOR SPORT ADMINISTRATORS

1. How many projects are comprised in your local and what opportunities are there?
2. What is the main objective of the Negelle handball project and do you have similar projects across the town? If no, please your reason.
3. What is the current status of handball in the town?
4. What is the correlation of PE with handball project?
5. How did the project organized in terms of resources?
6. What are the challenges in the project development ?
7. What is the negative effect of early specialization of one sports in handball development?
8. What are the root causes of these challenges of handball project in Negelle town come from?
9. What facilities and support are there for children to participate in school and project
10. How do you cooperate to run interschool competition and zonal champion together?

### Appendix -5

**Addis Ababa University College of Natural Science Department of Sports Science Handball  
Specialization**

USA TEAM HANDBALL EVALUATION FORM (ATHLETE) AND PROFILE

Note: Scores used within this form are for informational purposes only. and used for performance test .KEY: use "x "sign for your answer and the weight of the answer represented as follow

system for team selection	Rating Scale				
	1	2	3	4	5
1. Individual Offensive Skills Rating Comments			X		
I-on-I situations			X		
Ball Handling (pass/catch/dribble)			X		
Faking / Setting Picks			X		
Footwork /Positioning			X		
Passing (Goalkeeper) – Short /Long				X	
Throwing (Ground / Jump/ Situation)				X	
2. Individual Defensive Skills Rating Comments					
Footwork / Positioning			X		
I-on-1			X		
Blocking (court players)			X		
Checking / Intercepting			X		
Blocking (GK) – High Shots (Goalkeeper)			X		
Blocking (GK) – Mid Shots			X		
Blocking (GK) – Low Shots			X		

Blocking (GK) – Wing Shots			X		
3. Tactical Offensive Skills Rating Comments					
Decision: 1-on-1 to throw and/or pass		X			
Changing Positions / Crossing		X			
Attacking the Gaps / Creating Overload		X			
Court Vision and Anticipatory Skills		X			
Game Knowledge and Usage		X			
Interaction with neighbor/team			X		
4. Tactical Defensive Skills Rating Comments					
Give over/take over			X		
Court Vision and Anticipatory Skills			X		
Game Knowledge			X		
Interaction with neighbor/team				X	
5. Psychological Skills and Factors Rating Comments					
Motivation			X		
Self-confidence			X		
Handling pressure/defeats/victories		X			
Discipline / Attitude	X				
6. Conditioning					
Strength & Conditioning					X
Teamwork & Leadership					X
Versatility: Offense / Defense					X
7. Communication & Interpersonal Skills					
responsibility & loyalty			X		
respect & trustworthiness			X		
non/verbal interaction			X		
8. Organizational & Instructional Skills					
Game Experience (last 8 months)					X
no. of zonal games played	X				
no. of national games played	X				
Final thoughts & recommendations					
Scale: 1/=poor 2=weak/below average 3=average/competent 4=above average/solid/consistent 5=very good/excelling					

## Appendices -6

Addis Ababa University College of Natural Science Department of Sports Science Handball Specialization

Anthropometric, Physical,  
Physiological, and psychological Performance Test

Sex of trainee \_\_\_\_\_ age \_\_\_\_\_

Name of the experts \_\_\_\_\_ Role of the experts \_\_\_\_\_

<b>S.No</b>	<b>Variable</b>	<b>Measuring instruments</b>	<b>predictor variables</b>
1.	Height	Meter	Anthropometrical
2.	Weight	Kg	Anthropometrical
3.	Body composition	BMI/Kgm <sup>-2</sup>	Anthropometrical
4.	Endurance	Cooper test	Physical test
5.	Throwing	Performance test	Physical test
6.	Jump Shot Right Wing	Performance test	Physical test
7.	Jump Shot Left Wing	Performance test	Physical test
8.	Hand Span	Manual Meter	Physiological
9.	Speed	60m	Physical
10.	Technical -tactical	Observation	Physical
11.	Psychological test	Observation and interview	Psychological
12.	Agility	Triangle test	Physical

## Appendix-7

### OBSERVATION CHECKLIST

Name of the school: **Liben, Negelle, and Goro Dola**. Date :June- July,2011

How often:3 times

#### CHECKLIST FOR PERFORMANCE TEST

Place a “e” in case box if task/activity is performed/existed **satisfactorily**, an “X” if it is **not** performed **satisfactorily**.

**S=Satisfactory:** Performs the step or task according to the standard procedure or guidelines

**US=Unsatisfactory:** Unable to perform the step or task according to the standard procedure or guidelines

CHECKLIST OBSERVATION OF SAMPLE SCHOOLS		
<i>Date June 12,2014</i>	<b>OBSERVATIONS</b>	
<b>STEP/TASK</b>		
<b>FIRST OBSERVATION</b>		
1. Greeting school principals and checking fields available		
2. Asking the sport facilities adequacy		
d. equipment books, manuals, balls		
e. facilities (sporting fields)		
f. support (financial, psychological, and human power)		
<b>Date June 24/2014 SECOND OBSERVATION</b>		
7. Is there handball competitions ?		
8. Is there any talent selection from schools ?		
9. Is there any talents found in schools ?		
10. What is the Interest of students ?		
11. Are there challenges of handball ?		
<b>Date 3/2014 THIRD OBSERVATION CHECKING OVER ALL ACTIVITIES</b>		



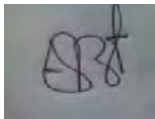


# Declaration



I the undersigned, declare that this is my novel work, has not been presented in any university or colleges. All pertinent resource of supplies used for the thesis are accordingly acknowledged.

Name: Shimelis Mindaye



Signature

Date of submission \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

This thesis has been submitted for examination with my approval as

University advisor

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date of submission \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Date of approval \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_