

JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE



FACTORS AFFECTING FEMALE STUDENTS PARTICIPATION IN
TEACHING LEARNING PROCESS OF HANDBALL.IN CASE OF GULISO
PREPARATORY SCHOOL

BY:

SHIBIRU BEYENE DJILCHA,

A THESIS SUBMITTED TO THE DEPARTMENT OF SPORT SCIENCE,
COLLEGE OF NATURALSCIENCE, JIMMA UNIVERSITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER
OF EDUCATION IN TEACHING PHYSICAL EDUCATION.

November21 , 2018
JIMMA, ETHIOPIA

FACTORS AFFECTING FEMALE STUDENTS PARTICIPATION IN
TEACHING LEARNING PROCESS OF HANDBALL. IN CASE OF GULISO
PREPARATORY SCHOOL .

BY

SHIBIRU BEYENE

ADVISOR Mr: SAMSON WONDRA YID
CO-ADVISOR Mr: BESHIR EDO

November 21 , 2018
JIMMA, ETHIOPIA

JIMMA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF NATURAL SCIENCES
DEPARTMENT OF SPORT SCIENCE

DECLARATION

By my signature below, I declare and affirm that this Thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and compilation of this Thesis. Any scholarly matter that is included in the Thesis has been given recognition through citation.

Name: shibiru Beyene Djilcha

Signature _____

Date: _____

Department: _____

JIMMA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF NATURAL SCIENCES
DEPARTMENT OF SPORT SCIENCE
APPROVAL SHEET

As members of the Examining Board of the Final M Sc. Open Defense, we certify that we have read and evaluated the thesis prepared by: Shibiru Beyene entitled: Factors affecting female student participation in teaching learning process of handball. In case of Guliso preparatory school .

. We recommend that it could be accepted as fulfilling the thesis requirement for the degree of Master of Education in teaching physical education.

Samson Wondirad (Asst. prof)	_____	_____
Name of Major Advisor	Signature	Date
Co-advisor Mr: Beshir Edo.	_____	_____
Name of Co Advisor	Signature	Date

As member of the Examining Board of the final M Sc. Open Defense, we certify that we have read and evaluated the thesis prepared by Shibiru Beyene and examine the candidate. We recommend that the thesis be accepted as fulfilling the thesis requirement for the Degree of Master of Education in teaching physical education..

Amanu E (MSc)	_____	_____
Name of Chairperson	Signature	Date
Mr:Hirko Taye	_____	_____
Name of Internal Examiner	Signature	Date
Dr. Habtamu D.	_____	_____
Name of External Examiner	Signature	Date

Graduate Thesis Ownership Agreement

This thesis is a property of Jimma University, an institution that awarded MSc/PhD Degree to the graduate student and funded its research cost fully or partly. The research work was accomplished under the close support and supervision of the assigned University's academic staff. It is therefore strictly forbidden to publish, modify, or communicate to or put at the disposal of third party the entire document or any part there of without the common consent of the research supervisor(s) and the graduate student. Disregarding this agreement would lead to accountability according to the Jimma University's Research and Publication Misconduct Policy Article 1.7 of the University's Document for "Guidelines and Procedures for Research, March 2012".

Shibiru Beyene Djilcha	_____	_____
Name of the Graduate Student	Signature	date
Samson Wondirad (Asst. prof)	_____	_____
Name (s) of the Research Supervisor (s)	Signature	Date
Amanu E (MSc)	_____	_____
Name of Chairperson	Signature	Date
HirkoTaye (MSc)	_____	_____
Name of Internal Examiner	Signature	Date
Dr. Habtamu D.	_____	_____
Name of External Examiner	Signature	Date

Title of the Thesis: - Factors affecting female students participation in teaching learning process of handball. In case of Guliso preparatory school .

Degree Awarded: MSc/PhD (Encircle one)

BIOGRAPHICAL SKETCH

Mr. Shibiru Beyene Djilcha was born on July 12, 1973 G.C in Gallawo Gute Keble, Guliso Worede Western Wollegga Zone, of Oromiya Regional State, from his Father Beyene Djilcha and his Mother Martha Gobena. He was attended his Elementary Education at Gallawo Elementary school and Secondary School Education at LASS (Lalo Ayira Secondary School) respectively. After completing High School Education, he joined Nekemte Teachers Training Institute and graduated with Certificate in General Education in 1999 G.C. Having graduated he was employed by the Government and worked for Seven years in Satano Dima Elementary School in Haro Sabu Woreda, and three years Wayu Mani elementary school in Guliso woreda of Western Wollegga Zone .Then joined Nekemte Teachers College in 2004 G.C and graduated with Diploma in Aesthetics Education. /Art, Music and Health and Physical Education. To upgrade his educational career again he joined Haramaya University and finally graduated with Bachelor Degree of Education in Health and Physical Education with minor Biology in 2014G.C in summer service program. he had been serving at Gulisoo high school for one year and then he joined Jimma University in 2014 G.C to pursue his Master of Education in Teaching Physical Education.

ACKNOWLEDGMENTS

I would like to express my deepest thanks to my advisor Mr. Samson Wondrayid for his valuable professional and technical assistance as well as his support and constructive comments he gave me in all my work, as a result of making the writing of this research a real success. It is due to his unreserved help and continuous guidance that I have a good impression in how to come up with my final work of research.

I also express my special thanks to Co Adviser Mr. Beshir Edo .And in my working place, my acknowledgments go to the school administrators, teachers and students of Guliso and Horst Spring Preparatory School staff whom I appreciate for their contribution they made.I also express my thanks to my wife Balayinesh Gemmachu for her continues support in psychological and moral support. I am greatly indebted to my sons and daughter Bilisa .My sons Dani , Lalistu ,Meti and Kabso for their love and appreciative patience and every day moral support they gave me to accomplish my MA thesis. They were my strength for my success.

I would like to convey my partner Tsageye Hordofa for his encouragement during my study. Finally I would like to say thanks for all grade 12 female students , principals , teachers who helped me in conducting my interview and group discussion at their respective schools in willing for my interview and responding to my questionnaire.

ACRONYMS AND ABBREVIATION

AAHF: Addis Ababa Handball Federation

AASC: Addis Ababa Sport Commission.

BAPS: Biftu Ayira preparatory school

EHF: Ethiopian Handball Federation

FGD: Focus Group Discussion.

GCC: Guidance and Counseling Committee

GPS: Guliso preparatory school.

GWPS: Guliso Woweda preparatory school.

HSPS: Horst Spring preparatory school

IAHF: International Amateur Handball Federation

IFS: International Sports Federations

IHF : International Handball Federation

KETB: Keble Educational Training Board

NTTC: Namaste Teachers' Training College

PTA: Parents Teachers Association

OCOGS: Organizing Committees for the Olympic Game

YMCA: Young man Christian Associations

Content	Page
Biographical sketch.....	i
Acknowledgments.....	ii
Acronym and Abbreviation.....	iii
Table content.....	iv
Lists of Tables.....	vi
Abstracts	vii
Chapter One	1
1.1. Introduction.....	1
1.2. Back Ground of the Study.....	1
1.3. Statement of the Problem.....	2
1.4. Research Question.....	6
1.5. Objectives of the Study.....	6
1.5.1. General Objectives.....	6
1.5.2. Specific Objectives	6
1.6. Significance of the Study	6
1.7. Delimitation of the Study.....	7
1.8. Definition and Operational Terms	7
Chapter Two.....	8
Review Related Literature	8
2.1. Historical Development of Handball in Ethiopia.	8
2.2. Women in Handball	9
2.3. History of Women in sport	10
2.4. Characteristics of Teaching Handball.....	10
2.5. Effective Teaching In handball.....	11
2.6. Major Problem in Teaching Handball.....	12
2.7. Factors Affecting Female Participation	14
2.8. Factors Related To Teachers.....	15
2.9. Factors Related To School	16
2.10. Factors Related To Family.....	16
2.11. Factors Related To Socio Culture	17

Chapter Three	18
Research Design and Methodology	18
3.1. Study Area	18
3.2. Research Design.....	18
3.3. Population	18
3.4. Source of data	19
3.4.1 primary Data	19
3.4.2 Secondary Data	19
3.5. Sample and Sampling Techniques	19
3.6. Data Collection Instrument	19
3.6.1. Questionnaire	19
3.6.2. Interview	20
3.6.3. Focus group Discussion	21
3.7. Procedures of Data Collection	21
3.8. Method of Data Analysis	21
3.9. Pilot study	22
3.10. Validity and reliability	22
3.11. Ethical Consideration.....	23
Chapter Four	24
4.1. Data analysis and interpretation.....	24
4.2. demographic characteristics of respondent	25
4.3.School related problem of respondent s on female participation.....	27
4.4.Parentalrelated problem of respondents on female participation.....	35
4.5.societalrelated problem of respondents on female participation.....	43
Chapter Five.....	50
5,1,Summary	50
5.2.Conculussion.....	55
5.3.Recommendations.....	56
Reference	58
Appendex	62

Lists of Tables

Table 1. Reliability statics.....	22.
Table 2: demographic characteristics of respondents	25
Table 3. Independent t-test for the mean rating of respondents regarding on School related problems for female students participation in teaching learning process of handball.....	27
Table 4. Independent t-test for the mean rating of respondents regarding on parental related problems for female students participation in teaching learning process of handball.....	35.
Table 5. Independent t-test for the mean rating of respondents regarding on societal related problems for female students participation in teaching learning process of handball.....	44

Abstract

The propose of this study was to assess the factors that affect female students participation in teaching learning process of hand ball and to find the barriers that cause these problems of female students on participations in teaching learning process of handballs as well as to determine the possible solutions for these challenges. To carry out this study descriptive method was employed. Samples were taken from grade 12females students, teachers & Principals of the school using simple random sampling. The data were collected by using close ended questionnaire, interview and focus group discussions. Both qualitative and quantitative data analysis method were employed in order to reach the results. Data obtained through close ended questionnaire were analyzed using Statistical Package for the Social science (SPSS Version 20) soft ware. The statistics were entered into. Frequency count, Percentage and word, mean and standard deviation. The major finding indicated that absence of the instructional materials, Absence of equal period allocation, Shortage of PE Teachers capability, Low participation of motivating female students, Weakness of teacher's demonstration ,problems of cultures and cross cultural suctions& social norms , Presence of traditional and socio-cultural problems .Reason related with conventional believes on women role. Problems lie under family. Problems of poor -attitude of community. Society & female students .presence of Poor-societal recognition, The presence of social ignorance &Low perception societal groups, Low estimation value of social group is the main ones, It was concluded that the participation of female students with hand ball lesson as subject matter were highly affected by the combination of school ,Parent and societal related problems. Therefore, based on the findings of the study, it is recommended to improve female student's participation in handball teaching with the help of physical education teachers. In addition to the community help, Parent, Teachers Association, Policy makers, KETB ,Guidance and Counseling of the school, Principals and the whole youth &sport office were recommended to take part their own contribution to improve female students participation in teaching handball for futures.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Handball is one of the most rapidly becoming popular games all over the world. Accordingly, it was spread to be popular in Sweden, Norway, Denmark and German. It believed that, Denmark was recognizes as the birth place of modern handball. As result the rules for modern handball was drawn up by Danish Gym teacher Holger Nielson in 1898, and published in 1906. The International handball federation (IHF) was formed by the initiative and invitation of Denmark and Sweden .The founding members of the new federation were: Denmark, Sweden , France, Netherlands, Switzerland, Poland and Norway.

According to the data obtained from Ethiopian Handball Federation, the game handball was introduced into our country during the 1967s via university instructors, Yaekob (2014). After few years, participants consisting of members from the police, military forces and various sectors have been provided with the relevant courses on the subject sport. This arrangement laid the ground for frequenting handball sport among the country's citizens, Addis Ababa Handball Federation. The Ethiopian Handball Federation was established in 1969. One year later, 10 clubs were established in Addis Ababa for the first time, which was followed by the establishment of Addis Ababa Handball Federation in 1993 under the Addis Ababa Sports Commission. Then, Ethiopian championship competitions were organized and conducted in the case of which Ethiopia has been accredited as one of the International Handball Federation members in 1971. Due to the above reasons, handball become on the process of widely developing game throughout the world and in our country (Ethiopia). Here the schools have a significant role in producing a well trained physically fit and skilled manpower to the well being of generation in handball. In these Aspect teachers, School community, parents (family), society groups and Professionals, Principals specifically have a great role in improving young female students and contribute in achieving them to reach them in achievable level of the countries by giving continuous supporting through Physical education which is an interesting subject contains many discipline within and which physical education, resources for developing quality physical education programs designed to provide students with knowledge and ability needed to maintain in active, healthy lifestyles. It is best to have plenty of experience and knowledge about how to perform and teach different physical activities such as, running, basketball, handball, foot ball

etc. this may support by the idea, physical education is an educational course related to the physical of the human body, taken during primary and secondary education that encourages psychomotor learning in a play or movement exploration setting to promote health. But females in Guliso preparatory schools especially in Guliso Woreda was viewed to the researcher as they had less participatory history in handball. Handball is a sport from the category known as sport games as revealed indicated above starting as introduction. , and is becoming more and more popular in the world. Handball is a sport that requires speed, played by two teams with six outfield players and goalkeeper on each side that the game is a full contact sport. Handball discipline with the use of different teaching strategies and methodical ways play a big role for the success of effective participation of student in the field of physical education. However, the participation of female students in teaching handball in Guliso preparatory school was very weak, when it was compared to boys in this school. So the presence of a weak performance of female students in the lesson of handball in Gulliso Preparatory school were attracted me to carried out the study. Physical education teachers help not to implement the above strategies into practice. Therefore, the purpose of this study is thus to investigate the major factors that contribute to low participation of female students in teaching handball and minimize the impact in Glliso preparatory school of Guliso District.

1.2. Statement of the Problem

Students in Ethiopia have received several years of physical education teaching. Physical education has been given as a vital and unique subject among all, it is because of that provides movement as a primary means to give the lesson. Different researchers and concerned bodies showed that females can have a low participation record towards handball .This is may be resulted from lack of interest or motivation on the side of student, physical education teachers, class size, students personal and family background ,problems of cultures or with other certain reasons. On the other side physical education teachers and instructors are expected to have great experience in their work with children and female students in order to accomplish the teaching learning process.

Researchers have done studies that related with the idea of handball learning. Like: (Simiret Demise,2014) argued by his research finding that the finding of this study indicates are as follows: lack of handball game awareness in the community, lack of media coverage, dominance of other ball games, insufficient number of annual competition, absence of

professional coach, low motivation, inconsistent training, inadequate facilities and equipment, weak supervision, absence of role model, and lack of support from responsible bodies are some of the major findings. Besides the finding of the above researcher, there may be other problems which greatly hindered female students participation in learning physical education, mainly in handball learning. In relation to Simirit finding the researcher has confronted with other gaps which should be filled by further research. These include. family attitude and support, social influence, economical problem to buy sportswear and materials, Students attitude towards PE, absence of room for changing clothes, weakness of teachers relating the lesson to the life activity of female students, poor parental attitudes ,negative attitudes of the community are some of them. In a similar way, Similarly (Belay Lemma,2011)have studied on the practical and challenges handball teaching in some selected preparatory schools .However, there was no study that has been conducted on factors affecting on the low participation of female students in learning handball.

As studied by Andinat Dutamo (2014) in his Research finding, he underlined the issue of gender, particularly in education has become a concern as a server problem in developing nation like Ethiopia. He raised this issue as lack of family guidance and counseling in appropriate instructional materials in the field, socio-cultural problems and the existence of little research in the area.

Besides the finding of the above researcher, there may be other problems which greatly hindered female students participation in learning physical education, mainly in handball learning. In relation to Andinat's finding, the researcher has confronted with other gaps which should be filled by further research. These include negative attitude of female students themselves towards learning physical education, particularly handball; weak role of the teachers of physical education in relating the lesson to the life activity of female students; problem of period allocation in relation to other subjects. It was these gaps and even additional problems which forced the researcher to conduct his finding and to recommend the concerning bodies.

Desatu (2017) claimed in her study that there are many factors, which hindered the female students' participation in leaning physical education. These include family attitude and support, social influence, economical problem to buy sportswear and materials, Students attitude towards PE, absence of room for changing clothes, separate latrine and water service.

Yonas Kasahun (2014) argued by his research finding that the performance of the teachers' ability to demonstrate during the lesson was poor; lack of adequate material and facilities also affected the females' need of participation. Physical education teachers' interactions with their students were not in admiring level. Lack of interest and motivation had also seen as problems during the lesson. He also concluded that the participation of female students with handball lesson as subject matter were highly affected by the school with shortage of facilities and equipment, attitude of female student and teachers.

Both Desatu and Yonas had identified many problems similarly and differently that hindered female students to participate in learning physical education particularly handball. In spite of their investigation that identified many problems that affect female students to take part in learning physical education, mainly handball, there are many other factors which still needed additional finding to be identified and recommended to the stakeholders. Among other things, the educational policy towards physical education regarding period allocation per week; lack of awareness of female students about the significance of handball learning; Problem of managing large class size to facilitate the well running of the lesson in practical class. It was these and other problems that forced the researcher to conduct further investigation on the issue.

Kasaye Kasate (2014) identified in his study that female students' experience many and varied barriers to participating in physical activity. These include lack of time, socio-cultural influence, lower economic status, body image, safety and lack of support, lack of appropriate educational system. Despite the fact that there may be another factors which can hinder learning handball and again need additional investigation to recommend the concerned body. Amongst the others, the main factors are family support; low attitude of female students; lack of awareness about the significance of handball learning; and others.

Belay Lema (2014) Identified in his study that the students are not interested in the handball teaching, lack of encouragement for family, teachers and other concerned bodies, inadequacy of school facility and teaching materials in which he recommended the concerned body. However, a number of factors are there to hinder the female students in learning handball. Amongst the other, low attitude of the female students towards handball, incapability of the subject teachers to demonstrate the importance of handball in practical class, wrong attitude of the society towards their female students in taking part in handball learning culturally, and the others.

These factors and the others were the main to encounter the researcher to investigate further finding and to recommend the concerning bodies.

Afewerk Tekly (2014) Claimed that the interest of the students are low in the handball teaching, shortage of motivation for the family, teachers and others concerned bodies, inadequate of school facilities teaching instruments as a major hindering factors. However, the researcher identified more problems which still waiting for advance investigation and recommendation to the stack holders. The problems identified by the researcher besides the above identified by Afewerk, included lack of awareness female students concerning the significance of handball learning; Problem of managing large class size by the subject teacher; inappropriate period allocation for the subject. These and other problems are the factors that forced the researcher to conduct this research to recommend the concerning bodies.

Hailu .T (2012) Argued as a result of his research finding indicate that the participation in PA among female students is low and they encounter multitude of barriers to participate in the types of PA they need to maintain, King, E and Hill (1993).The most identified barriers were: lack of knowledge and information, lack of suitable equipments, religion. Besides that, there are also many different factors that affect female students more in teaching handball. To mention some of these problems, lack of awareness of the students on the importance of physical education in general and of handball in particular; poor parental perception towards female students participation in teaching HB; unconsciousness of society on the usefulness of teaching handball. However, from researcher's own experience, as physical education as well as observation and supervision made on stated female students teaching participation activities of female students in Gulliso Wereda Preparatory schools, the researcher has noticed that preparatory school female students were not competent to participate in their school ,teachers and principals were not motivating them. Parent and community participation were very low. In addition society and other related issues to improve female students participation in handball teaching were also very low. In addition of this there is no any research has been studied yet around this area in this woreda . Thus the researcher motivated to study on this title to fulfill the gap in this area that needs to be fulfilled. Therefore, the purpose of the study is to investigate, female student's participation in teaching handball and to identify the factors that affects female student's participation in teaching hand ball. In order to achieve this purpose the following basic research quotations were raised in the study.

1.4. Research questions

- 1) What are the school related factors that are affecting participation of female student's in teaching learning process of handball?
- 2) what are parental related factors that are affecting participation of female students in teaching learning process of hand ball?
- 3)what are the societal related factors that are affecting participation of female students in teaching learning process of hand ball?

1.5. Objective of the Study

1.5.1. General Objective

The general objective of the study is :

Understand the factors that affects female students participation in teaching learning process of handball. ,

1.5.2. Specific Objective

The specific objectives of the study are:

- 1 To assesses school related problems affecting teaching learning process female handball.
2. To identify parent related problems affecting teaching learning process female handball.
3. To identify to what extents societal factors problems- affecting teaching learning process female handball.

1.6 Significance of the Study

The main porpoise/significance of the study is to analyze and identifying of the factors that affect female students' participation in teaching learning process of handball in Gulliso preparatory schools. Therefore, the outcome of the study was be seen as useful to contribute for assessing school, family and societal related problems affecting female participation in handball teaching .So to this effect the significance of the study is to:

Putting meaningful experiences to females in taking part on handball and in order to consider such information in curriculum organization.

Provide information on what was expected from female students, teachers ,instructors, school Principals, communities, Society, family, for young generation.Sharing some basis for further study to be conducted in this area .

1.7. Delimitation of the Study.

This study was confined in its scope to Guliso Preparatory school, Guliso Woreda ,Western Wollega Zone, Oromiya Regional State. Additionally the study also delimited only to investigate the major factors on participation of female students teaching handball . So to this affect the study delimited grade 12 female students knowledgeable teachers , school principals and Parent Teachers Association.

1.8. Definitions of operational terms

Demonstration: a practical exhibition and explanation of how something works or is performed.

Education: the process of receiving or giving systematic instruction,Especially at a school, College or university (Higher Education).

Factor: a circumstance, fact, or influence that contributes to a result or Outcome.

Gender: the state of being male or female (typically used with reference toSocial and cultural differences rather than biological ones)

Handball: a game similar to fives, in which the ball is hit with the hand in a walled court. It is also a team game played by two teams.

Interest: the state of wanting to know or learn about something or someone.

Knowledgeable: having information, understanding, or skill that comes from experience or education.

Motivation: is the force that initiates, guides and maintains goal-oriented behavior.

Participation: it is the action of taking part in something.

Physical education: it is an education which is given mainly through Physical activities to develop and maintain all aspects of Personality as physical, mental, emotional, spiritual and social well being of an individual's (a person .)

Performance: the action of carrying out or accomplishing an action, task, or function.

Sport: it is an activity involving physical exertion and skill in which an Individual or team competes against another or others for Entertainment or it is an organized form of a play.

Teaching: it refers to the process of imparting knowledge and skill from teacher.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 . Historical Development of Handball in Ethiopia

Today the game of handball has been spread throughout the school in Ethiopia. It has become one of the most popular sports in our country inters school sport competition and national federation. Although it has long since the handball was introduced in Ethiopia, the understanding and actual under taking of the people in general and the young generation in particular to be success full as a professional in handball game is very low. This condition is very serious and discouraging when the researcher serves the low and random. Participation of students at the school life for various reason such as culture, religion, family influence, low devotion of sport science teachers etc for the game and which contribute for un success full life in handball game at national level in general and in our school particular.

As Mebrahtu B. (1986) state that the game of handball was started in Ethiopia in Addis Ababa University. In the first time handball game was formed in Addis Ababa University. In 1960 handball was started in our country in Addis Ababa University. The Ethiopian handball game introduced by Ato Tokame Weldwtsadik and other physical education teachers in Addis Ababa University. The Ethiopian handball Federation founded in 1962, despite its long journey and effort that have been made as compared to other ball games. The handball game is less popular and less development. This due to the fact that the number of clubs in the country has been decreasing over the past year: our performance in the international competition has not been satisfactory and insignificant. The reason for the low development of this type of sport are said to be: Shortage of trained man power, less finance allotted to this sport and less attention given to this sport. However, there is a new approach promoting start of training children and youngster under different project in different Regions. More over the attention a given to this sport and training of man power has increasing. In 1963 the committee of handball was formed as a federation in Ethiopia and 1964 the federation of handball in Ethiopia was formed According to <http://www.aasc.gov.et>, the games of handball were introduced to our country during the 1967 via university instructors. After few years, participants consisting of members from the policy military forces and various sections or organs have been provided with the relevant courses on the subject sport, the arrangement of which firstly laid the ground for frequenting the said sport among the countries citizens.

The EHF was established in 1969. One year later 10 clubs were established. AAHF was formed in 1993 under the Addis Ababa sport commission. From 1975 up to 1982, women clubs were 10. The sport was frequented by 5 clubs only from 2001-2011, in which case such sporting which had once been a hot host, was treated with highly frugidity and its popularity was reduced in the period until 2011 and the total number of clubs lowered from 17 to 3. As indicated in the above short history there has been given no focus for the development of Ethiopia handball especially for women's, this may affect the sport development to spread out throughout the country and also affect the participation of females in handball lesson in the school.

2.2. Women in handball

According to the website <http://www.en.wikipedia.org/>, in 1926, the congress of the IAAF nominated a committee to draw up international rules for field handball. The international amateur handball federation was formed in 1928. The international handball federation was formed in 1946. Women's handball was added to the roster of Olympic sports at the 1976 Montreal games, with the Soviet Union winning the first gold medals. In men's and women's team handball have been awarded in every woman's world championship has been played since 1957. The IHF also organizes women's and men's junior world championship. Few years, participants consisting of members from the police military forces and various sections or organs have been provided with the relevant courses on the subject sport, the arrangement of which firstly laid the ground for frequenting the said sport among the country's citizens. The EHF was established in 1969. One year later 10 clubs were established. AAHF was formed in 1993 under the Addis Ababa sport commission. From 1975 up to 1982, women clubs were 10. The sport was frequented by 5 clubs only from 2001-2011, in which case such sporting which had once been a hot host, was treated with highly frugidity and its popularity was reduced in the period until 2011 and the total number of clubs lowered from 17 to 3. As indicated in the above short history there has been given no focus of the development of Ethiopia handball especially for women's, this affect the sport development to spread out through out. The country and also affect the participation of females in handball lesson in the school summer Olympics since

2.3. History of Women Sports

In the ancient Olympics, women were not even allowed to watch the competitions. However, the precise history of women sports can be traced back to the late nineteenth and early twentieth century. In early 20th century, a separate women's athletic event, the here games was eventually developed. But there was only few women participated in this sports. However, social changes in Europe and North America favored increased women participation in society as equals with men, as exemplified by the women's rights movement. Although women were allowed to compete in many sports, relatively few showed interest, for a variety of social and psychological reasons that are still poorly understood. (<http://www.northnet.org>) The women sports history reflects that the women participated in the modern Olympic from 1900 onward. They participated considerably in fewer events. Due to the lack of physical strength and stamina of women led to the disheartenment of women involvement in more physically intensive sports. From 1970s, tennis becomes the most popular professional female sport. But, women's professional team sports achieved popularity for the first time in the 1990s, particularly in basketball and football. Regardless of this one can easily understand females to participate in sports especially in handball were a very big problems, even if during the pre-historic period.

2.4. The Characteristics of Teaching in Handball

Deborah West (1994) investigated that " Teachers that are many exciting directions in secondary school physical education today. Outstanding programs and exemplary teachers provide direction for young professionals seeking to provide their student's with quality physical education" the teachers efforts are coordinated and focused on fulfilling their programs mission. These teachers reflect a strong commitment their students and a sense of pride .They are effective spokes persons for handball teaching because of their quality programs. There is congruence between what teachers say physical education can accomplish and contribute to the total development of the individual and what actually happens in handball class. Students achieve in handball and are excited about their accomplishments furthermore, these students communicate in positive image of handball to their parents, school, and community. Handball teachers involved in the programs, serve as positive role models for students to be efficient. They are excited about teaching, are genuinely concerned about their students as well as their achievements, and put fourth that extra effort that so often makes a difference they are committed to excellence.

2.5 Effective Teaching in Handball

When physical education teachers teach the subject, for example in handball lesson to enhance the females participation level physical education teachers need to implement effective teaching methods, because applying effective teaching method in the content handball may provides for Improvement of female student's participation in teaching handball. According to <http://www.glbpa.org> stated that educating girls has benefits not just for themselves but for their families, community is land countries. Within a good manner with female students is especially important at the beginning of units during the lesson because presenting the content would increase students' participation, since each student has different needs and interests, the more relevant and meaningful benefits present, the more students will be creative. Wuest Bucher (1994) suggested that "Teaching can be defined as those interactions of the teacher and the learners that make learning more successful. Although it is possible for learning to occur without a teacher's involvement, it is generally accepted that teachers facilitate the acquisition of knowledge skills, and attitude." A relatively rigid learning of this game based on natural human motion, has allowed it to be popularized quickly. During hand ball lesson physical education teachers who are effective use a variety of pedagogical skills and strategies to ensure that their students are appropriately engaged in relevant activities a high percentage of the time, hold positive expectations for their students, and create and maintain a classroom climate that is and nurturing.

According to <http://www.supptrealteachers.org> indicated that Check in understanding is a quick way to know that the teacher is communicating the instruction with his students in clear manner. In order to point out the basic types for checking for understanding are: Recognition check, verbal check and performance check. In order to give handball lesson for female students clearly fully get attention from them during the practical time, the physical education teachers should demonstrate according to the condition of the learners with may help to enhance female participation level and increase their interest and motives. The identification of possible factors which contribute to female students overall

participating towards handball has varied. The handball game may only influenced by physical fitness. As the activity is very fast and intense, it requires a good physical preparation, so the competitors playing handball have a good physical ability because all the body's muscles are

involved in a game and permanent motion where all the joints of upper and lower limbs work. So it indicates that it requires a hard ship and strong work in handle all movement and activity which the boys can be involved and participated well better than girls .This may supported with Wuest and Lombardo (1994) suggested that, demon station play a significance role in achieving the objective of health and physical education. If demonstration employed wisely physical education teachers can increase the effectiveness of the lesson by maximizing the students conceptualization of the nature of the skill, their by enhancing student learning. Demonstrations' in physical education are both motivational and instructional. Seeing a specific skill or combination of skills in action can motivate the students to want to learn the skill combination of skills. Breaking the skill down instructs the students on how to perform the skill. Effective demonstration incorporates memorable cues that remind students of the skill's key components. Congruent feedback is another effective teaching strategy. Feedback should match the cues that were give and be specific to each student. Feedback can also be given using the sandwich Approach tell them one thing they did well, one thing to improve, and end with another positive Comment. Therefore in handball lesson theoretical issues are presented in classrooms for students, it is practical proved that students get the most out of them when they are supported by teaching material.

2.6. Major Problems on Teaching Handball

Teaching the subject makes a teacher being physically active and smart but there are problems with physical education teachers having too many classes to teach in a week/day and very large classes that makes so difficult to determine the teaching strategies and methods especially at the secondary level. Sometimes there is a lack of respect from others about their profession of physical education. Therefore, the strategies and other important thing is mentioned in handball positively for the effective teaching learning process task to be accomplished. There might have been so many problems that hinder handball teachers to not implement the teaching and learning process effectively. This is supported by Deborah Wuest (1994), "secondary school physical education programs have been criticized by the public and professionals. Criticism has focused on the worth of the subject matter, the outcomes realized, the man in which the programs conducted, and its contribution to the education of students. Unfortunately, this criticism obscures the fact that there are many outstanding programs of secondary school physical education being conducted throughout the nation. Dedicated teachers work hard toward

achieving the desired outcomes for their programs. Using a variety of approaches that adhere to the basic tenets of curriculum and instruction and are sensitive to the context in which they teach. "Lack of proper facilities could be one problem for physical education teacher to teach handball lesson. Physical education learning experience becomes more memorable through the proper use of. Supplementary teaching aid; each teacher should have a variety of good instructional materials and teaching equipment's. All such materials should assist female students to learn and should not be used as means of entertainment where properly used such aids can increase the depth and speed of teaching, learning activity with handball lesson. With regard to the above statements, Horne (1985) noted that "physical education program needs dictate the quality and quantity of needs dictate the quality and quantity of facilities needed. "Also he describes that any discussion of classroom organization must begin with some attention to recourses and facilities that specific set up demands for its implementation .when there is no lack of equipment and materials that appear geographically to the understanding of the people, teaching cannot be challenged indeed. According to Mitzel (In Azeb, 1998) in some high schools the shortage of facilities are very real. They also explain that there remain many communities and institutions with the most limited facilities. On the influence that shortage of facilities can play claim they further suggests, when facilities are lacking or merge as in innumerable schools, then classing physical education are held in classrooms corridors and basements. Such places limit the program and when facilities are lacking children do not learn the skill and coordination that is essential for their development. Time allotment for physical education is also a problem for PE teachers in handball lesson. Bucher and Koenig (1974) suggested that the time advantage can be achieved by longer period. So, time allotment is one of the most important factors that influence the female students during handball lesson to participate efficiently. Knapp and Leonhard (1968) stated that "on a daily period requirement tithe developmental and skill need of students is to be meeting with reasonable adequacy that is to say it will help to form a basis for further participation in worthwhile activities." Therefore according to the above sentence, the period allotted for physical education can affect the female students' participation in handbill lesson for them to be effective. So that the long the time allotment the higher the students to participate in activities of handball lesson. With regard to this Knapp (1968) noted that physical educators are almost unanimous in the believes that a daily period is required in both elementary and secondary schools of the development,

recreational, and skill needs of young people are to be met with reasonable adequacy. Not all physical activity needed for health growth and development can be provided during one school period daily. This is because of the shortage of time and for participating all female students within the given time is not enough. Handball as a team sport, it is an interesting game to be played in competitions where as in schools with both sex. But in school areas there are certain teaching and student interest problems which require special method. According to Bucher and Koenig (1974) stated that: "The problems are method of dividing between the teaching of game skill and the actual playing of the game itself and problems in the method of specifying certain position on team sports like handball and, method on the problem of providing opportunities for creative thinking." Therefore in order to make the teaching and learning process effective, class organization and the method that the teacher going to use is the key to success for females to participate in handball lesson effectively.

2.7. Factors Affecting Females Participation

According to <http://www.teachpe.com/> indicated that at the ancient Olympic Games, women were not allowed to watch the activities let alone participate in them. By the end of the nineteenth century, Englishwomen's, from the middle classes, were taking part in sport a Victorian attitudes meant that women often played in cumbersome dresses making movement difficult. In the early twentieth century, the national governing bodies of some sports were formed and there were organized competitions for women, usually separate from men. So as explained in the above some sports are still, considered male sports and so it is sometimes harder for women to get involved in these sport (e.g. Rugby and handball) that is why females were far away from being participated in handball when it is compared to males As indicated in several studies, in most developing countries at all educational levels, girls' enrollment and participation was usually below that of boys. While the benefits of educating girls for sustainable social and economic development are numerous, African still lags behind other continents in terms of provision of participation to all children and particularly for girls (Kasent, 2000). The reasons for females' low enrollment and participating can be attributed to different factors. Current studies in sub Saharan African countries also indicated that obstacles to girls' participation are low public expenditure on education lack of commitment to implement gender related interventions, school related constraints and demand side constraints (Ibid). Therefore one of the reasons for low participation of females in handball could be come from

their gender related or school related problems. In the same way Sutton (1998) stated that, implication of girls 'participation in education systems, both concern economic, house hold, and socio-cultural and school system factors. According to (Kasente, 2000) stated that other factors that influence the gender disparities in participation included socio-cultural benefits and practices, opportunity costs, relevance of education, school environments, safety and security and teaching and learning activity. According to stormiest,(1989) stated that Studies from a number of countries identified many factors that hindered females from being participated in different activities. They include family factors, and school factors that limited girls access and performance with in nations the main sets of factors explored in the literature's as determinants of female participations include economic conditions of the household, cultural and religious values, parental aspirations for female education, distance to school, and various other factors . According to Okoje (2000) showed that factors inhibiting girl's access for participation are family factors, individual which is personal factors, community factors, school factors and cultural factors. Thus it implies that there may be many factors that affect the participation of female students in teaching handball. That could be come from family, school, community, culture and student's personal conditions.

There are many factors that influence female participation rates in sport or physical activity. The factors could be intrapersonal, interpersonal, structural, social or cultural (Jackson, 2000; Anderson, 2003). Henderson and Winn (1996) believed that these factors could have either a negative or positive effect on female participation rates. If potential factors that negatively affect participation can be recognized and overcome, it could result in an improved rate of female participation at a young age which could prove beneficial as being physically active as a youth increases the probability of someone being physically active through adulthood (Wigger, 2001).

2.8. Factors related to teachers

Physical education teachers are basic elements for the development of sport activities and for enhancing student's participation in different spurges and activities. So as far as teacher s are concerned, the international Bureau of education (1993) remarked that, "no oneisinanydoubtthatthechiefagentintheprocessofeducationalreformistheteacher."Thereforeinorder toimplementtheteachinglearningprocessplayadecisiverole, which also the same for physical education , teachers that, they are a role model for their own students to enhance the

Participation level . Posner (1992) also stated that teachers play crucial role in determining the success or failure of curriculum implementation. Thus the teacher with his or her skill, and experience attitude is the most important of all in determining the success or failure for the process of teaching and learning with enhancing female students' participation in it. PE teacher's attitude is the basic ground to act in a positive or negative way towards the participation of female students in handball. They are very responsible inviting a good lesson for their students in the school. This is supported by Cooper (1986), that he suggested teacher's attitude towards students in every important aspects in helping to improve the development of their participation level.

2.9 Factors related to schools

Schools are the main parts of educational systems, which are considered as a source of educated people. However, a number of studies indicated that, the participation and enrollment of female students in school; particularly in the rural areas could be affected by different school related factors .As Kasente (2000) examined that, with related to school the total working environment, distance to school, teacher attitudes, and teaching practice, gender basis in curricula and classroom culture all affect female attainment and persistence in schools .Therefore school could be the other factor for the low participation of female students in learning handball. Since the school working environment, distance, attitudes of the teacher and other related factors are engaged in school problem.

1.10 Factors related to family

Family plays a very important role in determining the degree of access that female students have good education and their level of achievement in the area they are participated. Kasente (2000) noted that, father can be a player in enhancing girls access to education and in urban as well as in some rural areas, mother also either jointly or with the father or singly can influence the decision for a girl to enroll in school. Thus, there are many family related factors including parental schooling, house hold responsibilities, family size, parent's educational level and background, and area of residence, family income and so on.

This can be supported with Rose and Tampon (1999) also reviewed that female students poor enrollment and participation in school could be related to their life styles too, that is, most of them do house chores such as: cooking, taking care of younger brothers and sisters, generally helping their over burdened mothers.

2.11. Factors related to socio culture

The socio cultural beliefs and practices are the other main factors that affect the participation of females several studies indicated that a number of socio cultural related factors tend to limit the value of female students in physical education. According to Pennycuick, (1998) reviewed that, in the Middle East and North Africa, religious or socio cultural traditions such as early marriages and child bearing explain low participation in education. Therefore socio cultural factors that, may affect the participation of female students in learning hand ball where it came from, early marriage, abduction (Safety and security), lack of female role models religious beliefs, priority for boy's education, awareness of parents towards females participation in physical activities and attitudes of females themselves towards physical activity and education

CHAPTER THREE:

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Study Area

The study was conducted at Guliso preparatory school, west wollega zone of Oromia Regional state, western Ethiopia from August 2017 G.C to August 2018 G.c, with having total population of 859,4750 male and female respectively .Guliso town is located at a distance of 500km west of Addis Ababa on the main road of Dumb Dollo. The study area is located at an altitude of about 1200_1400 meters above sea level in sub humid agro ecological zone .It is amid altitude area with an annual rainfall of 1200__1600mm having unimodal pattern and increasing from April to October with the peak rainy season in July and August. The average minimum, mean and maximum temperatures of the 12, 19, and 2 degree centigrade, respectively. This study area also located within West Wollega zone and its main town is known as Guliso .This Woreda is located west Wollega zone and 60 km far from this zone. And it was surrounded by other Worde as like: Figa , Lalo Asabi ,Ayira ,Yubdo in the north, Midi in the southeast.

3.2. Research Design

Under this chapter the design covered up sources of a data, sample and sampling techniques, instruments and procedures of data collection and method of data analysis. The researcher was used the descriptive design to investigated many factors as reason for hindrance of females participation in learning handball. Quantitative & qualitative method was used to analyze data which were collected from questionnaires, interview and focus group discussion.

3.3. Population

In the process of conducting such research work sampling is necessary .Because a study of this nature, it is neither desirable nor possible to cover all the entire population. the sample size hence took in to consideration, issues of time ,manpower, transport and financial resources. The participants of the study are two preparatory schools,13 knowledgeable teachers from two preparatory schools,3principals from two preparatory schools,100 female students selected from two preparatory schools. Generally the total sample size of the population was 116.Regarding to the sampling techniques systematic sampling techniques was involved. As specific sampling technique the researcher was used purposive sampling for the school principals .

3.4 Source of Data .

For this study the researcher was used questionnaires, Interview and focus group discussion as primarily source of data and published and unpublished materials like books, journals and website service as Secondary data source of information to conducted the study with the reference to Guliso Preparatory school in Western Wollegga Zone, Oromia Regional state.

3.4.1. Primary Data

In order to collect information about female students and their educational background primary data was taken from female students, knowledgeable teachers and principals of school .and parent Teachers Associations. Using close ended questionnaires interview and focus group discussion.

3.4.2. Secondary Data

Secondary data source of information were used for this study collected from both published and materials like books, journals and website service.

3.5. Sample and Sampling Technique.

The populations of the study were 13 school teachers ,100 female students in Guliso & Horest Spring preparatory school. and 3 principals from the two schools. From the total population 667of female students, the population of the study subject was 100 . From the total population 87of , the population of the study subject was teachers 13 Regarding the sampling techniques purposive sampling and simple random sampling . The reason for the researcher use simple random sampling techniques system was that it gives all respondents equal chance to be selected and minimize the possibility of bias. (usingBest2005 formula.)

3.6 Data Collection Instrument

In order to get gather adequate and reliable data the researcher used questionnaires, Interview and focus group discussion for the data collection.

3.6.1 Questionnaires

Questionnaires are suitable for collecting factual information, opinion and attitudes from large population and it can be easily analyzed (Wilkinson and Birmingham 2003). The researcher used adopted published questionnaire in this study. While adopting the questionnaire, the researcher gave due emphasis on the principles of questionnaire construction (for example, uses natural and familiar language, avoid double negatives, understand research participants. etc.) (Johnson and Christensen, 2008). The researcher ranked the items on a scale ranging from 1 (

strongly disagree) to 5 (strongly agree). As per advisor's comments, the researcher improved the questionnaire. Even, in the principles of questionnaire construction, (Johnson and Christensen, 2008, p.304) stated that "Always pilot test your questionnaire." Even though, advisor commented on it and the researcher corrected it, it is important to pilot test the study because there may be ambiguity of questions for respondents. The researcher pre-tested the questionnaire at Biftu Ayira Preparatory school. To this end, the researcher distributed -draft questionnaire with 50 female students. The researcher excluded the participants of the pilot study in the actual research. Based on the pilot test, the researcher calculated the internal consistency of the instruments using Cronbach Alpha as it is appropriate to test the reliability of Lickert questions and found out 0.966, 0.980 and 0.947 for each variables respectively. Test results of 0.65 and above are reliable for attitude, opinion, and perception question items (Yalew, 2011)

3.6.2 Interview

The researcher was prepared well-constructed and structured 6 interview questions for principals and knowledgeable staff member teacher's .The interview questions were the same as the questions in the questionnaire as it helps to triangulate the data. This study was used one set of interview for principals& knowledgeable teachers. The interview guide has 6 items. Thus, structured interview was conducted to school principals and knowledgeable teachers. Informant took 30 minutes for interview 6 informants totally were took 3 hours for the interview .With respect to the place of interview, school principals were interviewed in their offices & teachers, within educational office. Regarding the facilitators the researcher himself facilitated the interviews because when there was necessity to proved the questions. For the sake of clarity, all interviews were conducted in Afan oromo.

Well-conducted interview can produce an in-depth data that is not possible with a questionnaire. Moreover, to support and crosscheck the findings from the questionnaire, the researcher used structured interview. In a structured interview, the researcher asks a predetermined set of questions, using the same wording and order of questions as specified in the interview schedule. One of the main advantages of structured interview is that it provides uniform information, which assures the comparability of data (Kumar, 1999). The researcher tried to use audio equipment in the interviewing process. Because of this, the researcher was forced to take interview notes in detail. The researcher transcribed the data in to Afan Oromo hard copy and gave to participants (interviewees) to read and comment on transcription and they read and

agreed. Then, the transcribed data were translated in to English. Moreover, the researcher conducted the interview in Afan Oromo or principals because the researcher believes that all participants would explain their ideas appropriately and sufficiently using Afan Oromo than English.

As indicated in Wilkinson and Bhandarkar (1999:288), *“interviewing is necessary to get deep feeling, perceptions, values or how people interpret the world around them, and past events that are impossible to replicate”*. In the light of this, to supplement the data obtained through questionnaire the researcher conducted interviews with Administrator using open ended.

3.6.3. Focus Group Discussion (FGD)

Focus group discussion was conducted with 5PTA (Parent Teacher Association members of the GPS (Guliso Preparatory School). The point of discussion was focused on the in school related Problem, Parental related problem and societal related. The focus group discussion was taken place in face - to - face conversation. All the focus group discussions was conducted with Afan Oromo for six hours .Then from the researcher made a lot of clarification and probing was expected to get more information, in the course of discussion.

3.7 Procedure of Data Collection

First the researcher was prepared the questionnaires with English and then distributed to 100 grade 12 female students, 13knowledgeabstaff members and 3 Principals of the school. Then the researcher returned back all the questionnaires from the sample population. Secondly the interview questions was continued with 6 experienced teachers and lastly focus group discussion. Finally the researcher was interpreted all the collected data from questionnaires, interview questions and focus group discussion..

3.8 Method of Data Analysis

Collected data were scored & categorized .Quantitative data gathering were accomplished and properly scored and summarized. The statistics were entered into (SPSS version 20) software for analysis. These data were used to explain and enhance the statistical data drawn from the quantitative data of the study. According to Gall, Gall and Borg (2003) triangulation is the process of using multiple data collection methods, data sources or theories to check study findings. Statistical measures were performed on quantitative data assembled from the respondents. Mean, st.D, MD, Df, T &sig (P value) were used to determine the significant value of the study .

3.9. Pilot Study

The researcher was done Pilate test study on 50 sample of students on Biftu Ayira Preparatory schools, Aira Woreda to cheek the validity of the adopted designed questionnaire and the collected data were analyzed. The analyzed data were cross with the standard that has been indicated the measurability of the adopted-designed questionnaire. After that the collected data was computed to the statistical SPSS application version 20. Then the new word output data were grew up with next table Cronbatch Alpha value which approve the reliability of the study was as follow as:

Table.1. Reliability Statistics

S.N	Variables	Amount of items	Cronbatch Alpha.(A)
1	School related factors that affects female students participation in handball teaching	10	0.966
2	Parental related factors that affect female students participation in handball teaching.	10	0.980
3	Societal related factors affect female students participation in handball teaching.	10	0.947

Reliability in statistics and psychometrics is the overall consistency of a measure. A measure is said to have a high reliability if it produces similar results under consistent conditions. "It is the Characteristic of a set of responses of the 10 items of questions with three main variables that had been collected from 50 sample students that relates to the amount of random error from the Measurement process that might be embedded on the analyzed responses. Results that are highly reliable are accurate, reproducible, and consistent from one occasion to another.

The pilot test was statistical reliable since the Cronbatch Alpha 0.966, 0.980 and 0.947 respectively.

3.9.1. Validity and reliability.

The researcher made pre taste on Biftu Aira Woreda preparatory schools of Aira Woreda on 50 Female students of grade 12 participant were used to check the reliability and validity of the

questionnaire to make an improvement on the research and found that the reliability test value was about (0.966,0.980 and 0.947 Alpha Cronbach's) respectively on the three variables, and concluded that the questionnaires were reliable.

3.10 .Ethical Consideration.

Regarding ethical consideration, To make the study ethical, the researcher did the following attempts. To this end, the researcher tried to clearly inform to the respondents about the purpose of the study i.e. purely for academic; as the researcher introduced the purpose in the introduction part of questionnaire and interview guide to the respondents; and confirm that subjects confidentiality would be protected. Moreover, the researcher developed an informed consent form .The form stated that the participants are guaranteed certain rights, agreed to involve in the study, and acknowledge their rights are protected. A statement relating to informed consent was given to every participant before the distribution of actual questionnaire. The researcher protected the anonymity of participants by numerically coding each returned questionnaire and keeping the responses confidential. While conducting the individual interviews with the selected respondents, the researcher used the expression like 'one of the school.

CHAPTER FOUR

DATA INTERPRETATION AND ANALYSIS

This chapter focuses on data presentation, analysis and interpretation of data and demographic characteristics of respondents to identify the practice, contribution and challenges of schools related, parents related and societal related problems on participation of female students in teaching handball in preparatory school of West Wollega Zone, Guliso woreda. This chapter presents the research findings and discussion of the data, which collected from two preparatory schools in West Wollega Zone of one Woreda, pertaining to practice of schools related, parents related and societal related problems on participation of female students in teaching handball in Guliso Woreda preparatory school. Parents participation in preparatory schools education, the contributions of parent participation, the challenges that hinder female students participation in preparatory school education which deals with presentation, analysis and interpretation of the data gathered from the respondents through questionnaire, interview and FGD . Thus, the quantitative as well as qualitative analysis of data was incorporated in to this unit. The summary of the quantitative data was presents by the use of tables that incorporates various statistical tools. The qualitative part was used as a complementary to the quantitative analysis. The data was collected from 116 respondents. To this effect,100 copies of questionnaires distributed to grade 12 female students, the return rates of the questionnaires were 100 (98%) 13 copies of questionnaires distributed to 13 teachers. The return rates of the questionnaires were 13 (10%) ,3copies of questionnaires distributed to school directors. The return rates of the questionnaires were 3 (2.5%), among (6) interview respondents, i.e. (6) teachers and (5) FGD participants were properly participated and gave necessary information on the issue under investigation. In general 116(100%) of respondents were participated and gave necessary information on the issue raised through questionnaire, semi-structured interview &FGD. The chapter consists of two sections. The first section deals with the characteristics of the respondents and the second section presents the analysis and interpretation of the main data.

4.1. Demographic characteristics of respondent

For the female students respondents (100) questionnaire 100 (86.2 %) was returned. Whereas for the Knowledgeable teachers 13 (11.2%) was returned. and school directors 3 questionnaire 3 (2.5%) was returned qualitatively responded regarding to investigator approached

Table 2: demographic characteristics of respondents

No	Item		Respondents					
			Female students		Teachers		Principals	
			F	%	F	%	F	%
1	Gender	Male	-		13	11.2	3	2.5
		Female	100	86.2	-	-	-	-
		Total	100	86.2	13	11.2	3	2.5
2	Age	17-18	36	35.3				
		19-20	45	44.1				
		21-25	19	18.6				
		25-30			1	0.8	1	4.2
		30-35			2	1.5	1	4.2
		36-40			3	2.3	1	4.2
		>40			7	5.4		
3	Grade level	Grade 12	100	86.2				
		First Degree			11	9.4	1	4.2
		Second degree			2	1.8	2	8.3
4	Organization	Government	50	49	10	7.7	2	66.7
		Private(NGO)	50	49	3	2.3	1	33.3
5	Religion	Orthodox	15	14.7	3	2.3		
		Protestant	80	78.4	10	7.7	3	12.5
		Musilem	3	7.9				
		Others	2	2				
6	Ethnicity	Oromo	80	78.4	10	7.7	3	12.5
		Amahara	15	14.7	3	2.3		
		Others	5	4.9				
7	School	GPS	50	49	10	7.7	2	66.7
		HS	50	4	3	2.3	1	33.3

This chapter deals with the characteristics of sample population, analysis, and interpretation, of data collected through closed ended questionnaire, interview and focus group discussion from three groups of respondents. The necessary data for assessment were obtained from 100 Female students of grade 12 of 2010 E.C, 13 teachers and 3 Principals taken from the two available Preparatory schools. Namely: Horst Spring Preparatory School, and Guliso Preparatory School. All copies of the close ended questionnaires were collected from the respondents or subject of the study were filed. Based on the type of data collected, the following statistical tools were employed to analyze the data gathered. Frequency and percentage was used to analyze the general demographic characteristics of the respondents such as sex, age, Organization, Grade levels of respondents, Religion, Ethnicity, School types and their work experience of the respondents, In addition to this, the researcher used for the analysis, and interpretation, of data collected through closed ended questionnaire for (school related factors ,parent related factors and societal related factors were analyzed by mean standard deviation , mean difference, Degree of freedom T-value and sig computed by SPSS (version 20). This method simply compares the mean values of each item with the expected mean. Hence, the presentation and interpretation of the characteristics are presented. Based on the percentage size of each of the response, the right analysis have written to the reliability of the response in identifying the real question on the female students participation on teaching handball subject of the right tangible measures can be taken to promote the participation of female students in the learning handball. The researcher also used brief sort discussion was written on the data obtained from interview and focus group discussion by the researcher and the main findings of this study are presented with the help of tables followed by descriptive statements for analysis to give answers to the basic questions set in the study as follow as:4.2 The School related problems on low female students participation in teaching handball in preparatory school .Table 4:3 Independent t-test for the mean rating of respondents regarding on low female students participation in teaching handball in preparatory school .

4.3.School related problems on female students participation.

.Table 3. Independent t-test for the mean rating of respondents regarding on School related problems for female students participation in teaching learning process of handball.

N	Itea.m	Respondants	N	Me an	St.d	MD	D f	T	Sig
1	Lacks of sufficient materials.	Female students	10	4.53	0.784	4.53	9	57.753	0.000
		Teachers	13	4.15	0.801	18.706	1	4.154	0.000
		Principals	3	4.33	0.577	-	-	-	-
2	Roles of handball teachers managing large class in the school .	Female students	10	1.55	0.783	1.550	9	19.787	0.000
		Teachers.	13	1.33	1.109	10.750	1	3.308	0.000
		Principals.	3	1.33	0.577	-	-	-	-
3	Unequal period allocation for handball subject in relation to other subjects in the school ?	Female students	10	4.32	1.024	4.320	9	42.197	0.000
		Teachers.	13	3.54	1.330	9.592	1	3.538	0.000
		Principals.	3	4.67	0.577	-	-	-	-
4	Incapability of handball teachers relate the lesson with life activity of female students in the school..	Female students.	10	1.29	0.957	4.290	9	44.847	0.000
		Teachers.	13	1.54	1.127	11.324	1	3.538	0.000
		Principals.	3	1.33	0.577	1.333	2	4.000	0.57
5	Negative attitudes of female student's participation towards handball learning in the class..	Female students..	10	4.26	1.021	4.260	9	41.716	0.000
		Teachers	13	3.77	1.166	11.658	1	3.769	0.000
		Principals..	3	3.33	1.155	4.333	2	13.000	0.06
6	Lack of trained man power ..	Female student	10	1.18	1.067	4.180	9	39.16	0.000

		nts..						7	
		Teachers	13	1.3308	0.577	11.706	1	4.077	0.0000
		Principal s.	3	2.08	1.25	4.667	2	14.000	0.05
7	Lack of motivation of principals and teachers can affect female students participation in teaching hand ball .	Female students	10	3.60	0.935	1.790	9	19.140	0.0000
		Teachers	13	4.00	1.000	14.422	1	4.000	0.0000
		Principal s.	3	3.67	0.575	1.333	2	4.000	0.57
8	Weakness of the teachers' discussion about the issue related to the teaching learning process of handball in the school	Female students.	10	4.31	0.918	4.310	9	46.961	0.0000
		Teachers.	13	3.77	1.363	9.968	1	3.769	0.0000
		Principal s.	3	3.33	0.577	4.333	2	13.000	0.06
9	The way of teachers participating and teaching female .	Female students	10	4.52	0.674	4.500	9	67.672	0.0000
		Teachers.	13	3.92	1.441	9.815	1	3.923	0.0000
		Principal s	3	4.67	0.577	4.000	3	15.588	0.61
1	Unavailability of materials which they help for the teaching learning process of handball.	Female students	10	4.23	0.962	4.230	9	43.94	0.0013300
		Teachers	12	4.42	0.515	29.712	1	4.417	0.0000
		Principal s	3	4.50	0.707	4.333	2	13.000	0.06

As can be seen in item 1 of table .3. both respondents rated high with the mean score for female students ($M=4.5$, $SD=0.784$) and Knowledgeable Teachers ($M =4.15$, $SD= .801$) indicating that

Lacks of sufficient materials can highly affect female students participation in handball teaching. The data further depict that there is statistically significant difference between the perceptions of female students , teachers and school leaders, $t(99) = 57.0753$, $p = .00$..(for female students,)

$t(12) = 4.154$, $p = .00$..(for teachers,) $t() = 57.0753$.

Regarding Lacks of sufficient materials in the school affects female students participation in handball teaching (principals, and teachers Interview Stated that): When the interviewed teacher and principals were asked about: Are they adequate handball facilities and equipments have available for teaching handball in practical and theoretical class in your school. Their response on this interview questions are as follow as: principal 1,2,3 and Teachers 1,2and3were said as: "there is Lacks of instructional materials which are used to teach handball subject in the school. From the above response most of the response handball court is not exist to facilitate for the teaching learning process in handball practically, even the model handball is not found in the school, there is also the problem of the absence of well organized gymnazyem ,the absence of cloth changing room, the problem of playing field, the shortages of sportswear ,net water service, cloth exchanging room are some of the response responded from the interviewer. Therefore, this as they think that: absence of ball, handball net sport wear, playing court, gymnasium, and the other unmentioned problems are the major problem which block their participation in handball teaching."

We see that from the respond given on the table above: This results the hindrance of female students participation in teaching handball (can affect their participation in teaching handball.)

In supplementing the interview analysis of FGD from (PTA of GPS) reveals that:

“: Based on the issue related with the school faced problem of female students in teaching handball the discussion exposed that the lacks of proper teaching learning equipment ,gymnasium ,shortages of sufficient materials ,shortages of budget to fulfill such equipments were revealed.”

According to (Alex,2006) Development requires the physical education together input from Varity of sources. Consideration of facilities and equipment budget is important .Varity of different approaches will be effective in informing students, parents, and community members about the merits of practical class program. From the above analysis, one could understand that absence of instructional materials can hider participation of female students. Because teaching

& learning processes cannot reach its goal without enough facility and materials. Generally the findings explore that, regarding the possible suggestion/solutions to improve the participation of female students in teaching participation in handball teaching ministry of Education should provide enough budgeting for preparatory school especially for physical Education .On table 3 of item 2, regarding to the Roles of handball teachers managing large class in the school . Teachers were monitoring and controlling of students learning activities the response of respondents rated high with the mean score for female student (M=1.55, SD= 0,783) knowledgeable leaders (M=1.33, SD=.1.109),(1.33,0.577) indicating that roll of handball teachers managing large class in the school in monitoring and controlling large class of participation of female students in teaching participation in handball teaching interfering were very low .The data further depict that there is no statistically significant difference between the female students and principals on mean and st. divation.of teachers and school leaders, $t(99) = 19.787, p = .000$ (for female students) , $t(12) = 3.308, p = .000$ (for teachers) .

Regarding to the Roles of handball teachers in managing large class in the school can hinder their handball teaching participation in physical education.. (FGD #2 may 115,2018 were given for the researcher Stated that:

“even if there is large class ,but doesnit hinder female students participation in teaching handball as the result obtained from the table.”

From the above analysis, one could understand easily identified that there is the presence of large class in the school ,but roles of handball teachers in managing large class in the school can not hinder their participation in handball teaching .

Table:3 Item 3 Indicates weather Unequal period allocation for handball subject in relative to other subjects in the school can hinder female students participation in handball teaching ? were the mean score of the female students were (M=4.32, SD=1.024) and the mean score of teachers 3.54, St.D=1.109, for school principals (M=4.67, SD=0.577) indicating that Unequal period allocation for handball subject in relative to other subjects in the school were actively interfering female students hindrance on participation in handball teaching. The data further depict that there was no statistically significant difference between the perceptions of female students and school principals $t(99) = 42.197, p = 0.000$ (female students.)
 $t(12) = 3.538, p = 0.000$ (Teachers.)

Regarding Unequal period allocation for handball subject in relative to other subjects in the school can hinder female students participation in handball teaching (principals,& Teachers of GPS were Interview#3 may 10,2018)

“ said that the problem of unequal period allocation in relation to other subject is the main problem which block female students participation in teaching handball because :the period given for physical education in week is only one they gave similar respond that the period allowed for physical education is only one per week .”for this very short period of time there is no time for counseling, guiding, treating female students giving awareness.

Bucher and Koenig (1974) suggested that the time advantage can be achieved by longer period. So, time allotment is one of the most important factors that influence the female students during handball lesson to participate efficiently. Knapp and Leonhard (1968) stated that "on a daily period requirement the developmental and skill need of students is to be meeting with reasonable adequacy that is to say it will help to form a basis for further participation in worthwhile activities." Therefore according to the above sentence, the period allotted for physical education can affect the female students' participation in handbill lesson for them to be effective. So that the long the time allotment the higher the students to participate in activities of handball lesson. With this only one period in a week there is no enough time for teaching physical education theoretically in the class and practically on the field. Knapp (1968) noted that physical educators are almost unanimous in the believes that a daily period is required in both elementary and secondary schools of the development, recreational, and skill needs of young people are to be meet with reasonable adequacy. This leads female students do not get Sufficient time for practice handball learning in the class and on the field. This result implies that, there is absence of equal period allocation for physical education as compare with the other subject.

As shown in table .3 of item 4,Incapability of handball teachers can affects the female students' participation in handball lesson. that the mean score of the female student (M=1.29, SD=0.957) and the mean score of Teachers were (M=1.54,St.D=1.127) where as the mean score of school principals (M=1.33, SD=.577) indicted that the Incapability of handball teachers were not actively interfering female students hindrance on participation in handball teaching.. $t(99) = 44.847, p = 0.000$ (female students.) $t(12) = 3.538, p = 0.000$ (Teachers In Female students. Regarding about Incapability of handball teachers relate the lesson with life activity of female

students in the school can hinder female students participation in handball teaching (principals,& Teachers of GPS were Interviewed#4 may 10,2018) .

“ State that there is no Weakness of teachers discussion about the issue related to teaching learning process of handball in the school,”

From this one can understand easily that, there is hardly exist Incapability of handball teachers relate the lesson with life activity of female students in the school, which hinder female students participation in teaching handball, This result implies that capability of teachers of teachers discussion about the issue related to teaching learning process has no problem on female students participation on HB teaching. As it is shown in the table :3 , of item 5, regarding the Negative attitudes of female student's

participation towards handball learning in the class are effectively interfere their low participation with the mean score of females (M= 4.26, SD= 1.021) and the mean score of teachers(M=3.77, SD=1.166 .) and principals(M=3.33,St.D=1.155)respectively. This indicates that Negative attitudes of female student's participation towards handball learning actively interfere in their low participation female students toward the handball learning. The data further depict that there is no statistically significant difference between the perceptions of teachers and school principals., $t(99) = 41.716$, $p = 0.000$ (female students.) , $t(12) = 3.769$, $p = 0.000$ (Teachers.) , $t(2) = 13.000$, $p = 0.06$ (principals.)..

Regarding to the Negative attitudes of female student's participation towards handball learning in the class in the school can hinder their handball teaching participation in physical education.. (FGD #5 may 25,2018 were given for the researcher Stated that:

“ Besides to the above revealed ideas there are many female students personal related problems. Such as: Lacks of confidence .carelessness of female students, negative attitudes of female students to word the subjects were also had influences on the female students on the learning handball subject as the focus group discussion resulted. ”.

This result implies less interest of female students toward handball teaching is not good in the class ,As it can be seen from table Table4:3 Item 6 , item6 whether Lack of trained man power can hinder female student's participation towards handball teaching in the class for this Female students, Teachers and Principals were asked about if there is the Lack of trained man power problem in the school which can be reason able for the hindrance of female students participation in handball teaching. the mean score of females were (M= 1.18, SD=1.067) and

the mean score of school principals were (M=1.33, SD =0.577) and teachers were (M=2.08,St.D=1.256) shows that there were very low /no interference of Lack of trained man power in the hindrance of female student's participation towards handball teaching. The data further depict that there is no statistically significant difference between the perceptions of teachers and school leaders, . t (99) = 39.167, p =0.000(female students.) ,t (12) = 4.077, p =0.000(Teachers.) ,t (2) = 14.000, p =0.05(principals . Item 7 Regarding about . Lack s of motivation of principals and teachers can affects female students participation in teaching hand ball . the mean score of females were (M= 3.67, SD=0.935) and the mean score of school principals were (M=3.67, SD =0.577) and teachers were (M=4.00,St.D=1.256). . t (99) = 19.14, p =0.000(female students.) shows that Lack s of motivation of principals and teachers were highly interfering on female students participation in teaching hand ball. ,t (12) = 4.00, p =0.000(Teachers.) ,t (2) = 4.000, p =0.057(principals . The data further depict that there is no statistically significant difference between the perceptions of female students response and school principals.

From this one can understand easily that, there is low participation of motivating female students from principals and teacher s which hinders female student's participation in teaching HB. Table:3 Item 4 As shown in table .3 of item 8 weakness of the teachers discussion about the issue related to teaching learning process of handball in the school, the mean score of females were (M= 4.31, SD=0.918) and the mean score of school principals were (M=3.33, SD =0.577) and teachers were (M=3.77,St.D=1.363) shows weakness of teachers demonstration the issue related to teaching learning process of handball in the school were actively interfering on the hindering female students participation in teaching hand ball. t (99) = 46.961, p =0.000(female students.),t (12) = 3.769 p =0.000(Teachers.) ,t (2) = 13.000, p =0.006(principals . The data further depict that there is no statistically significant difference between the perceptions of teachers response and school principals.

On table .3 of item 9., regarding to the way of teachers participating and teaching female the mean score of females were (M= 4.52, SD=0.674) and the mean score of school principals were (M=4.67, SD =0.575) and teachers were (M=3.92,St.D=1.441) shows that way of teachers participating and teaching female were highly taking part in blocking female students participation in teaching hand ball. t (99) = 67.67, p =0.000(female students.),t (12) = 3.923 p =0.000(Teachers.) ,t (3) = 15.58, p =0.61(principals . The data further depict that there is no

statistically significant difference between the perceptions of female students, response and school principals. From this one can understand easily that, the way of teachers participating and teaching female actively hinders female students participation in teaching hand ball.

Regarding about the Unavailability of materials in which they help for the teaching learning process of handball the mean score of females were (M= 4.23, SD=0.962) and the mean score of school principals were (M=4.50, SD =0.707) and teachers were (M=4.42, St.D=0.515) shows that way of teachers participating and teaching female were highly taking part in blocking female students participation in teaching hand ball. $t(99) = 43.94, p = 0.001$ (female students.), $t(11) = 4.417, p = 0.000$ (Teachers.), $t(2) = 13.00, p = 0.06$ (principals). The data further depict that there is no statistically significant difference between the perceptions of teachers response and school principals. From this one can understand easily that Unavailability of materials in which they help for the teaching learning process can actively hinders female students participation in teaching hand ball.

In addition, the researcher interviewed school principals and teachers about Unavailability of materials, in which they help for the teaching learning process.

".... interview results also affirmed the above data i.e. there is no enough materials (no available materials which enables for the teaching learning process of handball in the school was the response responded from the all interviewer group From the above interviewer participants response most of the response were even if there is no handball court exist in the school to facilitate for the teaching learning process in handball practically, even the model of handball is not found in the school, there is also the problem of the absence of well organized gymnazyem ,the absence of cloth changing room, the problem of playing field, the shortages of sportswear ,net water service, cloth enchanting room are some of the response responded from the interviewer. Therefore, this as they think that: absence of ball, handball net sport wear, playing court, gymnasium, and the other unmentioned problems are the major factors which block their participation in handball teaching."

Discussion results obtained from questionnaires, interview question and focus group from table :3 On school related problems .

From the above table :3 school related problems affecting female students participation in teaching handball based on questionnaire ,interview and focus group discussion conducted for female students , teachers, principals and PTA members :with respect to 10 item questions

raised for all participants of the study based on parental related problem agreed upon: based on that the researcher made discussion with questionnaire ,interview and focus group discussion with PTA: in A fan Oromo and translated it to English as follows : According to the all respondents response agreements the following discussion results which were highly interfering in female students participation in teaching handball were :

- Absence of instructional materials in the school.
- Absence of equal period allocation of physical Education in relation to other subjects.
- Shortage of PE teacher's capability to relate the lesson to the life activity of female student discussion about the issue relating to teaching learning process.
- Low participation of motivating female students from teachers and principals.

4.4.parental related problems on female students participation.

.Table 4. Independent t-test for the mean rating of respondents regarding on parental related problems for female students participation in teaching learning process of handball.

N	Itea.m	Respondants	N	M	St. d	M D	D f	T	Sig
1	poor parental perceptions about the benefits of education and negative attitude to words female Educations.	Femalestudent	10	1.52	0.502	1.520	10	30.272	0.000
		Teachers	13	1.52	0.502	1.42	9	30.272	0.000
		Principals	3	1.33	0.577	-	-	-	-
2	parents viewed to words formal education on female students participation on hand.	Femalestudents	10	1.56	0.783	1.560	9	19.933	0.000
		Teachers.	13	1.56	0.783	1.560	9	19.933	0.000
		Principals.	3	1.00	0.000	-	-	-	-
3	Cultural sanctions on women's Educations.	Female students	10	4.33	1.024	4.320	9	42.197	0.000
		Teachers..	13	4.32	1.024	4.320	9	42.197	0.000
		Principals.	3	4.33	0.577	-	-	-	-
4	Religious and socio-cultural traditions such as early marriage..	Female students.	10	4.29	0.957	4.290	9	44.847	0.000
		Teachers..	13	4.29	0.957	4.290	9	44.847	0.000

		Principals.	3	4.67	0.5 77	1.3 33	2	4.0 00	0.05 7
5	Conservative believes that women role lie in the kitchen or home....	Female students..	10 0	4.66	1.0 37	4.6 60	9 9	44. 942	0.00 0
		Teachers...	13	4.66	1.0 37	4.6 60	9 9	44. 942	0.00 0
		Principals..	3	3.33	0.5 77	4.3 33	2	13. 000	0.06
6	Families levels of educational attainment, occupation and income .	Female students..	10 0	4.18	1.0 67	4.1 80	9 9	39. 167	0.00 0
		Teachers	13	4.18	1.0 67	4.1 80	9 9	39. 167	0.00 0
		Principals.	3	4.33	0.5 77	4.6 67	2	14. 000	0.05
7	The act of families placing high premium on the economic contribution of girls ..	Female students	10 0	3.82	0.9 78	1.8 20	9 9	18. 603	0.00 0
		Teachers	13	3.82	0.9 78	1.8 20	9 9	18. 603	0.00 0
		Principals.	3	5.00	00 0	1.3 33	2	4.0 00	0.05 7
8	Girls are tasked to make contribution on the form of child care homeproduction ,agricultural and tradewhich are essential for the survivalof family members ..	Female students.	10 0	4.28	0.9 75	4.2 8	9 9	43. 886	0.00 0
		Teachers..	13	4.28	0.9 75	4.2 80	9 9	43. 886	0.00 0
		Principals.	3	4.50	0.5 77	4.3 33	2	13. 000	0.06
9	Parents unwillingness to full fill theeducational materials such as costsof books, hand tools	Female students	10 0	4.31	0.6 71	4.3 10	9 9	46. 961	0.00 0
		Teachers.	13	4.31	0.9 18	4.3 10	9 9	46. 961	0.00 0
		Principals	3	5.00 0	0.0 00	4.5 00	3	15. 55	0.01
10	House hold factors such as economic position, house hold size,parents education and practice	Female students	10 0	4.54	0.6 71	4.5 45	9 9	68. 047	0.00 0
		Teachers	13	3.400	0.6 75	4.5 45	9 9	68. 047	0.00 0
		Principals	3	4.33	0.5 77	4.3 33	2	13. 00	0.06

Regarding about the poor parental perception about the benefits of education and negative attitude to words female Educations can affects female students participation on teaching handball the mean score of females were (M= 1.52, SD=0.502) and the mean score of school principals were (M=1.33, SD =0.707) and teachers were (M=1.52,St.D=0.502) shows that poor parental perception about the benefits of education and negative attitude to words female Educations were highly interfering in the hindrance of female students participation in teaching hand ball. $t(100) = 30.272, p = 0.001$ (female students.), $t(99) = 30.227 p = 0.000$ (Teachers.). The data further depict that there is no statistically significant difference between the perceptions of female students response and teachers.

Regarding poor parental perceptions about the benefits of education and negative attitude to words female Educations were asked Interviewed one of the principals (principals,& Teachers of GPS were Interviewed#1 may 24/2018) .

, " and Teachers (Interview) reported that: question listed on the appendix C number 4: Does parents participating on the problem of low participation of female student in teaching handball? Their response on this interview questions are as follow as: principal 1,2,3 and Teachers 1,2and 3 were said as: there is no understanding problems of parental perceptions about the benefits of education problems.. "

This result implies one can understand easily that, poor parental perceptions about the benefits of education and negative attitude toward the female students teaching handball learning is not affects female students participation in teaching handball .As shown in table 4 of item 2, related parents viewed to words formal education on female students participation on handball are responsible for the low participation of female students in teaching handball in the preparatory schools for decision making that the mean score of the female students(M=1.56, SD=.783.) teachers (M=1.56, SD=.783) and the mean score of school principals (M=1.00, SD=.000) indicted that the term parents viewed to words formal education on female students participation on handball were low for the low participation of female students in teaching handball .The data further depict that there is no statistically significant difference between the perceptions of female students and teachers . $t(99) = 19.93, p = 0.000$ (female students.) , $t(99) = 19.93$. Regarding Cultural sanctions block on women's teaching learning process participation in handball with the mean score of female students hindrance of female students participation of mean score (M= 4.33, SD= 1.024) and the mean score of teachers M= 4.32, SD= 1.024 . and

the mean score of principals.(M=4.33,St.D=0.577) respectively. This indicates that there were actively Cultural sanctions on women's teaching participation in handball teaching . The data further depict that there is no statistically significant difference between the perceptions of female students and teachers. $t(99) = 42.197, p = 0.000$

In addition to the above female students teachers and School Principals response (the FGD reports from GPS PTA FGD #1 3, may 15/2018 show that:

“ the socio –economic problem face female students on low participation in teaching handball. Such as: reducing female value in the society, relating the major role of female duties as marriage, Using the females students as means for transportation,(child carrying) are some of the suggested idea from the focus group which is hundred percent go line in line with the results gained from table :4:item 3. ”

From this one can understand easily that Cultural and cross cultural suctions are the major factors which can hinders female students participation in teaching handball .As it indicated in table .4 item 4 the item religious and socio-cultural traditions such as early marriage related to hinders female students participation in teaching handball female students , Knowledgeable Teachers principals were

responded that the mean score of the females were (M=4.29, SD=0.957) and the mean score of the Knowledgeable Teachers were (M=4.29, SD=0.957) and the mean score of the principals were(M=4.67, SD=0.577. respectively this shows that religious and socio-cultural traditions such as early marriage were actively interfering on blocking female students participation in teaching handball. The data further depict that there is no statistically significant difference between the perceptions of female students and teachers $t(99) = 44.847, p = (0.000) < 0.05$. under constant Alpha crobach(.0.980) Based on the responses of the participants the involvement of religious and socio -cultural traditions such as : early marriage are the major problems that affect female students learning participation in handball was the result revealed from the discussion. In addition to the religious and socio-cultural traditions such as early marriage. Pennycuick, (1998) reviewed that, in the Middle East and North Africa, religious or socio cultural traditions such as early marriages and child bearing explain low participation in education. Therefore socio cultural factors that, may affect the participation of female students in learning hand ball where it came from, early marriage, abduction (Safety and security), lack of female role models religious beliefs, priority for boy's education, awareness of parents

towards females participation in physical activities and attitudes of females themselves towards physical activity and education.

As shown in table 4 item 5 indicated that the responses related to Conservative believes that women role lie in the kitchen or home item the mean value of the female students were (M=4.66, SD=1.037) and the mean value of the teachers were (M=4.66,SD=1.37) and the mean value of the principals were(M=3.33,SD=0.577) respectively shows Conservative believes that women role lie in the kitchen or home were actively involved in hindrance of low participations of female students in teaching handball, The data further depict that there is no statistically significant difference between the perceptions of female students and teachers t (99)=.44.942 , p= (.000)<0.05. This indicated that- the two respondents" ideas were similar.

In addition to the above female students , Knowledgeable teachers and School Principals response, the researcher interviewed school principals Teachers and administered focus group discussion for PTA. #5 may 16,2018) stated that:

"lacks of consciousness about female students participation on teaching handball problems of parents pushing of females for early marriage. lacks of parents understanding about female students participation on learning handball subject ,problems of social factors.P3 ,T1and T2 also totally supporting the idea and In addition to the above results :From the principals and teachers of the school also affirmed the above data by contributing the following supplementary ideas such as: reducing female value in the society of the society ,Relating the major role of female duty as a marriage, using female students as a means for transportation(child carrying), Using females as a means of income giving priority for in home service ,Giving priority chance for academic subject for other subject ignoring hand ball are the major supplementary ideas responded by the interviewer. "

".To that end, school principals Teachers & PTA agreed on the above responses. To strength this responses, one of the school principals said the following: .P1 ,I believe hundred percent Conservative believes that women role lie in the kitchen or home item were involved in hindrance of low participations of female students in teaching handball, theoretically and practically. "

This implies that one can understand easily that Conservative believes that women role lie in the kitchen or home item were involved in hindrance of low participations of female students in teaching handball, ..

Based on Item 6, from table4: practice of Families levels of educational attainment, occupation and income female students participation in resource related issues shows that female students (M = 4.18, SD =1.0.67) ,Teachers (M = 4.18, SD =1.0.67)),and principals were(M = 4.33, SD=0.577) this shows that Families levels of educational attainment, occupation and income female students participation were highly interfering in the hindrance of female students participation in teaching handball. Calculated t-value $t(99) = 39.167$, $P < 0.05$. The data further depict that there is no statistically significant difference between the perceptions of teachers and school leaders, $t(2) = 0.05$, $p = 0.05$. This shows that there were similar view of response female student and teacher on Families levels of educational attainment, occupation and income.

In addition to the above qualitative analysis, (FGD # 6 may 18,2018) reveals that

"... Families levels of educational attainment, occupation and income was very low as a work of school PTA, principals and others school management bodies. This implies that parent" s participation in regarding to female students teaching handball was very low as the result of lack of commitment, lack of awareness on educational output and low academic profile of parents .hinders female students participation in teaching handball. "...

From the above, one can understand easily that the Families levels of educational attainment, occupation and income hinders negatively female students participation in teaching handball.

.As shown in item 7 of table 4. respondents were asked to the whether the act of families placing high premium on the economic position affects female students participation on teaching handball The mean value of female students of (M= 3.82, SD =0.78) and the mean value of Teachers (M= 3.82 SD= 0.978) and the mean value of principals were of (M= 5.00, SD =0.000) respectively. This shows that act of families placing high premium on the economic position there were highly interfered blocking female students participation on teaching handball . The data further depict that there is no statistically significant difference between the perceptions of female students and Teachers. $t(99) = -18.603.32$, $p = 0.000$. This implies that table above suggests the results obtained from the table on the act of families placing high premium on the economic contribution of girls should hinder negatively female students participation in teaching handball. Generally this Summarized by situational factors such as: female role in the family , lacks of proper family support on the financial situations.etc.

Regarding the act of families placing high premium on the economic position to words female Educations were asked Interviewed of the principals (principals,& Teachers of GPS were Interviewed#7 may 28/2018) .

"...stated that family were using females as ameans of income, invaiting female students on different home duties which enabels them to. earn money ,saling their force ,giving the priority chance rather than educating them. "

According table 4: represented question item number 8 the issue that Girls are tasked to make contribution on the form of child care ,home production ,agricultural and trade which are essential for the survival of family whether go in line with the parental related problem which affects female students participation in with teaching handball obtained the mean value of the female students were (M=4.28, SD=0.975) and the mean value of the teachers were (M=4.28, SD=0.975)and the mean value of the principals were (M=4.50, SD=0.577) respectively. This shows that there were active participation of Girls on the contribution on the child care ,home production ,agricultural and trade which are essential for the survival of family. The data further depict that there is no statistically significant difference between the perceptions of female students and Knowledgeable teachers. $t(99)=43.886$ $p=(0.000) < 0.05$ This implies the way of using Girls are tasked to make contribution on the form of child care ,home production ,agricultural and trade which are essential for the survival of family members is the major problem in the block inking of female students participation in teaching handball..

As shown in item 10 of table 4. respondents were asked about House hold factors such as economic position, house hold size, parents education and practice of parental related problem chunk the female students participation in teaching handball the mean value of the female students were (M=4.54, SD=0.671) and the mean value of the teachers were (M=3.40, SD=1.25) . In addition to this the other group from principals group give response by supporting the female group with the mean value& standard deviation of (4.33,0.577) respectively. This shows there is the problem which lies under House hold factors such as economic position, house hold size, parents education and practice of parental were highly interfering in the problems of female students hindrance of teaching handball. The data further depict that there is no statistically significant difference between the perceptions of teachers and school leaders, $t(168) = .30$, $p =.76$. The data further depict that there is no statistically

significant difference between the perceptions of female students & school leaders $t(99) = 68.047, p = (0.000) < 0.05$.

. Kasente (2000) noted that, father can be a player in enhancing girls access to education and in urban as well as in some rural areas, mother also either jointly or with the father or singly can influence the decision for a girl to enroll in school. Thus, there are many family related factors including parental schooling, house hold responsibilities, family size, parent's educational level and background, and area of residence, family income and so on. This can be supported with Rose and Tampon (1999) also reviewed that female students poor enrollment and participation in school could be related to their life styles too, that is, most of them do house chores such as: cooking, taking care of younger brothers and sisters, generally helping their over burdened mothers. This result shows that House hold factors such as economic position, house hold size, parents education and practice of the family has great problem on the female students participation in teaching handball.

Discussion results obtained from questionnaires interview question and focus group from on table 4:parental related problems.

From the above table 4: parental related problems affecting female students participation in teaching handball based on questionnaire ,interview and focus group discussion conducted for female students , teachers, principals and PTA members :with respect to 10 item questions raised for all participants of the study based on parental related problem agreed upon: based on that the researcher made discussion with questionnaire ,interview and focus group discussion with PTA: in Afan Oromo and translated it to English as follows : According to the all respondents response agreements the following discussion results which were highly inferring in female students participation in teaching handball were :

- Problems of cultures and cross cultural suctions & social norms .
- Presence of long traditional and socio-cultural problems.
- Reason related with conventional believes .
- Problems lie under family .
- poor -attitude of community, Society & female students toward handball.

4.5.societal related problems on female students participation.

Table 5. Independent t-test for the mean rating of respondents regarding on Societal related problems for female students participation in teaching learning process of handball.

N	Itea.m	Respon dants	N	Mean	St.d	MD	Df	T	Sig
1	Wes t full as girls eventually be Married off to be come house wives in _cultures of the society..	Female studen ts	10	1.569 1	1.3 3 9	1.5 2 0	99	30.2 7 2	0.00 0
		Teach Teachers	13	1.37	1.0 9 8	3.7 6 9	12	10.4 4 7	0.00 0
		Principals	3	1.63	1.2 2 8 0	4.6 6 7	2	14.0 0	0.00 5
2	Cultural and cross cultural social norms and traditions by which sub servant status of girls.	Female studen ts	10	4.56	0.7 8 3	1.5 6 0	99	19.9 3 3	0.00 0
		Teachers.	13	3.68	1.1 0 9	3.6 9 2	12	12.0 0 0	000
		Principals.	3	5.00	0.0 0	1.3 3 3	2	4.00 0	0.05 7
3	Negativeattitudeofthecommunity.	Female studen ts	10	4.32	1.0 2 4 4 .3 2 0	4.3 2 0	99	42.1 9 7	0.00 0
		Teachers..	13	3.85	1.2 1 4	3.8 4 6	12	11.4 2 1	0.00 0
		Principals.	3	5.00	0.0 0	4.3 3 3	2	13.0 0	0.06
4	understanding poor societal attitudes to words female students learning duties of females are in the kitchen..	Female studen ts.	10	4.29	0.9 5 7	4.2 9 0	99	44.8 4 7	0.00 0
		Teachers..	13	4.00	0.7 0 7	4.0 0 0	12	20.3 9 6	0.0 0 0

		Principals.	3	5.00	0.0	4.6	2	14.0	0.05
					0	6		0	
					0	7			
5	Societal perception that handball learning is for dull and unintelligent students	Female students..	10	1.31	0.4	4.6	99	44.9	0.00
					8	6		4	0
					0	0		2	
		Teachers	13	1.55	0.3	1.2	12	7.40	0.00
					7	3		7	0
					6	1			
		Principals.	3	1.00	0.0	4.3	2	13.0	0.06
					0	3		0	
						3		0	
6	Poor-societal recognition of physical education for female student participation on teaching hand ball.	Female students..	10	4.18	1.0	4.1	99	39.1	0.00
					6	8		6	0
					7	0		7	
		Teachers	13	4.31	0.8	4.3	12	18.1	0.00
					5	0		6	
					5	8		9	
		Principals.	3	4.33	0.5	1.3	2	4.00	0.05
					7	3		0	7
					7	3			
7	Lacks of awareness on the objectives and prospect of hand ball learning..	Female students	10	1.82	0.9	1.8	99	18.6	0.00
					7	2		0	0
					8	0		3	
		Teachers	13	1.38	0.6	4.3	12	24.3	0.00
					5	8		0	0
					0	5		5	
		Principals.	3	1.67	0.5	4.6	2	14.0	0.05
					7	6		0	
					7	7		0	
8	Negative attitude of the community.	Female students.	10	4.28	0.9	4.2	99	43.8	0.00
					7	8		8	0
					5	0		6	
		Teachers..	13	4.15	1.1	4.1	12	1213	0.00
					4	5		.	0
					4	4		0	
								9	
								7	
								.	
		Principals.	3	4.33	0.5	-	-	-	-
					7				
					7				
9	Societal perception that hand ball learning is for dull and unintelligent	Female students	10	1.00	0.0	4.3	99	46.9	0.00
					0	1		6	0
					0	0		1	

	student. .	Teachers.	13	1.33	0.875	1.231	12	7.407	0.000
		Principals	3	1.67	0.577	-	-	-	-
1	Low societal estimation about physical Education as Education for lowest class people.	Female students	10	4.54	0.671	4.545	10	68.047	0.000
		Teachers	13	3.92	1.240	3.917	12	10.941	0.000
		Principals	3	4.67	0.577	-	-	-	-

1 AS indicated On table 5. of item 1. regarding to the West full as girls eventually be Married off to be come house wives teaching handball all the respondents groups shows similar views responses on the items .both respondents rated high with the mean score for principals with (M=1.63, SD= 0.577) , rated medium mean score on teacher with (M=1.37, SD=1.301) and rated low mean score on female students with (M=1.56 SD=0.502) indicating that West full as girls eventually be Married off to be come house wives were not involve in hindering female students participation of teaching handball. The data further depict that there is no similarity of statistically significant difference between the perceptions of all respondents. among female students, Teacheres and school principals.. $t(99) = 30.272, p = 0.000$ (female students.) , $t(12) = 10.447, p = 0.000$ (Teachers.) , $t(2) = 14.000, p = 0.05$ (principals.) this indicated that West full as girls eventually be Married off to be come house wives teaching handball were not match to the hindrance of female students participation in teaching handball in Guliso preparatory school, As indicated from the table Item 3 of table 4.5` indicates Cultural and cross cultural social norms and traditions by which sub .servant status of girls the mean score of the female students. (M=4.56, SD=0.783), mean score of the teachers (M=3.68, SD=1.109), . (M=5.00, SD=0.000) indicating that they were actively interfering hindrance of female student participation in teaching handball. The data further depict that there was no statistically significant similar between the perceptions of all respondents., . $t(99) = 19.933, p = 0.000$ (female students.) , $t(12) = 12.000, p = 0.000$ (Teachers.) , $t(2) = 4.000, p = 0.057$ (principals.

As shown in table .5 of item 3 & item 8 related to the Negative attitude of the community the mean score of the female students ($M=4.32$, $SD=1.0244$) and the mean score of teachers ($M=3.85$, $SD=.95$) and the mean score of principals ($M=5.00$, $SD=.95$) indicated that the term poor Negative social attitude of the community were highly interfering to impaired female students participation in handball teaching. The data further depict that there is no statistically significant difference between the perceptions of teachers and school leaders. $t(99) = 42.197$, $p = 0.000$ (female students.) , $t(12) = 11.421$, $p = 0.000$ (Teachers.) , $t(2) = 13.000$, $p = 0.06$ (principals).

From this one can easily understand that Negative attitude of the community can affect negatively female students participation in teaching handball. As in table 4.5 of item 4. about understanding poor societal attitudes to words female students learning duties of females are in the kitchen the female students , teachers & principals respondents show their high level of agreement with the mean score value of 4.29 , 4.00 & 5.00 respectively. This indicated that understanding poor societal attitudes to words female students were highly involved in hindering female student's participation in handball teaching with this , the computed one simple t-test value for the equality of means with 99 degree of freedom at calculated t-value of 44.847. the obtained p-value is 0.000. which is less than 0.05 (alpha level) , since $p < 0.001$ the null hypothesis rejected that the sample mean is equal to the hypothesized population mean and concluded that the mean responses of the sample is statically significantly different between the opinion of the respondents about the issue. This implies that one can easily understand that poor societal attitudes to words female students learning can hinder female students participation in teaching handball.

Item 5 of table 5 indicates Societal perception that handball learning is for dull and un intelligent students question were asked female students, Knowledgeable Teachers and principals group were respond with the mean score value were the mean score of the female student ($M=1.31$, $SD=1.037$) , the mean score of the teachers ($M=1.55$, $SD=0.599$) and the mean score of principals ($M=1.00$, $SD=0,577$) respectively. This indicated that the perceptions response of teachers and school principals on Societal perception that handball learning is for dull and un intelligent students was very low . $t(99) = 44.942$, $p = 0.000$ (female students.) , $t(12) = 7.407$, $p = 0.000$ (Teachers.) , $t(2) = 13.000$, $p = 0.06$ (principals.) . The data further depict that there was no statistically significant difference between the perceptions of teachers and

school principals, This implies that Societal perception that handball learning is for dull students and Societal perception that hand ball learning is for unintelligent student question were not match to the hindrance of female students participation in teaching handball .

As it can be seen from table 5, item6 question about Poor-societal recognition of physical education hinders female student participation on teaching handball were asked female students ,knowledgeable teachers and principals Guliso preparatory schools were obtained the mean score of female students (M= 4.18, SD=1.067), mean score of Teachers were (M=4.31., SD =0.885) and the mean score of principals were (M=4.33.0,.577), (Kasente , 2000) stated that other factors that influence the gender disparities in participation included socio-cultural benefits and practices, opportunity costs, relevance of education, school environments, safety and security and teaching and learning activity. From this one can easily understand that Cultural and cross cultural social norms and traditions by which sub servant status of girls for handball is the major factor which block female students participation in teaching handball.

shows that there were active Poor-societal recognition of physical education that hinders female student participation on teaching handball. The data further depict that there is no statistically significant difference between the perceptions of teachers and school principals. $t(99) = 39.167, p = 0.000$ (female students.) , $t(12) = 18.16, p = 0.000$ (Teachers.) , $t(2) = 14.000, p = 0.05$ (principals.) . This indicate in the participants of the study more believed that Poor-societal recognition of physical education for female student participation on teaching hand ball is the major factors which makes female students not to participate in learning handball lesson. This shows that Poor-societal recognition of physical education for female student participation on teaching hand ball hinders female student participation in teaching handball.

As indicated on the questions about table 5: item7 Lacks of awareness on the objectives and prospect of hand ball learning the female student show high level of disagreement with the mean score 1.82 ,and the mean difference 1.82 this indicated that the female students. respondents have similar view on the Lacks of awareness on the objectives and prospect of hand ball learning .on the contrary with this other respondents groups from Teachers and principals shows their high level of agreement with the mean score of 1.38,and the mean difference 4.385(teachers)and mean score of 1.67,and the mean difference 4.6667(principals) this indicated that the respondents of from Teachers and principals have similar view on the understanding Lacks of awareness on the objectives and prospect of hand ball teaching on

female participation. $t(99) = 18.603$, $p = 0.000$ (female students.) , $t(12) = 24.305$., $p = 0.000$ (Teachers.) , $t(2) = 14.000$, $p = 0.05$ (principals).

The interview results also affirmed the above data i.e. principals, school supervisors KBLG and PTA were not effective in providing awareness program in the school community for female students for general society.

From this one can easily understand that Lacks of awareness on the objectives and prospect of hand ball learning the cannot affects negatively female student's participation in teaching handball.

Regarding to the Societal perception that hand ball learning is for dull and unintelligent student response obtained the mean score of female students ($M = 4.28$, $SD = 0.978$), mean score of Teachers were ($M = 4.15$, $SD = 0.650$) and the mean score of principals were ($M = 4.33$, $SD = 0.577$). The data further depict that there is no statistically significant difference between the perceptions of teachers and female students., $t(99) = 18.603$., $p = 0.000$ (female students.) , $t(12) = 24.305$, $p = 0.000$ (Teachers.) ., $t(2) = 14.00$, $p = 0.05$ (principals.).

This implies that one can easily understand that poor societal attitudes to words female students learning can hinders female students participation in teaching handball.

As it is shown in Table 5. item 10 respondents were asked the extent of Low societal estimation about physical Education as Education for lowest class can affects female students participation in teaching handball by themselves raveled that he mean score of the female students were ($M = 4.54$, $SD = 0.671$) and the mean score of the Teachers were ($M = 3.92$, $SD = 1.204$).) and the mean score of the principals. were ($M = 4.67$, $SD = 0.577$). This shows that there were active Low societal estimation about physical Education as Education for lowest class hinders female students participation in teaching handball. The data further depict that there is no statistically significant difference between the perceptions of female students and school principals . $t(100) = 68.047$, $p = 0.000$ (female students.) , $t(12) = 10.941$, $p = 0.000$ (Teachers.) This indicate that the two respondents shows that there were agreement in between female students and school principals .

Moreover, to check whether the given information is right or wrong, the researcher interviewed school principals and knowledgeable teachers about Low societal estimation about physical Education as Education for lowest class. The interview results also affirmed the above data i.e. principals knowledgeable teachers said if there is miss understanding around this area,

reducing the value of learning physical education. These duties are routine and take times. Therefore, it is difficult to say female students are effectively participating in handball teaching.."

From the above, one can infer that low estimation value among the social group are the main problems maintained for hindering female students participation in teaching handball .

Discussion results obtained from questionnaires interview question and focus group from table 5: On Societal related problems .

From the above table 5: Societal related problems affecting female students participation in teaching handball based on questionnaire ,interview and focus group discussion conducted for female students , teachers, principals and PTA members :with respect to 10 item questions raised for all participants of the study based on parental related problem agreed upon: based on that the researcher made discussion with questionnaire ,interview and focus group discussion with PTA: in Afan Oromo and translated it to English as follows : According to the all respondents response agreements the following discussion results which were highly inferring in female students participation in teaching handball were :

- poor -attitude of community, Society & female students toward HB.
- Poor-societal recognition of physical education for female student.
- The presence of social ignorance &Low perception on PE among the societal groups.
- Low estimation value of social group is the main maintained.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The main purpose of the study was to assess the factors that affect female student's participation in teaching learning process of handball in west Wollega Zone, Guliso Worda. Research engaged Grade12 female students of Guliso Preparatory school, grade 12 of Horst Spring Preparatory school, teachers from Guliso Preparatory school and Horst Spring Preparatory school, Principals from Guliso and Horst spring Preparatory school, KETB, Parent Teachers Associations. The study used simple random sampling .In order to achieve this purpose the following basic research questions were raised. i) What are the school related problem factors that are affect participation of female students on teaching learning process of handball?

ii). What are the parental related factors that affects participation of female students in teaching learning process of handball? iii) What are the societal related factors that are affecting participation of female students in teaching learning process of handball? To deal with the basic questions, related review literature was conducted: Questionnaire, interviews, and focus group discussion were implemented as the means of the study. The research was analyzed by using frequency count, percentage, mean and standard deviation through the Statistical Package for the Social Science (SPSS version 20) .The data analysis and interpretation led to the following main findings: Concerning the characteristics of respondents, it was found that the participants' age was ranging from 17 – >40years. The majority of the respondents were female. Male respondents were few .When their qualifications were taken into consideration, most of the participants in the study were grade 12 students thus they do not have work experience. Whereas from the rests of them hold first degree and few of them were second degrees (MA's) holders. The majority of the respondents work experience range from11 -10 years .The rest work experience were lying between 11-20 yearers. Regarding to the school related problem affecting female students participation in teaching handball: on item number 1 respondents rated high with the mean score for female students($M=4.5$, $SD=0.784$) and Knowledgeable Teachers ($M =4.15$, $SD= .801$) indicating that Lacks of sufficient materials can highly affect female students participation in handball teaching. Concerning . item 2 equal period allocation for handball subject in relative to other subjects in the school the mean score of the female students were ($M=4.32$, $SD=1.024$) and the mean score of

teachers 3.54, St.D=1.109, for school principals (M=4.67, SD=0.577) indicating that Unequal period allocation for handball subject in relative to other subjects in the school were actively interfering female students hindrance on participation in handball teaching in West Wollega Zone preparatory school. On the Negative attitudes of female student's participation towards handball learning in the class are effectively interfere their low participation with the mean score of females (M= 4.26, SD= 1.021) and the mean score of teachers (M=3.77, SD=1.166 .) and principals (M=3.33, St.D=1.155) respectively. This indicates that Negative attitudes of female student's participation towards handball learning actively interfere in their low participation female students toward the handball learning. Regarding Lack s of motivation of principals and teachers the mean score of females were (M= 3.67, SD=0.935) and the mean score of school principals were (M=3.67, SD =0.577) and teachers were (M=4.00, St.D=1.256). . $t(99) = 19.14, p = 0.000$ (female students.) shows that Lack s of motivation of principals and teachers were highly interfering on female students participation in teaching hand ball. Concerning weakness of the teachers discussion the mean score of females were (M= 4.31, SD=0.918) and the mean score of school principals were (M=3.33, SD =0.577) and teachers were (M=3.77, St.D=1.363) shows weakness of the teachers discussion about the issue related to teaching learning process of handball in the school were actively interfering on the hindering female students participation in teaching hand ball. Regarding to the way of teachers participating and teaching female the mean score of females were (M= 4.52, SD=0.674) and the mean score of school principals were (M=4.67, SD =0.575) and teachers were (M=3.92, St.D=1.441) shows that way of teachers participating and teaching female were highly taking part in blocking female students participation in teaching hand ball. Generally from discussion result on school related problem the following results were obtained:

- Absence of instructional materials in the school.
- Absence of equal period allocation of physical Education in relation to other subjects.
- Shortage of PE teacher's capability to relate the lesson to the life activity of female student discussion about the issue relating to teaching learning process.
- Low participation of motivating female students from teachers and principals.

Regarding Cultural sanctions block on women's teaching learning process participation in handball with the mean score of female students hindrance of female students participation of mean score (M= 4.33, SD= 1.024) and the mean score of teachers M= 4.32, SD= 1.024 . and the

mean score of principals.(M=4.33,St.D=0.577) respectively. This indicates that Cultural sanctions were actively hinders women's teaching learning process on handball. From this one can understand easily that Cultural and cross cultural suction are the major factors which can hinders female students participation in teaching handball .As it indicated in table 4.,of item 4 the item Religious and socio-cultural traditions such as early marriage related to hinders female students participation in teaching handball female students , Knowledgeable Teachers principals were responded that the mean score of the females were (M=4.29, SD=0.957) and the mean score of the Knowledgeable Teachers were (M=4.29, SD=0.957) and the mean score of the principals were(M=4.67, SD=0.577) respectively. This shows that religious and socio-cultural traditions such as early marriage were actively interfering on blocking female students participation in teaching handball .Concerning Conservative believes that women role lie in the kitchen or home item the mean value of the female students were (M=4.66, SD=1.037) and the mean value of the teachers were (M=4.66,SD=1.37) and the mean value of the. principals were(M=3.33,SD=0.577) respectively shows Conservative believes that women role lie in the kitchen or home were actively involved in hindrance of low participations of female students in teaching handball. On the Families levels of educational attainment, occupation and income female students participation in resource related issues shows that female students (M = 4.18, SD =1.0.67) ,Teachers (M = 4.18, SD =1.0.67)),and principals were(M = 4.33, SD=0.577) this shows that Families levels of educational attainment, occupation and income female students participation were highly interfering in the hindrance of female students participation in teaching handball .Regarding act of families placing high premium on the economic position affects female students participation on teaching handball The mean value of female students of (M= 3.82, SD =0.78) and the mean value of Teachers (M= 3.82 SD= 0.978) and the mean value of principals were of (M= 5.00, SD =0.000) respectively. This shows that act of families placing high premium on the economic position there were highly interfered blocking female students participation on teaching handball. Concerning Girls are tasked to make contribution on the form of child care ,home production ,agricultural and trade which are essential for the survival of family the mean value of the female students were (M=4.28, SD=0.975) and the mean value of the teachers were (M=4.28, SD=0.975)and the mean value of the principals were (M=4.50, SD=0.577) respectively. This implies the way of using Girls are tasked to make contribution on the form of child care ,home production ,agricultural and trade which are

essential for the survival of family members is the major problem in the block inking of female students participation in teaching handball. Regarding House hold factors such as economic position, house hold size, parents education and practice chunk the female students participation in teaching learning handball the mean value of the female students were (M=4.54, SD=0.671) and the mean value of the teachers were (M=3.40, SD=1.25) and principals group give response by supporting the female group with the mean value& standard deviation of (4.33,0.577) respectively. This shows there is the problem which lies under House hold factors such as economic position, house hold size, parents education and practice of parental were highly interfering in the problems of female students hindrance of teaching handball. Generally from discussion result on parental related problem the following were obtained:

- . Problems of cultures and cross cultural suctions& social norms.
- Presence of long traditional and socio-cultural problems.
- Reason related with conventional believes
- Problems lie under family.
- poor -attitude of community, Society & female students toward HB.

On Cultural and cross cultural social norms and traditions by which sub .servant status of girls the mean score of the female students. (M=4.56, SD=0.783), mean score of the teachers (M=3.68, SD=1.109), . (M=5.00, SD=0.000) indicating that they were actively interfering hindrance of female student participation in teaching handball. Concerning the Negative attitude of the community the mean score of the female students(M=4.32, SD=1.0244) and the mean score of teachers (M=3.85 SD=.95) and the mean score of principals (M=5.00, SD=.95) indicted that the that term poor Negative social attitude of the community were highly interfering to impaired female students participation in handball teaching. Regarding poor societal attitudes to words female students learning duties of females are in the kitchen the female students ,teachers &principals respondents show their high level of agreement with the mean score value of 4.29 , 4.00 &5.00 respectively. This indicated that understanding poor societal attitudes to words female students were highly involved in hindering female student's participation in handball teaching. On Poor-societal recognition of physical education hinders female student participation on teaching handball were asked female students ,knowledgeable teachers and principals Guliso preparatory schools were obtained the mean score of female students (M= 4.18, SD=1.067), mean score of Teachers were (M=4.31., SD =0.885) and the

mean score of principals were (M=4.33, SD=0.577), this shows that there were active Poor-societal recognition of physical education that hinders female student participation on teaching handball . As it is shown in Table 4.6., item 10 Low societal estimation about physical Education as Education for lowest class can affect female students participation in teaching handball by themselves revealed that the mean score of the female students were (M= 4.54, SD=0.671) and the mean score of the Teachers were (M=3.92, SD=1.204).) and the mean score of the principals. were (M=4.67, SD=0.577). This shows that Low societal estimation hinders female students participation in teaching learning process of handball .: Generally from discussion result on societal related problem the following were obtained:

- poor -attitude of community, Society & female students toward HB.
- Poor-societal recognition of physical education for female student.
- The presence of social ignorance & Low perception on PE among the societal groups.
- Low estimation value of social group is the main maintained

5.2. Conclusions

The conclusions that the researcher reached in the light of the results of this study are presented as follows.

- ❖ . Absence of instructional materials.
- ❖ Absence of equal period allocation in relation to other subjects.
- ❖ Shortage of physical Education teachers capability to relate the lesson to the life activity of female students.
- ❖ Low participation of motivating female students .
- ❖ Weakness of teacher's demonstration.
- ❖ Problems of cultures and cross cultural suctions& social norms .
- ❖ ,Presence of long traditional and socio-cultural problems.
- ❖ Reason related with conventional believes,
- ❖ Problems lie under family.
- ❖ poor -attitude of community, Society & female students toward handball,
- ❖ Poor-societal recognition,
- ❖ presence of social ignorance &Low perception.
- ❖ Low estimation value of social group were main core maintained.

From the conclusion we can understand that combinations of school, parental and societal related problems and results obtained from interview and the FGD are conspire to affect female students participation in teaching learning process of handball .

As a way of the problems number of recommendations have been made for concerned body such as: Governments, school principals, professional associations ,policy makers , Guidance and counseling committee of the schools, PTA ,KETB, Guliso woreda Youth and Sport Office, curriculum developer, Government funding, Further studies as a whole would help to correct this sires problem together and plague to cultivate and grow female students participations handball teaching learning process class and help to improve their learning participation in education to achieve acceptable level in country as general.

5.3 Recommendations.

In view of the conclusions drawn from the study findings, the researcher believes that there is fertile ground for further investigation in to issues relating for improving female students learning participation, the study recommends the following concerned body:

5.3.1 Gulisoworeda educational biro.mut provide training program on the school related problem affecting female student's participation in teaching learning process of handball for school community . This will enable: to improve Incapability of physical Education Teachers to relate the lesson to the life activity of female students and discussion about the issue relating to teaching learning process,

5.3.2 professionals: principals, Teachers &supervisors: professionals, principals, teachers and supervisors of the schools must provide the necessary awareness on the school related problem affecting female student's participation in teaching learning process of handball for community of the school. This will enable: to improve attitudes of the to words physical education. Teachers to relate the lesson to the life activity of female students and discussion about the issue relating to teaching learning process, improves the motivation of principals & teachers for female students.

5.3.3. Guliso preparatory school guidance and counseling committee.

GPS guidance and counseling committee be supposed to provide counseling program for female students in the school compounds. This will enable female students to change their negative attitudes to word learning handball, and improve their learning participation on handball.

5.3.3Guliso preparatory school parents, teachers association : must organize awareness program how to improve female's student's participation in learning handball for parents (family). This will enables help female students to improve their learning participation, facilitate female students encouragement in learning participation, enables for the full fillmements of the educational materials for female students...

5.3.4 Guliso woreda Youth and Sport Office. must provide awareness program for general society as the whole change their attitude and perception to words female students learning participation. This enables to change the cultures and cross cultural impacts on female students, poor social recognitions of the society on women improve lacks of awareness ,improve negative

attitudes of the community, poor social attitudes on female, improve poor social recognition on handball subject in relation to other subjects

5.3.5 Ministry of education, and curriculum developer

Ministry of education, and curriculum developer should be review the amount of period allocation of PE per week in relation to the other subjects. This will help the preparatory female students to have enough time to participate on physical education class (especially on handball subjects) theoretically and practically to improve their learning participation.

5.3.6 Government funding:

There is also need for government to provide enough budgets for purchasing facilities of physical education (especially handball materials) such as: well organized gymnasium, playing equipments of the game, cloth exchanging room, etc in order to popularize the game and attracts female students need in the school compound. This will enable the preparatory school female students to improve their participation in learning handball subject in the school.

5.3.7 Further studies

Further research is recommended after this research in the area of female student's participation especially in teaching handball. Hence more research will be needed this area and for investigating another related problems which hinders female students participation on their learning ability as a whole. Generally the researcher applied the above method to solve the problems that I faced during in the teaching learning process and practicing the female students in teaching of handball in the school. so I recommended that the: government, policymakers, woreda educational biro. school administration (principals), supervisors , teachers , counseling and guidance committee ,parents, female students, parents, teachers, association(PTA), Keble educational training board(KETB) ,and any concerned body with such problems to solve in the environment to improve the participations of the female students in learning handball class.

REFERENCE

- Alex , M.2006. *Schooling society and curriculum*. New York:Taylor &Francis rout Ledge.
- Andante Dutamo. 2014. Challenges of Female Students in Learning Physical Education: The Case of Hadiya Zone Preparatory Schools (SNNPR). Addis Ababa University.
- Anderson, C. (2003). When More is Better: Number of Motives and Reasons For Quitting as Correlates of Physical Activity in Women. *Health Education Research*, 18 (5), 525-537.
- Afewerk Tekalay, , 2014, Challenges of Teaching handball in preparatory schools ,in the case of Wukromaram, Tigray National ,regional state. Addis Ababa University.
- Azeb Desta (1998). *A Look at the Concept and Application of Self-Contained Classroom Organization in Ethiopia Primary Education*. Addis Ababa University: Institute of Education Research (IER).
- Best, J.& V. Khan (2005),*Research in Education* (9th ,ed.) New. Delhi: Trent ice Hall of India.
- Bucher C. A and Koeing Constance R. (1974) *Methods and Materials for Secondary School Physical Education*. The C.V. Co. Saint Louis.
- Cooper, Iame, (1986), "*The Teacher as a Decision Makers*" in J. Cooper (ed). *Classroom Teaching Skills* (pp. 1-18). Lexington: DC Health Company.
- Desatu Feyissa, 2017,*Challenges of female students in physical education practical class with specific referance to some secondary & preparatory school in Amuru Woreda ,Horo Guduru Wellaga Zone*.
- Daryl Siedentop, (2007). *Introduction to PE, fitness, and sports*. Six Tradition Published Mcgraw. Companies USA New York.
- Deborah Wuest (1994). *Curriculum and Instruction the Secondary School Physical Education Experience USA*.
- HailuTadese .2012. Challenges and prospective of female students participation in sports and physical activity the case of Shambu woreda primary school ,Addis Ababa university.
- Henderson, K.A. and Winn, S. (1996) . Females and Physical Activity. *Parks and Recreation*, 31 (8), 28-34.
- Holger Nielson 1898
- Horine, Larr (1985) *Administration of Physical Education and Sport Program*. Philadelphia. Sounder College.
- International Bureau of Education (1993). *Teachers and Educational Change: Educational Innovation and Information No. 75*.

- Jackson, E. L. (2000). Will Research on Leisure Constraints Still be Relevant in the Twenty-first Century? *Journal of Leisure Research*, 32, (1), 62-68
- Johnson and Christensen (2008) *Research Methodology*, London ;Sage publication Ltd.
- Kasaye Kasate,(2014):Factors affecting the participation of female students in physical education practical class .In Harar Aboker preparat,Harar City, Harar Regional state.
- Kasente, D, (2000). *Closing the Gender Gap in Education and Curbing Dropout*. A Prop
Prepared for Regional Ministerial Consultation (FAWE): Kampala, Uganda.
- King.E&Hill (1993)
- Knapp. L, (1968). *Teaching Physical Education in Secondary Schools*. A
Textbook on Instructional Methods. McGraw. Hill Book Company.
- Koenig (1974)
- Kumar, R (1999) *Research Methodology: A step by step guide for beginners*, London SAGE Publications.
- Leonardll, and Knapp, (1968). *Teaching Physical Education in Secondary School*. USA: McGraw Hill Book Company .
- Mebratu B. (2002). Didactics of Handball Sport. Addis Ababa University Sport Department (Module.
- Mitzel (In Azeb 1998)
- Okojie, C. E.E. (2001), *Persisting Inequalities in Education of Female under schooling in Africa* as Assessed by the African Academy of Sciences and Research Pregame, university of Benin, Benin City, Nigeria.
- Pennycick, D, (1998) *School Effectiveness in Developing Countries: A Summary* for the Research Evidence. Education Research Centre Paper for International Education; University of Sussex.
- Rose & Tampon (1999)
- Posner, C. J. (1992). *Analyzing the Curriculum*. New York: Mcgraw Hill Inc.
- Rose, P. and Tampon, M. (1999). *Girls Schooling in Ethiopia*. In Heard, C. an Buin waree, S. (ed), *Education and Development: Beyond Access to Empowerment*, London: 2nd books Ltd.
- Simirit Dimise ,, 2014 Major factors that affect handball project participation and Development with specific preference Nifas Silk Lafto Subcity.in Addis Ababa University.

- Stroquist, P., N. (1989) *Determinants of Educational Participation and Achievement of Women in the Third World: Review of Educational Research*, UK.
- Sutton, A. (1998). "Girls Education Access and Attainment" in Stromquist, Nelly, P. (ed): *Women in the Third World an Encyclopedia of Contemporary Issues*. New York and London, Garland Publishing. Inc.
- Wilkison and Birmingham (2003). Is the Canadian Childhood Obesity Epidemic Related to Physical Inactivity. *International Journal of Obesity*, **27** (1), 1100-1105.
- Wigger, U. (2001). Exercise and Youth: Physical Activity, Sport Involvement and Development. *European Journal of Sport Science*, **1** (3), 1-8.
- Wuest Bucher, (1999). *Foundations of Physical Education and Sports*. 13th Edition, by McGraw- Hill Companies USA.
- Wuest, D and Lombardo B. (1994). *Curriculum and Instruction: the Secondary School Physical Education Experience*. Rhode Island College, Providence, Rhode Island.
- Yaekob (2014).
- Yalew ,2011
- Yonas Kasahun, 2014, Major factors that affect female students participation in teaching handball.in case of Degalo preparatory school and secondary school. Addis Ababa University. .
- <http://www.glbpartnerhsip.org/focus-areas/girls-education>). Retrieved on August 2014.
- <http://www.google.com/m/of-white+headandcorbin,1991.client=ms=opera=minid channel=new/1.> Retrieved on July 2014.
- [http://en.m, Wikipedia. Org/wiki/physical-education](http://en.m.wikipedia.org/wiki/physical-education) Retrieved on June 2014.
- <http://www.teachpe.com/> Retrieved on June 2014.
- <http://Olympics.About.Com/1w/sports-recereation/Amateur-sports/handball-An-Illustrated-hisotry-htm>. Retrieved on August 2014.
- <http://www.supportrealteachers.org/effective-teaching-strategeis-htm/> Retrieved on August 2014.
- <http://www.aasc.gov.et/index-php?option=com.content> Retrieved on August 2014.
- <http://www.en.wikipedia.org/wiki/IHF.world-womens.-handball>. Retrieved on

August 2014.

<http://www.northnet.org//timeline.htm>. Retrieved on August 2014

APPENDEX A

**JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE**

Questionnaire to be full filled by grade 12 Female students .

Back ground information

Before you start, please answer some question about yourself given below.

Back ground information.

Part: I Instruction: I : please write background information on the space provide

1, Name of the school _____

1. 2 Sex_____

1.3 Organization_____

1.4 Grade level_____

1.5 Religion_____

1.6Ethnicity_____

1,7School_____

Part II school related factors affecting female students participation in learning hand ball
Instruction II Put (√). sign under the given alternatives you will choose in the box.

IT.NO	Items	Alternatives				
		Strongly Disagree	Disagree	Undecided	Agree	Strongly agree
1	Lacks of adequate sufficient materials which are used to teach handball subject .					
2	Roles of handball teachers in managing large class in the school .					
3	Unequal time allocation for handball subject in relative to other subjects in the school ?					
4	Lacks of handball teachers relate the lesson with life activity of female students in the school.					
5	Negative attitudes of female student's					

	participation towards handball learning in the class.					
6	Lack of trained man power .					
7	lacks of the motivation of principals and teachers can affects female students participation in teaching hand ball .					
8	Weakness of teachers discussion about the issue related to teaching learning process of handball in the school					
9	The way of teachers participating and teaching female students in the handball theoretical and practical session?					
10	Unavailability of materials in which they help for the teaching learning process of handball.					

Part III parental related factors affecting female participation in learning hand ball.

Instruction III Put (√) sign under the given alternatives you will choose in the box

IT.NO	Items	Alternative				
		Strongly	Disagree	Undecid	Agree	Strongly Agree
11	poor parental perceptions about the benefits of education and negative attitude to words female Educations.					
12	parents viewed to words formal education on female students participation on hand					
13	Cultural sanctions on women's educations.					
14	Religious and socio-cultural traditions such as early marriage.					

15	Conservative believes that women role lie in the kitchen or home.					
16	Families levels of educational attainment, occupation and income .					
17	The act of families placing high premium on the economic contribution of girls .					
18	Girls are tasked to make contribution on the form of child care home production ,agricultural and trade which are essential for the survival of family members .					
19	Parents unwillingness to full fill the educational materials such as costs of books, hand tools .					
20	House hold factors such as economic position, house hold size, parents education and practice .					

Part IV. Societal related factors related factors affecting female students participation on teaching hand ball.

Instruction IV Put (√)sign under the given alternatives you will choose in the box

IT.NO	Items	Alternatives				
		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
21	west full as girls eventually be married off to become housewives in _cultures of the society.					
22	Cultural and cross cultural social norms and traditions by which sub					

	servant status of girls.					
23	Negative attitude of the community					
24	understanding poor societal attitudes to words female students learning duties of females are in the kitchen.					
25	Societal perception that handball learning is for dull and unintelligent students					
26	poor societal recognition of physical education for female students participation on teaching hand ball .					
27	Lacks of awareness on the objectives and prospect of hand ball learning.					
28	Negative attitude of the community					
29	Societal perception that hand ball learning is for dull and unintelligent student.					
30	Low societal estimation about physical Education as Education for lowest class people.					

APPENDEX B

**JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE**

Questionnaire to be full filled Teachers and Principals of the school.

Back ground information

Before you start, please answer some question about yourself given below.

Back ground information.

Part: I Instruction: I : please write background information on the space provide

1, Name of the school _____

1. 2 Sex_____

1.3 Organization_____

1.4 Grade level_____

1.5 Religion_____

1.6Ethnicity_____

1,7School_____

1.8 Work experience_____

Part II school related factors affecting female students participation in learning hand ball

Instruction II Put (√) sign under the given alternatives you will choose in the box.

IT.NO	Items	Alternatives				
		Strongly dis	Disagree	Undecid e d	Agree	Strongly agree
1	Lacks of adequate sufficient materials which are used to teach handball subject .					
2	Roles of handball teachers in managing large class in the school .					
3	Unequal period allocation for handball subject in relative to other subjects in the school ?					
4	Lacks of handball teachers relate the lesson with life activity of female students in the school.					

5	Negative attitudes of female student's participation towards handball learning in the class.					
6	Lack of trained man power .					
7	lacks of the motivation of principals and teachers..					
8	Weakness of teachers discussion about the issue related to teaching learning process of handball in the school					
9	The way of teachers participating and teaching female students in the handball theoretical and practical session?					
10	Unavailability of materials.					

Part III parental related factors affecting female participation in learning hand ball.

Instruction III Put(√) sign under the given alternatives you will choose in the box

IT.NO	Items	Alternative				
		Strongly disagree	Disagree	Undecided	Agree	Strongly Agree
11	poor parental perceptions about the benefits of education.					
12	parents viewed to words formal education					
13	Cultural sanctions on women's educations.					
14	Religious and socio-cultural traditions such as early marriage.					
15	Conservative believes that women role lie in the kitchen or home.					
16	Families levels of educational attainment, occupation and income .					
17	The act of families placing high premium on the economic contribution of girls .					
18	Girls are tasked to make contribution on the form of child care .					
19	Parents unwillingness to full fill the educational materials					
20	House hold factors such as economic					

	position, house hold size, parents education and practice .					
--	---	--	--	--	--	--

Part IV. Societal related factors related factors affecting female students participation on learning hand ball.

Instruction IV Put (√). sign under the given alternatives you will choose in the box

IT.NO	Items	Alternatives				
		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
21	most full as girls eventually be married off to become housewives in _cultures of the society.					
22	Cultural and cross cultural social norms and traditions.					
23	Negative attitude of the community					
24	understanding poor societal attitudes towards female students.					
25	Societal perception that hand ball learning is for dull and unintelligent students					
26	poor societal recognition of physical education.					
27	Lacks of awareness on the objectives and prospect of hand ball learning.					
28	Negative attitude of the community, the religion and the culture forwards participation of the female students in handball teaching .					
29	Societal perception that hand ball learning					

	is for dull and unintelligent student.					
30	Low societal estimation about physical Education					

APPENDEX C
JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE

Interview guideline for Physical Education Teachers and Principals.

PART ONE: Personal characteristics

1.1 Name of the interviewee _____

1.2 Sex : Female Male

1.3 Age: _____

a) 25 and below b) 26 – 35 c) 36 – 45 d) 46 and above

1.4 Educational Qualification _____

PART TWO: Interview Questions

Instruction I Please listen and answer the interview carefully.

1. In your school how many average number of students in the class?
- 2 .Are there adequate hand ball facilities and equipments have available for teaching hand ball in practical classes in your school?
3. How much was spent in school budget to purchase facilities and equipmentsin your school?
4. Does parents participating for the problems of low female students participation of teaching hand ball?
5. What are the main of in-school problems on the females students participation on teaching hand ball?
- 6.What are the possible measures in school you are taking to avoid or minimize the a University.

APPENDEX D

**JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE**

Focus group discussion guideline for Parents Teachers Association(PTA)

Part One Personal characteristic

1.1 Name of the interviewee-----

1.2 Sex Male Female

1.3 Age A 25

- B 26___35

C 36___45

1.4 Educational Qualifications_____

PART TWO Introduction and permission statement

This focus group discussion guide is to describe the purpose of gathering data factors affecting female students Participation on teaching hand ball in case of Gulliso Preparatory school in Gulliso Woreda .Your participation, opinion, feeling and reaction .will give important contribution for the final outcome of the research study. This study will be only for academic purpose.

1. What was the problems face female students in the school on teaching handball?
2. What was the problems face female students face with their parents on the participating hand ball learning?
3. What the socio-economic problem face female students on low participation in teaching hand ball?