



JIMMA UNIVERSITY

SPORT ACADEMY

DEPARTEMENT OF SPORT SCIENCE

ASTUDY ON THE PROBLEMS OF HANDBALL TEACHING TOWARDS
ASTUDENT INTERESTS ON SOME SELECTED HIGH SCHOOLS OF
SOUTH WOLLO ZONE,AMHARA REGIONAL STATE.

BY:

MULAT BEYAN SHEBESH

ATHESIS SUBMITTED TO THE DEPARTMENT OF SPORT SCIENCE,
SPORT ACADEMY, IN JIMMA UNIVERSITY IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF
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JIMMA, ETHIOPIA

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A THESIS SUBMITTED TO SCHOOL OF POST GRADUAT STUDIES OF
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SEPTEMBER, 2021G.C

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APPROVAL SHEET

As a thesis research Advisor, we here by certify that we have read and evaluate this thesis prepared under our guidance, prepared by: Mulat Beyan shebesh, entitled: **“A study on the problems of handball teaching towards students interest on some selected High Schools of South wollo zone, Amhara Regional state”** and recommended that to be submitted as fulfilling the thesis requirements.

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As members of the examining board of the final Med- Teaching physical education Thesis open defense, We certify that we have read and evaluated this thesis prepared by Mulat Beyan Shibesh examined the candidate. We recommended that this thesis to be accepted as fulfilling the thesis requirement for the Master of education in teaching physical education.

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Declaration

I honestly declare that the thesis the study on the problems of handball teaching towards students interest on some selected High school of south wollo zone, carried out by me under the guidance and supervision of Mr. Tesfaye Damenna (Assi.Prof) and Mr. Merera Negassa (MED) demission.

The thesis is Original and not been summated for the awarded of any degree or institutions.

Mulat Beyan Shebesh

Name

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BIOGRAPHICAL SKETCH

The Author, Mulat Beyan Shebesh was born at Wegde woreda South Wello Zone Amhara regional state in Ethiopia, on the 20 may 1983 E.C. I attended my elementary and high school education from Wegde elementary and secondary school, and Grade 11th and Grade 12th attend from Wegde preparatory school respectively.

After completing preparatory school education I joined Jimma University in 2004 E.C, to pursue the Degree of Bachelor of education in Health and physical Education, and graduated in 2006E.C.

After graduation, I have worked in Amhara regional state, South Wello Zone, Kelala preparatory school for six years and also I joined, again Jimma University in July 2009 E.C to pursue this degree of masters of education in teaching Physical Education

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Abbreviations or Acronyms

ANOVA	Analysis of variance
ARS	Amara regional state
E.C	Ethiopia Calendar
ETP	Education and Training Policy
HD	Handball
IAAF	International Amateur Athletic Federation
IAHF	International Amateur Handball Federation
ICDR	Institute of Curriculum Development and Research
IHM	International handball match
MED	Master of Education
NASP	National Association for sport and physical education
PE	Physical Education

ABSTRACT

The purpose of the study was investigated on the problems of handball teaching towards students' interest on some selected High schools of South Wollo Zone. Samples were taken from grade 12TH students, from the total of 1367 students, 310 students were selected by using simple random sampling technique. To get supplementary information for the study area eight physical education teachers, three educational bureau and the five (5) school principals selected purposefully. The study was carried out with descriptive survey method and both qualitative and quantitative approaches were use. Questionnaires were analyzed by using percentage, frequency, reliability, and validity. Interviews and observation checklist were analyzed by using percentage and word. The data were analyzed by the SPSS version 23 windows due to the time and the resource the researchers used to the descriptive statistics, percentage, frequency, standard deviation, mean and also used to inferential statistics, like regression and ANOVA were organized and presented by using tables and graphs. The findings of the study revealed the problems of handball teaching and student interest assessment had been insufficient. The major finding indicated that the performance of the teachers' ability to demonstrate during the lesson was poor; lack of adequate material, shortage of transport accesses and facilities also affects the handball teaching towards students' interest, need of participation. Physical education teachers' interactions with their students were not in admiring level. Lack of interest and motivation has also seen as problems during the lesson. It was conclude that the participation of students with handball lesson as subject matter was highly affects by the school with shortage of facilities and equipment, attitude of student and teachers. Therefore, based on the findings of the study, it is recommended to allow students to participate in handball activity with the help of physical education teachers. It is also recommended that the school facilities and materials were fulfilled to enhance students' participation with handball in addition to the community help.

Key Words: - Interest, physical fitness, learning, teaching, handball and Participation.

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

According to Elias (1986) the term “handball sport” refers a process in the course of which the rules of sports came more and more to be written down, nationally standardized, more explicit, more precise, more comprehensive, orientated around an ethos of “fair play” and providing equal chances for all participants to win, and with reducing and more strictly controlling opportunities for violent physical contact (Malcolm, 2018).

This initial Sport of past time occurred in two waves: an eighteenth century wave in which the principal past times that began to emerge as modern sports were boxing, cricket, foxhunting, horse racing; and a nineteenth century wave in which soccer, rugby, hockey, handball, tennis, athletics and water sports such as rowing and swimming began to take on modern forms (Elias, N. and Dunning,, 1966).

Handball, also known as Team Handball or Olympic Handball, is a fast- paced game played in its modern conception in a seven-a-side contest to sixty minutes, divided in to two periods of thirty minutes. Handball’s current configuration, however, is not ably different from its original form. Hence, there was need of a new organizational structure, so the International Handball Federation IHF was founded on July 11,1946, with headquarters in Copenhagen ((International Olympic Committee, , 2003)Finally, the sport had already consolidated itself and the number of fans and athletes was growing and it is important to note that the sport has been growing a lot more recently. In Rio 2016 Olympic Games, Handball was the second most popular sport after soccer (Reiche, 2016).

Africa has seven zones with seven presidential where they are working on the development of handball. It is a much known sport in countries such as Tunisia, Egypt, and Algeria but many of these players that play in the national team, actually play abroad at professional level, such as in France. Reason could be because of financial reasons but also because it is easier to get signed with a club there since the sport is more recognized and developed there (Endrias, F, 2006).

Handball was introduced to Ethiopia during the 1967 s through foreign university instructors. After few years, participants consisting of members from the police, military forces and various 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 (Schaffer, 2000). The Ethiopia handball federation was established in1969 (Hietanen, 1984).

Then Handball is one of the most popular sports in Ethiopia and, also in the world and regularly referred to as the ultimate sport, and can be played and appreciated by any person who is willing to have fun. In general there are many problems in the handball and student interests the rules that govern handball are also a drawback for its complexity and lack of interest by the students. “Men and women who fill both teaching and coaching roles over a period of years find to spend more of their energies in that is where the real and perceived rewards are found” Daryl and Sidentop, (2007, 148).

According to ICDR (2001:1) grade 12 handball is an essential matter focused on learning and development of life time patterns of handball activity male and female students involved in handball activity develop coordination, abilities useful in work , play , develop ethical behaviors , the responsibility of citizenship, self-discipline , quality of leadership read activities in team sports, get opportunities to play with their peers , this contributes to higher academic and social achievements.

According to Leonard II and Knapp (1968:77) suggestion:- “The fundamental purposes of handball is to promote through selected handball activity, the establishment and maintenance of competences, attitudes, ideas, drives and conditions which enables each individual to establish pattern of living that provides satisfactory self- expression and adjustment through individual accomplishment and that contributed to group welfare through home, community state, national and world citizenship experience appropriate for each individual”. The focus and concern of handball of development of physical ,social , emotional and teaching of skills ,the acquisition of knowledge and the development of attitude through movements and as a result it contributes much to the education process.

Handball is a game which requires strength, quick movements and co-ordination of mind and body .this makes if a little bit complex unless the skills are broken a given separately to the students , it will be problems for them to grasp the series of skills”. The invention of different kinds of game activities with no doubt had a profound effect on the current levels of physical education program in most high schools and is incorporated in the curriculum. Students are more interested to learn activities that they perceive to be relevant to their lives in selecting activities for instruction, the potential of the activity to education will be considered as well as its ability to meet the needs and interest of the student. AS students become involved in the physical education program, teachers should seek to expand their interests by offering new activities and broadening curricular opportunities Scaton Schomottlach (1992:2007).

Debora Wuest (1994, 145) explain that:-“Students interests toward learning also need to be taken in the account some students have a favorable disposition toward learning new skills, while other is to try new things past experience in physical education can positively or negatively influence the interests of the students bring to the class. Students who have enjoyed their past experiences may be or favorable disposed

toward learning than those students whose experiences have been negative. “As can be understand from the above quotation , teaching learning processes of handball is most commonly used to do note they have participated in the subject area rather than study it handball trends have develop gradually to incorporate more activities in to handball introducing students to life time activities at an high school level can help students develop handball skills .Some teachers have even begun to incorporate stress-reduction techniques such as yoga and deep –breathing teaching non-traditional sports to students may also provide the necessary motivation for student to increase their activity and can help students learn about different skills of handball Kevin Rudd, (2013, 03-10).

1.2. Statement of the Problems

The fact that a brief authentic study of handball teaching and its relationship with the general education was needed and more understanding, a thorough study of its component parts together with identifying the problem that hinder it further development and favorite progress. These Handball lesson study was provide for grade twelve students with well-organize starting from lower skills to the complex skills, But with certain problems such as lack of student interest, insufficient materials, absenteeism, period allotment, poor control of school administrations and poor control of the supervisions made great challenges of Handball teaching learning process. Hence, it is necessary to clear understand and to find out the problems of handball teaching towards student interests to improve the students’ participation and knowledge, through a research, Strub, P., & Khalifa, A. (2011:6).

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 students can have a low participation record towards handball .This is may be resulted from lack of interest or motivation on the side of other subjects, 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 grade 12 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 this research finding that the finding of this study indicates were 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 were some of the major findings .Besides the finding of the above researcher, there may

be other problems which greatly hindered grade 12 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 interest and support, social influence, economical problem to buy sportswear and materials, Students interest towards handball, absence of room for changing clothes, weakness of teachers relating the lesson to the life activity of students, poor parental attitudes, and negative attitudes of the community are some of them. Similarly researchers have studied on the practical and class room handball teaching in some selected high schools .However, there was study that has been conducted on affecting the low participation of students in learning handball,(Belay Lemma,2011).

Belay Lema,(2014) Identified in his study that the students were not interested in the handball teaching because of , lack of encouragement from 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 grade 12 students in learning handball. Amongst the other, low interest of the students towards handball, incapability of the subject teachers to demonstrate the importance of handball in practical class, wrong attitude of the society towards their students in taking part in handball learning culturally, and the others.

In the High school, especially in South wollo zone teaching learning process of handball is sound and favored by many problems. And the atmosphere of the school is not conducive for teaching learning of handball, So, what are the interests of students towards teaching learning process of handball lesson and with an ultimate aim of developing the physical and mental qualities the learner, what does the teaching learning process of handball contribute to the realization of the objective of physical education program. Hence, this research is the issues that the researcher needs to deal on selected woreda and city administrations high school in South wollo zone.

1.3. Basic Research Questions

The study was answered the following basic research questions:-

- ❖ What are the problems of teaching handball towards student interest?
- ❖ What are the possible solutions that affecting teaching handball towards student interest?
- ❖ What are the schools related problems that affecting participation of students in learning hand ball?

1.4. Objectives of the Study

The objectives of this study were analyzing the effective teaching learning process of handball, which should avoid the obstacles and which prevent the development of handball lesson towards student interests in high school by searching for the real problems and trying to give some relevant solutions.

1.4.1. General Objectives

The main objective of this study was: Examine the problems of teaching handball towards students' interest in some selected high schools in south wollo zone.

1.4.2. Specific Objectives

To recommend some solution for certain problems that are able to done by physical education teachers and principals at school level

The specific objectives of this study were:-

- ❖ To identify the problems of teaching handball towards student interest in physical education class.
- ❖ To finding out some possible solutions and feed backs that can help to improve teaching handball.
- ❖ To assesses school related problems that affecting teaching handball towards student interest.

1.5. Significance of the Study

This study contributes to the teaching learning of handball towards student interests in selected high school, it gives an opportunity for education policy maker to be aware of the problems and help them to design strategies for implementing the suggested recommended points, and it can also be used as the reference for study of similar subject for the next generation. The result of the study indicates the problems of handball teaching and student interests, so teaching handball enable the students to build muscular strength, muscular endurance, cardiovascular, agility and flexibility.

Handball has a highly body contact in nature than other ball games, so that students able to develop self-confidence, physical fitness and team spirit by minimize certain problems of handball teaching and make students to be benefited, As well as those highly interest or talent students can be make progression by participating in school handball training or competition.

1.6. Delimitation of the Study

It is difficult and unmanageable to conduct research on the problems of handball teaching and student interests in many High schools in (ARS- Amhara regional state in south wollo some selected woredas). Therefore, resource, time and other constraints the researcher restrict himself to five high schools.

The researcher's purposely selected woreda and city administration in South wollo zone. This zone is selecting due to the interests of the researcher to examine the real situation in the topic. This study is delimited in the selected high school in South wollo zone.

Researcher appreciates that problems affecting teaching learning process of handball is an outcome of a complex combination of many different factors. However, this study was restricted on the influence of teachers related problems like; subject wise knowledge and subject wise skills, student related problems affecting like; lack of discipline and school related problems affecting like lack of enough equipment's for the teaching learning process of handball in these schools. The study focused on Amhara Regional state South wollo Zone some selected five (5) High schools from twenty-one (21) woredas and (66) high schools.

1.7. Limitation of the Study

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

- ❖ Shortage of reference book and research materials in the title
- ❖ Financial constraints have limited the scope and depth of the study.
- ❖ Time limitation.
- ❖ Shortage of transport access due to the impacts of corona (covid-19).

Generally, the study could not take the whole population of students in the selected schools. Hence, the samples were taken from randomly selected students.

1.8. Operational Definition of Terms

- **Handball:** - is an amusement and exciting sport that requires athleticism strength and stamina, great fitness and most of all, team work (Matt Herb 2014).
- **Individual interests:** - originate within a person are internalized eventually the person comes to identify and be associated with the content these interests are deeply seated and develop overtime (Rehninger, 2000).es
- **Interest:** - categorize as a motivational/vocational construct, denotes an affectionate connection that has formed between a person and an object or activity (Dewey, 1916).
- **Learning:** - the change brought about by developing a new skill, understanding a scientific law, changing an attitude, change in behavior that is due to experience by Lachman (1997).

- **Physical Activity:** - is a broad term that describes any bodily movement produced by skeletal muscles that result in energy expenditure.
- **Physical Education:** - is an integral part of the total educational curriculum it is the only area of the school curriculum that teaches motor skills and an understanding of human movement and provides opportunities to facilitate their development.
- **Teaching:-** is the process of attending to people's needs, experiences and feelings, sharing of knowledge and experience, and intervening so that they learn particular things, and go beyond the given (see Snook 1972; Peterson 2007)

1.9. Organizational of the study

This research consists of five chapters, chapter one deal with Introduction whereby background of the study, Statements of the problem, Research Question, Objective of the study (General and Specific), Significance of the study, Delimitation of the study, limitation of the study, Operational definitions of Terms and Organization of the study, Chapter Two treats Review of Related literature that lays conceptual frame work of the study, Chapter three deals with Research Methodology and research design of the study, Chapter four is concerned with the analysis , interpretation of data and discussion of the study, whereas, chapter five presents the summary of findings, conclusion and recommendation of the study. Finally list of reference material used for conducting the study, sample questionnaire, interview and observation checklists are annexed at the end.

CHAPTER TWO

LITERATURE REVIEW

2.1. Historical Background of Handball

2.1.1 History of Handball in the world

Ancient Greeks and Romans played a type of handball, and it was also played by the French in Europe as early as the middle Ages. By the 19th century, handball was played in countries such as Ukraine, Denmark, Germany, Slovakia and Czech Republic. This indicates that handball was played in many countries, even though the name given to them differs or depends on the country. Sports event comparable to contemporary players handball have in times gone by been played in several special culture about the world. Handball was introduced and shows rapid development before 1950s in the world context. As stated in (Ibid), On July 11, 1946, the international handball federation (IHF) was shaped at the program and temptation of Denmark and Sweden. The founding members of the new federation were France, the Netherlands, Switzerland, Poland, Norway, Denmark and Sweden. The IHF replaced the international amateur handball federation Today, the IHF has nearly 170 members and governs about 795 teams worldwide Dereje, M. (2014).

2.1.2. History of Handball in Africa

The first African handball competition was structured in 1974 and the champion in men's division were Tunisian, Cameroon, Senegal and whereas women. Tunisia Senegal and Egypt level from first to third based on the increasing outcome obtain since the launch of Africa winner Algeria Tunisia and Egypt have proved to be the most excellent teams of the cont. According, Africa governments should remark on talent identification programs to remote the game of handball and at the same time empower the youth. Accordingly, leaders in Africa should work with handball federations in the irrespective countries in preparation of coaches and serving them on how to identify potential taken from the grass roots level. This also means handball federations should reach coaches in different areas and/ or parts of the continent give them basic education. The development of the game should also go hand in hand with the availability of infrastructure to achieve continuous development. Training conditions will have a big influence in the development of the players. Therefore, African governments would go on board on an communications improvement use and at the same time have habitual computer, staidly the majority of handball federations indifferent African are handicapped by not have financial and state support (Simiret, D, 2014)

2.1.3. Historical Background of Handball in Ethiopia

According to Dereje, M., (2014), thus handball for the primary time started in Addis Ababa University 1967 by the foreigners. Some of the Ethiopian teachers played the game with the foreigner instantly for leisure and for physical strength. During the sport foreigner were discuss regarding the set of laws and the uniqueness of the handball game outside and they also gave some information how to develop it. In fact, from 1967 it's hawared a fantastic expansion throughout the country, special in military's camps and in some senior high schools. At that time the game was played by few universities. After one year in 1961 set up rules and regulation by police force army and other participant with given training made a baseline to participate others with the regions communities. Ethiopia handball federation was established in 1962 and asked to be a member of IHF and got temporary member ship and in 1963 for the first time ten clubs Participated in Ethiopia championship. From 1964–1967 the game of handball goes to different region of famous and interested by different solders with different computation held (Mulugeta, 2005). According to (Bergsgard. et al., 2007; Coalter, 2007, a (Houlihan and M. Green (eds).Comparative elite sport development“, in B. and M. Green, 2008).

In recent years the promotion and development of sport have become increasingly common features of government sport policy and sports development-related activity in many countries. This tendency has been strongly associated with the parallel tendency for government and other state agencies to become increasingly interventionist in setting the sport policy agenda and, hence, the sports development work that emerges from it. In this respect, there has been a growing willingness to use sport and physical activities as vehicles of social policy designed to achieve a range of other non-sport objectives. Bloyce, D. and Smith, A (2009).

2.2. Modern History of Handball

Modern handball was first played towards to end of 19th century. The real impulses emanated from Denmark, Germany and Sweden. The founding fathers of field handball were probably German physical education experts who gained recognition for field handball as a separate sport at the turn of the century, based on the game of introduced his country to a certain sport named “handball” in Roman doctor Claudius. G, (1910:32).

According to Max Heiner,(1917:39), Handball began in Checkeoslovakia by giving the name check-handball 7:7 players the court as competitive sport. An international handball match (IHM) for the first time was played in Germany, it was highly popular among other countries after some years the participant

countries develop a head than Germany in the Olympic game, for example: Yugoslavia, Rumania, Russia, Bulgaria, Poland, Hungary etc. are highly popular in the world the indoor game is now the more popular of the two types of handball. The outdoor variety is really played these days – mainly for special occasions or by purists. In recent year, a new outdoor version has emerged called beach “handball, naturally on the lands of a breach. Africa, Americas and Oceania mainly comprise of amateur clubs but are very enthusiastic. Handball is a team sport in which two teams of seven players each (six field players and a goalkeeper) pass a ball to throw in to the goal of the other team, <http://en.wikipedia.org/mike/team-handball/>.

2.3. Nature and purpose of Handball

Handball is basically a running sport and it can provide a large contribution to develop social interaction, health and improve fitness level. It requires skills common to other sports. In general handball is a sport for all ages, both sexes is easily learned, can be played indoors or outdoors, and is inexpensive.

2.4. The Meaning of Handball

Dereje Semie (2006:68) states “Handball is one of the popular team games in the world. One of the reasons for its popularity is its inexpensive nature. The game also is played by both sexes. The main objective of the game is to score a goal by making the ball toward the opponents’ goal. Dribbling and passing techniques are very similar to those used in basketball. In spite of this, handball retains a unique nature that involves continuous play, body contact and different movements.”

2.5. Handball rules

Strub, P., & Khalifa, A. (2011:6) states that:-“The rules are laid out in the IHF's set of rules two teams of seven players (six field players plus one goalkeeper) take the field and attempt to score points by putting the game ball into the opposing team's goal”. In handling the ball, players are subject to the following restrictions:

2.5.1. Playing court

Handball is played on a court 40 by 20 meters, with a goal in the center of each end. The goals are surrounded by a near-semicircular area, called the zone or the crease, defined by a line six meters from the goal. A dashed near-semicircular line nine meters from the goal marks the free-throw line. Each line on the court is part of the area it encompasses. This implies that the middle line belongs to both halves at the same time.

2.5.2. Team players, substitutes, and officials

According to, Nestler and Stefan, (2019:24) said that “each team consists of seven players on court and seven substitute players on the bench. One player on the court must be the designated goalkeeper, differing in his clothing from the rest of the field players. Substitution of players can be done in any number and at any time during game play. An exchange takes place over the substitution line”.

2.5.3. Ball size

The ball is spherical and must be made either of leather or a synthetic material. It is not allowed to have a shiny or slippery surface. As the ball is intended to be operated by a single hand, its official sizes vary depending on age and gender of the participating teams.

Size	Class	Circumference (cm)	Circumference (in)	Weight (g)
III	Male over-16s	58–60	23-24	425-475
II	Women, male over-12s, and female over-14s	54-56	21-22	325-375
I	Both sex over-8s	50-52	20-20	290-330

2.6. The Characteristics of Handball Teachers

Deborah Wuest (1994:16) states that “Teachers that there are many exciting directions in secondary school physical education today. Outstanding programs and exemplary teachers provide direction for young professionals seeking to provide their students with quality physical education.”

The teacher’s efforts are coordinated and focused on fulfilling their programs mission. These teachers reflect a strong commitment to their students and a sense of pride. They are effective spokespersons 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 emulate. They are active, fit, and enthusiastic, and they “practice what they preach” and share their experiences with their students. They are excited about teaching, are genuinely concerned about their students as well.

2.6.1. Effective Teaching in Handball

Wuest Bucher (1994:390-392) states that; “Teaching can be defined as those interactions of the teacher and the learner 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.” 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 warm and nurturing.

Expertise in the use of various instructional media techniques is a quality of effective teachers use of transparencies, slides, movie projectors, and videotape equipment are skills that should be mastered early in one’s career. Appropriate use of media can enhance and accelerate student learning.

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

The communication of high expectations for each student is also important. Teachers should hold high expectations for both student learning and behavior positive expectations, including the belief that all students are capable of learning, are important in establishing a warm, nurturing classroom climate and a productive learning environment.

The ability to motivate students to perform to their potential is the goals of every teacher. Skillful teachers use a variety of teaching techniques to stimulate interest in participation and seek creative techniques to involve students in the learning process. They also use appropriate reinforcement techniques to maintain student involvement and promote a high level of student involvement and promote a high level of student effort. These may include checklists, contacts, award system, and verbal and nonverbal feedback. Praise is used thoughtfully; it is contingent on the correct performance, specific in its nature and intent, and sincere. Successful teachers continually update their lessons in an effort to meet students’ needs and to make the material presented relevant and challenging to the students.

Effective teachers process superior human relations skills. They listen to students and accept students as individuals treating them as such. They strive to instill in each student a sense of self-worth. Effective

teacher's shows concern for the well-being of each student in their classes and endues or to provide students with opportunities that will enhance their self-confidence.

The ability to establish and maintain reports with students and staff and readiness to acknowledge one's own mistakes are also characteristics that many successful teachers possess. A sense of humor is a welcome attribute as well. In general, effective teachers are able to successfully utilize a variety of skills pertaining to organization, communication, instruction, motivation, and human relations. However, effective teaching requires more than these skills; it requires the needs of the moment and the tailor these skills to the specific context and situation. Although many of these skills appear to be innate to certain individuals, all of them can be developed or improved by individuals who desire to become effective teachers.

2.6.2. The Problems of Handball Teaching

Students accept mistakes as part of learning and eagerly accept teacher feedback. Appropriate music is used to motivate students and enhance the lesson. High expectations for learning and behavior are evident. Expectations and activities challenge students. Students work hard and remain motivated. Students do not become bored at the lack of challenge or frustrated by too much challenge. The teacher acknowledges the work of all students, not only those who are talented or need remediation.

There is a safe, secure, learning environment that promotes success, appropriate risk taking, positive self-expression and enjoyment. The teaching space is free from clutter, unused equipment, and other safety hazards. Activities are organized and structured to minimize the chance of injury from collision with people or objects, moving equipment, or immovable obstacles. There is adequate space for the activities selected. Students appear motivated to participate and are willing to take appropriate risks in attempting new skills or incorporating skills into activities. Teacher collaborates with community, colleagues, staff, and resource persons. Teacher establishes collegial relationships with peers, school staff, parents, and community members to meet school goals, enhance his/her teaching, and facilitate student learning.

Research on interest in physical education has been scarce. In some studies, it is assessed as a liking for particular physical activities. For example, Lumpkin and Avery (1986) surveyed university students to determine whether they were interested in specific activity course offerings. They found that college students were interested primarily in taking courses in an individual sport rather than in team sports. Also, Clifton and Gill (1994) reported that because of social influences, male and female students can develop differentiated individual interest in physical activities. Instructional opportunities for physical activity and physical education are mandated by most states. In comparison with data prior to 2006, more states have developed mandates for physical education at both the elementary and secondary school levels. However,

most mandates lack specified time allocation that ensures meeting the NASPE recommendation of 150 and 225 minutes per week for elementary and secondary schools, respectively (McCullick et al., 2012). Despite the fact that physical education has been considered as a cornerstone for developing school and wide multi component interventions to address the issue of physical inactivity in schools.

Deborah Wuest (1994:14) states that; Problems are numerous in all areas of teaching handball as one major part of the physical education program shares the advantages, disadvantages and the problems in all respects equally. “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 manner in which the program is 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.

The following are the main problems of Hand ball teaching:-

- | | |
|----------------------------------|--------------------------------|
| 1. The Arrangement of Activities | 2. Luck of Proper Facilities |
| 3. Large Class Size | 4. Time Allotment |
| 5. The Teaching Method | 6. Conducting Handball Lessons |
| 7. Student Problem | 8. Student Interests |

2.6.2.1. The Arrangement of Activities

Deborah Wuest (1994:15) states that: -The various arrangements of instructional time are used in these programs. Typically, short instructional units of 3 to 4 weeks in length are used at the junior high-school level to allow students to become familiar with a variety of activities. This short exposure introduces students to many activities and allows them to identify activities and allows them to identify activities in which they have an interest. At the high-school level, longer instructional units are offered, ranging from 4 weeks to semester. To increased length of time devoted to an activity helps students attain competency in an activity suited to their ability and interest and furthers chances for continued participation. Mastery appears to be closely associated with the development of desired affective outcomes such as personal satisfaction self-esteem, and self-confidence.” This shows providing opportunities for students to achieve mastery appears to be critical if we to promote integration of activity into one’s lifestyle. In addition to using units of

increasing length to accomplish this objective, some schools have chosen to offer activities for different ability levels, such as beginning, intermediate and advanced. This approach allows students to start at an appropriate level as well as receive more focused instruction according to their needs.

2.6.2.2. Luck of Proper Facilities

Horne (1985:232) noted that “the physical education program needs dictate the quality and quantity of needs dictate the quality and quantity of facilities needed.” Additional opportunities for student practice are also provided. Drop-in program and intramural opportunities further students. Skills as well as encourage students to make a decision to incorporate physical activity consciously into their life style. Physical education learning experience becomes more memorable through the proper use of supplementary teaching aid each teacher should have a variety of good instructional materials but should remember that the more exposure to them will insure learning. All such materials should assist students to learn and should not be used as a means of entertainment where properly used such aids can increase the depth and speed of teaching learning activity.

According Jesse and Williams (1964:107) in some high schools the shortage of facilities are very real. They also emphatically explain that there remain many communities and institutions with the most limited facilities. On the influence that shortage of facilities can play claim they (Ibid: 441) further suggests, when facilities are lacking or merge as in innumerable schools then class in physical education are held in classrooms corridors and basements. Such places limit the program and when facilities are lacking children do not learn the skill and coordination that is essential for their development. When handball fell shortage of the facilities required teachers will also be in a problem on this issue they (Ibid) write it follows inevitably that luck of facilities has its effect up on the moral of teachers as well as on the teaching learning process the problems can in part be tackled if the necessary materials are available. On this issue perstarises and Sinclair (1978: 210) wrote “a high priority must be assigned to facilities that can meet the challenges since overcoming obstacles means creating a better situations without the help of facilities the realization of the objective of Physical education seems impossible on this regard. Evidently school facilities play an important role in creating conductive atmosphere to the overall quality of teaching-learning process. As explained by Sidentop (1991) a major responsibility of every handball teacher is to provide a safe learning environment for students. Safety should be considered when planning but it is in the implementation of a lesson that safety must be foremost Darly Sidentop (1991: 209)

2.6.2.3. Large Class Size

There are the problems that large class size is believed to be responsible according to Bucher (1975:319) these are it takes time, discipline may be a greater problem, and the administrative structure of the class will be informal. Also Knapp and Leonhard (1968:388) stated that the type of program, teaching methods and available facilities affect that the size of the class. Bucher and Koeing (1974:211) states that:- “The sizes of classes affect the number of teaching stations the supplies and equipment, the size of the area, and the number of available teachers. They further suggested (Ibid: 212) that the effectiveness of teachers was seriously hampered if there is an excessive number of students.”

2.6.2.4. Time Allotment

Bucher and Koeing (1974:213) suggested that the time advantage can be achieved by longer period. In some situations it may be advisable to have physical education on fewer days with longer periods” (Bucher and Koeing Ibid: 212) Knapp and Leenhard (1968:385) stated “On a daily period requirement it 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.”

The longer the periods the higher the percentage of time available for handball activity “no program of activities can operates successfully unless a proper amount of time is allotted to it” Voltmer and Esslinger (1967:111). Voltmer and Esslinger (Ibid) further suggests that The time requires by most school physical education laws is totally inadequate for a well-balanced program. When engaged time is far less than allotted time, the teacher usually has a problem manning and organizing students. Research has shown that there is large range of students enraged time, as low as 10-15% to a high as 70-80% of class time. The average amount of engage time is 25-30 percent. But the amount of engaged time that is actually functional for learning is always lower, sometimes a great deal lower. (Daryl Siodentop: 1991:4) research findings has reported, and average class of students gets no more than 10-20% of class in functional engagement in activity. In a recent study of effective high school physical education specialists (Jones, et al, 1989) it was found that weekly allotted class time was between 45-80 minutes will below what is through to be appropriate for the high school. However each teacher studies have found way to extend his or her program to non-attached time Daryl Siedentop (1991:182). Teachers often plan a certain amount of time for students to be engaged in lesson activities they also no doubt expert most of that engaged time will be functional for their learning. But time planned by the teachers does not always translate will in the functional learning time for the students (Daryl Siedentop 1991:43).

2.6.2.5. Problem on the Teaching Method

Team sports like handball are favorite of boys and girls. But there are certain teaching and student interest problems which require special method According to Bucher and Koeing (1974:257) states that “The problems are method of dividing between the teaching of game skills and actual playing of the game itself and problems in the method of specifying certain position on team sports like handball and method on the problem of providing opportunities for creative thinking.” If the teaching-learning process is to be effective, class organization is the key to success. The organization problem revolve around failure to manage with limited equipment and facilities to a large size classes and failing to combine boys and girls during instruction (Ibid: 261) they further suggest (Ibid: 350) on the problem of class organization that flexibility in management of classes should be a by word for all teachers because many unforeseen occurrences create interaction problem in the already established school routine.

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

2.6.2.6. Problem of Conducting Handball Lessons

According to Bucher (1975:4) students do not want to be required to perform the same activities as other students where abilities, needs and interests may be different from their own. That means they tend to like to activities which are widely recognized and have many funds. Bucher further states (Ibid: 410) that too many students unfortunately do not recognize the need for attending handball classes. So the class will stubbornly pass over with many reluctant and disinterested students attendance. According to Bucher (Ibid: 409) revolve around disruptive students “if physical educators are faced with many disruptive students in a single class the entries class program will be affected”.

2.6.2.7. Student Problem

Student’s attention is also drawn to sports which are of their own favorite as Bucher (1975:4) wrote students do not want to participate on activities whose abilities, needs and interests may be different from their own. Students with low motor ability are often ignored by the physical education (Bucher, 1975:407) students are not aware of the objective of physical education. They would rather prefer to play than to learn. As one student suggested or saying “we should be able to participate instead of doing dumb drill and year” (Bucher,

1975:3). Some students think that handball has little value for them they life several differences that resulted in the experience having little value for them (Bucher, 1975:2).

2.6.2.8. Student Interests Towards in Handball Teaching

Different students have different interests towards handball teaching. Some students believe that psychological education has great benefit for them Bucher (1975:2) states as follows in learning physical skills, the exercise it supplies for becoming physical fit, the social contributions such as the development of sports man ship qualities learning hero to get along with others and team work this psychological benefit is the form of self-confidence and out let for mental frustration; improvements of personality and development of qualities coverage and self-discipline and the knowledge learned inter respect to the role of sport in the culture of world ...” Even though some students accept the importance of physical education as mentioned in above paragraph education negligible number of students think that physical education has very little value for them. This may be because of a bad experience, like poor instruction; absence of planning and organization, large number of students in one class and poor availability of facilities and equipment. All evidence suggests that students who experience success in meaningful activities in physical education in a nurturing learning environment will improve their attitudes towards themselves, towards school, and towards the subject matter/dary/ sedentop 1991:159 beyond that most set circumstance, teachers can promote self-growth by helping students undertaken new learning experiences with positive expectation for achievement.

Deberha Wuest, (1994:145) states that if students are interested in a particular activity, they will be more motivated to learn student’s interests vary widely. Athletic ability is highly valued by our society some students may be interested in learning an activity order to be a member of a sports team”. Physical ability may also be important for being included in a desired peer group a desire to lean skills for leisure time pursuits, to maintain one’s health, or to improve one’s appearance are other reasons students may be interested in an activity. In many secondary schools, elective programs are offered in the upper grades so students may select activities according to their interests. One important goal of handball is participation in meaningful physical activity throughout one’s life span. In attempting to accomplish this objective; teacher must assist their student, in acquiring the necessary motor skill and knowledge pertaining to physical activity. However, the likelihood those students will continue to participate in physical activities. Once they have left school is strongly influenced by their attitudes. Thus fostering favorable interest towards handball activities is desirable outcome of handball teaching programs. Teachers must not only be concerned with the development of positive interest, but also with changing negative interest held by some students.

2.7. School Sport

The roles that coaches, teacher and parent play in adolescent sports is perhaps the most obvious and significant example of environmental influence. Some of the most successful sport and education programs are those that can effectively integrate parents, teachers, and coaches into the high school sport experience (Hartmann, 2003). Each of these groups can add an extra level of attention and encouragement to a successful sport and academic experience, but this too is dependent on context. Coaches who also teach and strongly encourage academic success and teachers who support athletics are the most effective in promoting academic achievement (Coleman 1991; Gould et al. 2007).

Here it is both useful and important to think about high school sports not as an inherently and automatically positive educational force but rather as more of what John Mac-Aloon (2006) has called “an empty form,” a tool whose social meaning and use and impact is dependent on the ways in which it is employed (Hartmann, 2003; Coakley, 2002).

If not properly manipulated or utilized, sport can be detrimental to educational performance and outcomes. Through a careful examination of for whom, where, and when sport is used, athletic and school administrators can design programs that target their community in the most beneficial way possible. Indeed, these findings and this way of thinking puts a great deal of emphasis and importance on the organization, design, and implementation of interscholastic sports programs and policies especially on the ground, at the micro everyday level of practice where kids experience and understand their participation in sport and its relation to their education. Whether positive or negative, “[s]ports have immense power to shape consciousness, values, and beliefs of athletes and to pass on selected aspects of the dominant culture” (Sage, 1998).

This digest discusses the formal and informal processes of moral character development, in light of the types of programs that have shown to improve moral character, sportsmanship, and fair play. The arena of sport can provide one of “the greatest opportunities for a student to learn honesty, integrity... and ethical behavior” or it can provide “one of the greatest opportunities in school for a youngster to learn how to be dishonest or how to be hypocritical” (Sabock, 1985).

2.7.1. School Environment

2.7.2. Parent and Society

In all of these cases, parents who are more familiar with the cultural norms embedded in schools are, once again, better-positioned to navigate schools as engaged parents. Taken together, these findings suggest the importance of parent involvement programs that help to build social and cultural capital, especially for lower income parents of color. School activities that engage parents can help build social capital by promoting families' connections with each other, with school staff, and community groups. This helps parents to become more powerful allies of the schools and advocates for public education (Henderson and Mapp, 2002). Research also points to the importance of establishing caring and trusting relationships between parents and school staff (Gold, et al, 2005; Henderson and Mapp, 2002).

Henderson and Mapp (2002) assert that social trust or the quality of relationships is a key factor influencing whether connections among schools, families, and communities will be formed and sustained. Strong relationships help to build parents' confidence in their interactions with the school and overall can contribute to a more positive experience with the school. School-centered approaches "As a strategy for change – lumped in with such reforms as high standards, small schools, and performance assessment – parent involvement stands out as a simple step. But profound parent involvement means shared leadership and that means sharing knowledge, responsibility, and most difficult of all, power" (Nichols, 2000).

Perhaps one of the most difficult challenges to effectively engaging parents and forging strong partnerships between schools and families is the resistance of schools to actually see parents as partners. As reflected in the quote above, the foundation of true parent involvement is shared leadership which is often difficult to establish. Historically, the relationship between families and schools, especially in large, urban districts serving lower income students of color, has been a very strained one, marked by blame and distrust (Jehl, et al, 2001; Nicols, 2001).

School personnel often perceive parents not only as unsupportive, but also as actual barriers to their children's education (Jackson and Remillard, 2005). Consequently, the parent involvement initiatives and activities that are most frequently supported tend to have a school centered focus; the terms of parent involvement are established primarily by the school and ultimately serve school-determined interests. Generally, these forms of involvement are limited to participation in bake sales, attendance at formal school meetings, homework checks, and other activities that occur during the school day and that support agenda items predetermined by school officials (Henderson and Mapp, 2002; Jackson and Remillard, 2005; Jordan et al., 2001; Smrekar and Cohen-Vogel, 2001).

Ultimately, the school-centered approach to parent involvement casts parents as outsiders who need to be acclimated into school culture, rather than recognizing parents as agents with valuable resources to contribute to schools. Parents and other interested members of the broader community have much to contribute to the articulation of the school's values, vision and purpose statements. Broad-based consultation that includes all stakeholders is imperative if a school is to serve its community effectively (Hulleland and Dier, 2005). For such partnerships (with parents) to be meaningful, they must move beyond fund raising, compliance with homework and discipline policies and general supportiveness to the core of teaching and learning as it affects parents' own children (Hargreaves and Fullan, 1998).

Working together with teachers and parents become if only for an evening or a semester, a team of elders collaborating to raise the next generation (Kessler, 2000). We must work with parents because families are the first and the most important sources for students' joy, creativity, purpose and all the other gateways to soul in education. Parents' wisdom and modeling continue to shape these young people throughout their lives a strong foundation from which to launch (Kessler, 2000).

Engaging parents means bringing them to a new awareness of what occurs in classrooms when parents learn. What was happening in the classrooms they became naturally engaged and impressed with their child's learning and became motivating and encouraging partners in the process. Students must know someone who is not going to give up on them or allow them to be distracted from school; that there is someone who knows them and is available to them throughout the school year, the summer and into the next school year; and that caring adults want them to learn, do the work, attend class regularly, be on time, express frustration constructively, stay in school, and succeed (Christenson and Thurlow, 2004).

The multiplicity of parental involvement leads to the need for the use of an assortment of communication methods to achieve family-school relationship. Technology...provides a means of quick and frequent communication between teachers and parents much more than can be accomplished through conventional means (Rogers and Wright, 2007). There are educators who have been learning how to implement...education for global citizenship. Schools can be places that not only promote in young people a unity of one's sense of self but also interconnectedness to others and a sense of meaning. (Noddings, 2005).

Nothing is more important (Peck, 1987). Parental participation improves student learning whether the child is in pre-school nightly reading, homework policies, and high expectations. Schools that measure their success in reaching out to parents by the number of volunteers and attendance at workshops and meetings

could be missing valuable opportunities to connect with families who can't be there or who are not comfortable coming to school (Epstein. et al., 1997).

As children grow older, the methods and expectations for family involvement must change and continue to evolve until graduation. Patterns of communication between families and the school as children enter middle school must be altered to accommodate multiple teachers and increased independence; nonetheless, parents remain valuable allies in increasing student achievement. Schools have shown success by enlisting the support of parents in areas ranging from developing homework routines, providing after-schools supervision, limiting television viewing, and helping children prepare for college and other post-secondary education (Eagle., 1989) or in the upper grades, whether or not the family is struggling economically or is affluent, or whether the parents finished high school or graduated from college and The benefits for students when parents are actively involved in schools include: Higher grades and test scores better attendance and more homework complete (Epstein, 1991).

2.7.3. Principals and Leadership

There is still another aspect that is vital to promoting change: the role of the principal and other school leaders. School leaders include the principal, teachers, and parents. They all play a role in shaping the culture of schools (Peterson and Deal, 1998; Hinde,(2002). School leaders determine and enact the basic assumptions of the school culture. The school principal in particular is the key to enacting change or frustrating it. Fullan (1991) identified characteristics of principals that facilitated change. He labeled these principals as “initiators” (p.154). Initiator principals work closely with staff to clarify and support the innovation, and they work collaboratively with other change agents (i.e. vice-principal and lead teachers) throughout the school year. They develop supportive organizational arrangements, consult, monitor, and reinforce the change process. Schools with principals who have these qualities are amenable to change. This would fit Whyte's call to not have to invoke positional power one or more follower(s) who have diverse gifts, abilities and skills. As in the notion that leadership may be by one or more people, organizational followership may be by one or more people, although usually one would consider that a leader or a team of leaders would have more than one follower. The idea of a single follower is important though since leaders consider each follower according to the transformational leadership theory. Darcy and Tracy (2003) emphasized the importance of understanding a person's abilities.

2.7.4. Supervision and Experts

One way of viewing the conference between a supervisor and a teacher is in the context of a helping and healthy relationship and never competition or a show of authority or subjugation. With respect to the Supervisory conference, the supervisor's objective is to help the teacher make more functional use of his own resources and therefore perform more effectively within the classroom. One prevalent physical education model is the sport education curriculum designed by (Siedentop et al., 2011).

Wallhead and O'Sullivan (2005) report that evidence is insufficient to support the conclusion that use of the model results in students' developing motor skills and fitness and learning relevant knowledge; some evidence suggests that the model leads to stronger team cohesion, more active engagement in lessons, and increased competence in game play. In a more recent review, Hastie and colleagues (2011) report on emerging evidence suggesting that the model leads to improvement in cardio respiratory fitness (only one study) and mixed evidence regarding motor skills development, increased feeling of enjoyment in participation in physical education, increased sense of affiliation with the team and physical education, and positive development of fair-play values. The only study on in-class physical activity using the model showed that it contributed to only 36.6 percent activity at the vigorous- or moderate-intensity levels (Parker and Curtner Smith, 2005). Hastie and colleagues caution, however, that because only 6 of 38 studies reviewed used an experimental or quasi-experimental design, the findings must be interpreted with extreme caution. The model's merits in developing motor skills, fitness, and desired physical activity behavior have yet to be determined in studies with more rigorous research designs.

2.7.5. Effectiveness of a Teacher

Effective teaching requires criteria for effectiveness. These criteria refer to the objectives of education in general and of teaching in particular. Visions about the criteria are the result of a political and societal debate, but educational professionals, teachers and schools can also take part in it. Although objectives of education have changed over time, language, reading and mathematics remain the core studies. When we seek to define educational effectiveness in this way we recognize that a focus on outcomes reflects the value-driven choices and priorities about the goals of education that are deemed to be important in the wider education system (for example by policymakers in central or local government and at the individual school or departmental level). The emphasis on the achievement of agreed outcomes is often prioritized. For example, one definition that has been given is: A teacher is effective if he can accomplish the planned goals and assigned tasks in accordance with school goals. (Creamer's, 1999).

Like (Scheerens, 2008). Thus, the objectives of education and the definitions of the quality and effectiveness of education are closely connected. This means that defining effective teaching must be done in relation to understanding the objectives of education. Promoting students' cognitive development can be seen as one of the prime purposes of education and teaching, though there are also likely to be other important social, behavioral and affective current and future oriented purposes and goals of education. These might include developing students to become good citizens, promoting their physical, emotional and economic well-being and inculcating skills and attitudes that encourage lifelong learning.

Therefore, when the objectives of education change, the stable component in it is that at least schools and education have to contribute to the cognitive development of students. The same holds for teaching. Even when we expect that schools can contribute to more than academic outcomes, and teaching is more than instruction, effective instruction remains an important component of it. (Sammons, 1996).

Without doubt, teachers are the catalyst for change in school (Sherich and Fuller, 1995). Teachers are the people responsible for implementing ideas, curriculum, and organizational or structural change. Change does not result due to a new curriculum, it happens only if the teachers actually implement and use it (Lieberman and Miller, 1984). The literature is abundant with discussions and examples of the difficulties of affecting change the conditions that are conducive to promoting change, and some success stories. (Hall and Hord, 1987).

2.7.6. Problem of Students Conducting in Handball lesson

According to Bucher (1975:4) students do not want to be required to perform the same activities as other students where abilities, need and interest may be different in their own. That means they tend to like activities which are widely recognized and have many funds. Student's attention is also drawn to sports which are of their own favorite as Bucher (1975:4) Wrote students do not want to participate an activity whose abilities need and interest may be different from their own. Students with low motor ability are often ignored by the physical education. Bucher further states (Ibid: 410) that too many students unfortunately do not recognize the need for attending handball classes. So the class will stubbornly pass over with many reluctant and disinterested students attendance.

As Giroy Hall (2012) asserts that there are still many schools without s well-structured sport program, with very limited resource available to them parents and teachers are still uncertain the need of sport in school beside the fact that physical education classes in which hand ball sport is conducted helps the child for the overall development of the student. Hence, the student learns through sport activity to solve social problems

when the youth are faced with numerous social issues and learning challenges. We are yet to allow sport involvement to achieve its mandate as an integral part of development of a child, (Ibid).

2.7.7. Growth and Development of Handball.

According to Meberatu B. (2002), the credit for started real handball with the same rules and regulation in Germany, before Germany the exact organ of court handball played by Greek and Roman in the school. An International Handball match for the first time was played in Germany. It was highly popular among county, but after some years the participant countries developed and used and regulated and a head than Germany in the Olympic according to Team Handball Journal, (2013).

2.8. Conceptual Framework

Conceptual Frame was showing interrelationship between variables, the study on the problems of handball teaching towards student interests on some selected high school of South Wolo Zone. The independent variable is focus on the problems of handball teaching towards student interests like teacher related problems, student related problems and school related problems teaching learning process of handball. The dependent variable was the result that comes as result of these problems affecting teaching learning process of handball ball the teaching handball towards students' interest was explained by the effect of independent variable.

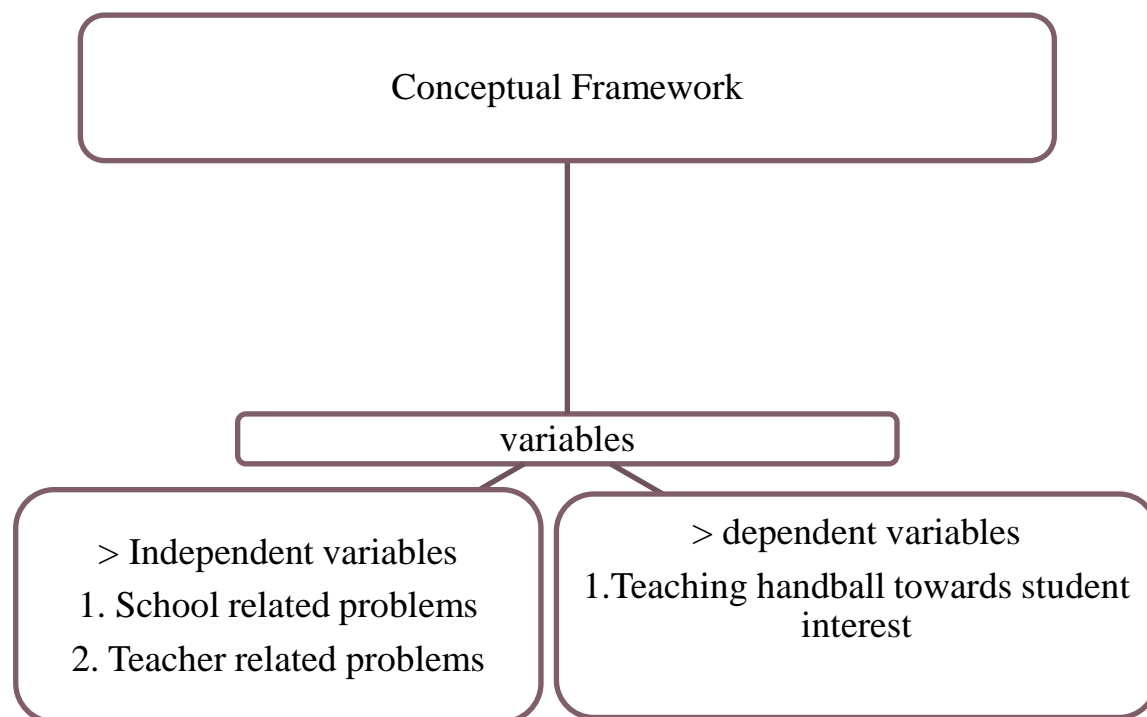


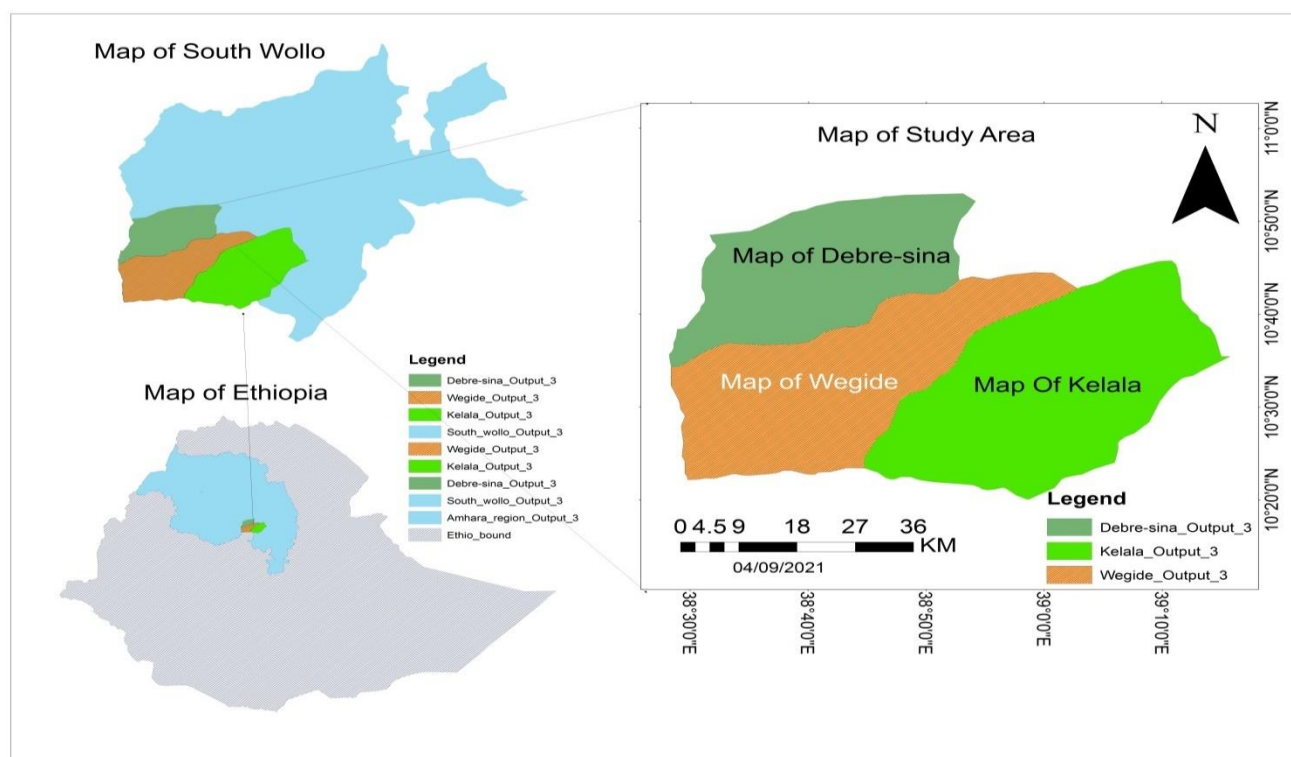
Figure -1

CHAPTER THREE

RESEARCH MATERIALS AND METHODS

3.1. Description of the study area

This study was conducted at one of in the region state of Amhara, in south wollo zone is located in Amhara regional state far from the capital city of Ethiopia 400 Km, 248.6 miles and 215.84 nautical miles on the main road from Addis Ababa, Combolcha to Dessie town., Located in the South Wollo Zone of the Amhara Region, it has a latitude and longitude of 11°8'N, 39°38'E/ 11.133°N, 39.633°E/ 11.1270N; 39.6363E.



Source: - Extracted from ARC GIS 10.3, 2021 G.c

figure- 2

3.2. Research Design

This study was to assess the problems of handball teaching and student interests on some selected High schools of South Wollo Zone. The researcher was used to Descriptive Survey study to collect information and opinions from a large number of respondents. The objectives is to know study the problems of handball teaching and student interest by analyzing the relationship between teachers, students, directors, educational bureau experts, and teaching materials.

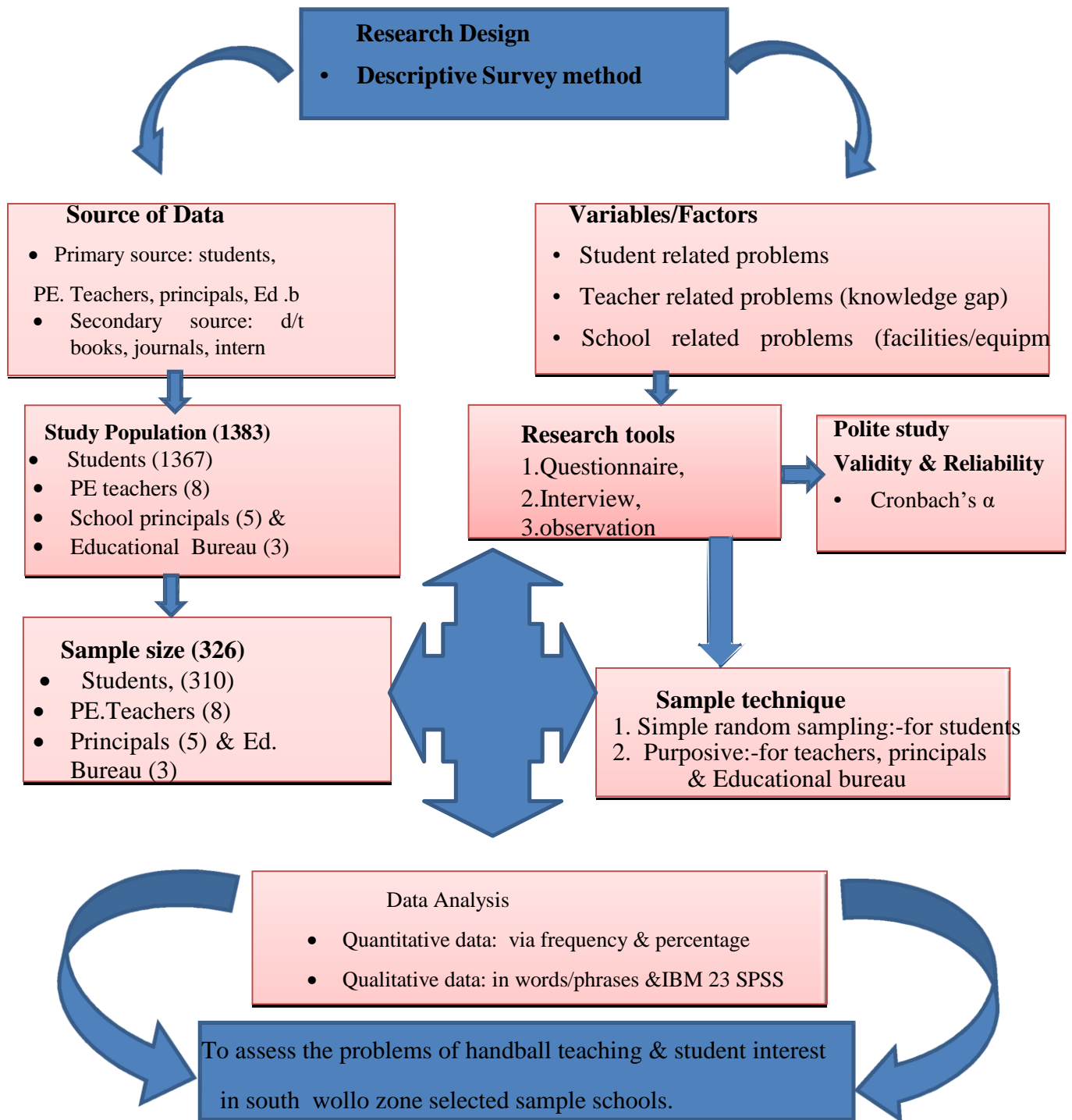


Figure 3 Research design chart

3.3. Sources of data

The researcher used both primary and secondary sources to get adequate information about the teaching handball and student interests in some selected schools.

1.3.1. Primary source of data

The primary data was gathered from students, physical education teachers, principals, and woreda educational bureau, and to get relevant information regarding in the study area.

3.3.2. Secondary source of data

Secondary source of data was also used to gathering information from different books, different journals, like newspaper, documents, articles, research papers related to the study and internet sources to get relevant and sufficient information regarding the study area.

3.4. Population of the study

The total populations of the study in five selected schools is 1367 students who attend regular education in high schools (grade12) in South Wollo zone in 2020/2021 academic year ,eight (8) physical education teachers, five (5) principals and three (3) educational bureaus are presented in the study area.

3.5. Sample Size and Sampling Techniques

In this study several respondents were participated, and the study used simple random sampling for students and purposive sampling for PE teachers, principals and educational bureau. The sample size of this study from the total number of 1367 students 310(22.67%) students were selected from Kelela, Lguma, Wegde, Borena, & Walelgni high School. For this study, picked through simple random sampling technique was used to identify the student participants. On the other hand, there were eight (8) PE teachers in all schools, five (5) principals, and three (3) educational bureaus were selected by purposive sampling for the availability of time, transport, materials and environmental conditions. As a result, to determine population sample for this study was projected to use solving ;simplify formula (2016) to get sample size solving simplified formula was $n=310$. It was expecting to hold a large number of students who are attracting to education than other area of the schools. The writer personal knowledge of the school's Sample size: Theoretical aspects formula (TaroYamane) Where:

n- Is the sample size

N- Population size,

e- Is acceptable sampling error

* is 95% confidence level

p-Is 0.5 assumed

Solving; sample size determination formula was used to determine the sample size from the total

population. $n = \frac{N}{1+N(e)^2}$ $n= 310$

ni =Where i=1, 2,

Ni= total number of students in the ith grade

N= target population include in study

$$n_1 = \frac{N_1}{1 + N(e)^2} = \frac{1367}{1 + 1367(0.05)^2} = \frac{1367}{1 + 1367(0.0025)} = \frac{1367}{1 + 3.2} = \frac{1367}{4.2} = 310$$

Table.1: The proportional allocation of students, teachers, principals & Educational bureau from each school.

No	Name of Schools	Grade 12 th Students			Teachers			Sample population of principals			Educational Bureau	Total population	All Sample population	
		Total population	Sample population			Sample population			Sample population					Sample
	Schools		M	F	T	M	F	T	M	F	T	M&F	M&F	M&F
1	Kelala	205	26	20	46	2	-	2	1	-	1	1	209	50
2	Lguma	134	18	12	30	1	-	1	1	-	1	”	136	32
3	Wegde	390	50	39	89	1	1	2	1	-	1	1	394	93
4	Borena	270	36	25	61	1	-	1	1	-	1	1	273	64
5	Walelgni	368	54	30	84	2	-	2	1	-	1	”	371	87
	Total	1367	184	126	310	8	1	8	5	-	5	3	1383	326

According to the above table the sample respondents were taken through adding the total population of student’s in Grade 12th of the governmental high school’s or from five high school’s which are 1367 Then from these total population 22.67% of the sample respondents which are 310 sample respondents were taken from this study to collected data by used to simple random sampling technique.

3.6. Data Collection Instrument

The study was used both quantitative and qualitative data collecting approaches. Both types of data were collected by using appropriate data collection tools in order to obtain enough information from respondents. Thus, the questionnaires were used to collect the quantitative data

from students and teachers. Interview was used to collect the qualitative data from physical education teachers and from principals.

3.6.1. Questionnaires

The questions were preparing by the researcher and to collect information from a large population, then questioner is more suitable. Thus has only two parts demographic information collecting close-ended and likert scale questions, were designed to obtain relevant data, which are designing on basis of problems that has been related to teachers, students, schools and instructional materials. The researcher validity the instruments that were developing as follows before the actual data collection is starting the instruments were giving friends as to get valuable comments and criticisms on the strengths and weaknesses of the items.

3.6.2. Interviews

The researcher was prepared well-constructed and structured 7 interview questions for principals and knowledgeable physical education 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. Thus, structured interview was conducted to school principals, knowledgeable teachers and educational bureau. Informant took 30 minutes for interview 16 informants totally were took 4 hours for the interview .With respect to the place of interview, school principals were interviewed in their offices , teachers, within educational office and educational bureau were interviewed in their offices . Regarding the facilitators the researcher himself facilitated the interviews because when there was necessity to provide the questions. For the sake of clarity, all interviews were conducted in Amharic and English, which were related to the problems of handball teaching towards student interests in the sampling schools.

3.6.3. Observation

To the subjectivity of the study and to the validity of the information that is collected from qualitative source of data. The data collected from the observation consists of detailed descriptions on teachers and student's activities, for the full range of interpersonal interactions that are part of the observation. Researchers are observing to get the full information during the teaching and learning process in the class. Narrative method of writing was used for classroom and field observation.

3.7. Procedures of data collection

First, the researcher was prepared the questionnaires in English and Amharic then distributed to students, and teachers. Then the researcher was collected full filled questionnaires from the sample population. Then the researcher also used field observation with in checklist for teachers, principals and educational bureau. Finally, the researcher was interpreted all the collected data from questionnaires, interviews and observation.

3.8. Pilot study

Before the actual study was carried out, a pilot study was conducted with 30 respondents who were not part of the sample group. The purpose of the pilot study was to assess the relevance of the questionnaires designed to collect data for the study. The objective was also to check the clarity of the questionnaire items. Accordingly, 7 questionnaires were distributed to sample school students, and PE teachers .On the bases of the feedback of the pilot study and expert's comments some modification was made on the questionnaire and analysis. The analyze data was cross-check with the standard that % was indicated the measurability of the designed questionnaire.

3.9. Validity of the instrument

To ensure the validity of the questionnaire instruments were review by a panel of experts, the panel consisting of physical education teachers design to measure. For example, if a test is designed to measure physical activity session, assessment material, skill, one must be confident it does so. It is important to remember that validity is specific to using of handball materials on assess, it experts' comments are used to modify and to adjust items in terms of deleting some items, adding some items in order to enhance the validity.

3.10. Checking Reliability of the instrument

The reliability was conducted on 30 students in a sample schools. Although the term reliability' is a concept used for testing, according to Joppe (2000). Reliability is extent to which repeat measurements undertake using a tool or instrument by different individuals given similar results. Reliability is the extent to which results were consistent over time and an accurate representation of the total population under study and if the results of a study can be reproduce under a similar methodology, and then the research instrument is considered to be reliable. A measure is

considering reliable if it was gave us the same result repeatedly. A reliability test was performed to check the consistency and accuracy of the measurement scales.

Table. 2. Reliability (Cronbach's Alpha) test of instrument

No	The specific objectives of this study	Cronabch's Alpha	No Items	No Students	%
A	Handball teaching and Student interest related problems	0.974	7	30	100%
B	Teachers related problems	0.979	7	30	100%
C	School relate problems	0.981	7	30	100%

One of the methods to estimate the reliability of the scores on a test or measurements is Cronbach's coefficients alpha method. Hence, Cronbach's coefficients alpha refers to the extent to which there is interrelatedness among the responses to the multiple items comprising in the Likert scale. Hence, as explored by Field (2009), if Alpha Coefficients were above 0.70, consistency and suitability were considered high. The (Cronbach's alpha ranged from 0.981 to 0.979,) indicating an acceptable. The three variables concluded that the questionnaires were reliable.

3.11. Method of Data Analysis

In order to achieve the objectives of the study the data obtained from different sources through different data gathering instruments were analyzed based on the nature of the data. Therefore, both quantitative and qualitative techniques were used to analyzed and interpret the obtained data. However, qualitative data analysis method was employed as the main technique for final work. The data which was collected from sample population was analyzed by the Statistical Package for Social Sciences (SPSS 23 version windows). Due to the time and the resource that the researchers used to the descriptive statistics, percentage, frequency, standard deviation ,mean and used to inferential statistics, like regression and ANOVA were organized and presented by using tables and graphs.

Percentiles were used to calculate the data based on the distribution of data, the mean would be used as the center and a normal distribution, It helps us to quantify average value in the data and

was help us to shows how much data was clustered around a mean value as well as gives a more accurate idea of how the data would be distributed, And The qualitative data analysis method would also be used as a supplementary data analysis technique for triangulation and justification purpose to complement the insight drawn from quantitative analysis.

3.12. Ethical considerations

Regarding ethical consideration, the researcher was governed by the research code of ethics in maintaining privacy, confidentiality and other related values. The researcher taken promise to the participants of the study that the information which was collected from the respondents should not be transferred to third party in candid or it was not exploited for undertaking other than the purpose of the study. The main purpose of this study is to identifying the teaching learning process of handball in South wollo zone some selected high schools. This questionnaire which full filled by individuals who are concerning, this study deals with the ethical issues related to the investigation. It can make guarantees and confidentiality of the information that was given to the study and risk of harm due to participation.

CHAPTER FOUR

RESULT AND DISCUSSION

4.1. Data Analysis and Interpretation

This part of the study deals with the analysis of the data gathered through the questionnaires, interviews, and observation from different sources followed by discussion of the findings. Furthermore, the main findings of the study were presented with the help of tables followed by descriptive statements and inferential statistics for analysis to give answers to basic questions set in the study. The researcher distributed 310 questionnaires and all 310 (95. %) of the questionnaires were returned, the remaining (5%) of questionnaires distributed for physical education teachers. Lastly, interview was made with physical education teachers, and directors.

Table 3: Demographic characteristics of student respondents according to sex, Age, family occupation

no	Variables	Categories	Frequency	Percent
1	Sex	Male	184	59.4
		Female	126	40.6
		Total	310	100
2	Age	16-20	228	73.5
		21-25	72	23.2
		Above 26	10	3.2
		Total	310	100
3	family occupation	Farmers	182	58.7
		Merchants	27	8.7
		Government employ	101	32.6

As indicated in the first part of this chapter, a total of 310 students were involved in the study.

As shown in table-3 deals with Socio - Demographic characteristics of respondents. The first item was sex regarding to sex, 184(59.35%) of the student respondents are male, while the remaining 126(40.65%) of them are female. Finally, most of the respondents are male students.

In the same table the age of respondents, 228 (73.5%) of them are between 16-20 years of age; 72(23.2%) of them are between 21-25 years of age, and 10(3.23%) of them are above 26 years old. It can easily be concluded that the majority of the respondents are between the ages of 16-20 years.

With regard to educational level of student respondents 310(100%) respondents are grade twelve students. Finally, most of the respondents are grade twelve. Pertaining to family's occupation of student respondents 101(32.6%) are government employee; 182(58.7%) are farmers; and 27(8.7%) are merchants. Finally, most of respondents' family occupations are farmers.

Table 4: Responses of students according to their understanding, attitude and interest towards learning handball.

n	Variables	Categories	F	%	V. percent	Mean	SD	Sig
6	How does your handball teacher know whether or not you understand the lesson he teach in the class room?	By asking questions	69	22.3	22.3	2.27	0.7	0.02
		Writing yes or no answers	90	29	29			
		Asking show practically	151	48.7	48.7			
7	Do you have a positive attitude towards learning of handball?	No	171	55.2	55.2	0.45	0.4	0.05
		Yes	139	44.8	44.8			
8	Do you have interest to study the handball profession in the future?	No	198	63.9	63.9	2.25	0.7	0.01
		Yes	112	36.1	36.1			
		Total	310	100	100			
9	Do you enjoy the students' participation in handball game?	No	161	51.9	51.9	0.87	0.9	0.05
		Yes	30	9.7	9.7			
		Partially yes	119	38.4	38.4			

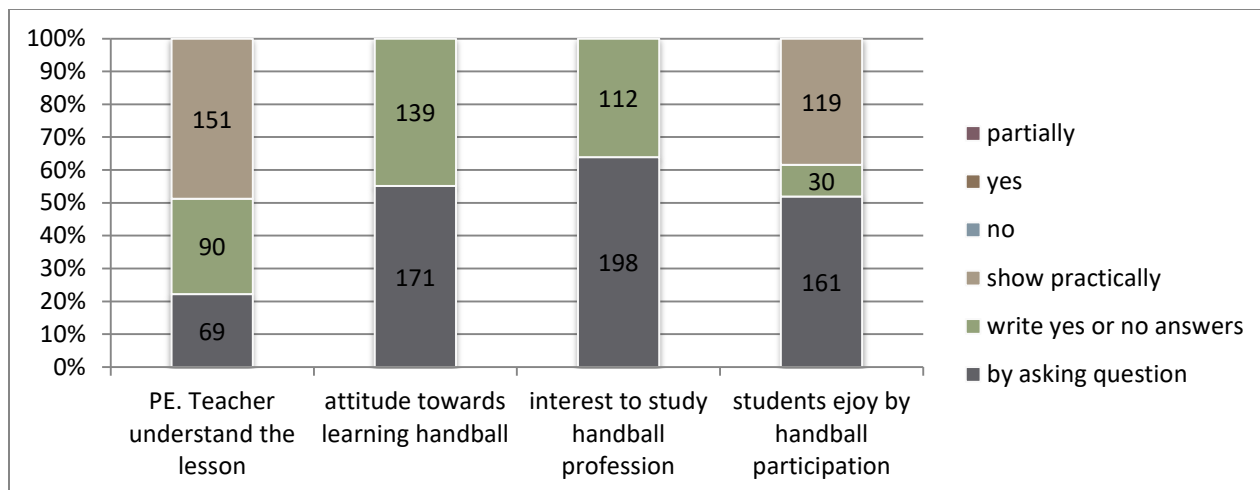


Figure 4

From the above table-4, in figure-4, in item number 6:69(22.3%) of the respondents indicated that there understanding of the lesson by asking questions one by one; 90(29.03%) of the respondents understanding the lesson by writing for “yes or no” answer; 151(48.7%) is understanding the lesson by asking “practically showing the activity” and others mechanisms like Students on the open-ended question they wrote: - discussion method and lecturing method. The data further depict that there is statistically significant difference between the perceptions of mean and St. Deviation respectively ($M= 2.27$, $SD= 0.79$, $p = 0.02$, $f = 310$), significant at 0.05.

According to table-4, in figure-4, item number 7:171(55.2%) of the students have not attitude to learned handball, and 139(44.8%) of the respondents said that Yes, we have a positive attitude towards learning of handball, because the students they wrote on the open-ended question lack of handball material and facilities. The data further depict that there is statistically significant difference between the perceptions of mean and St. Deviation respectively ($M= 0.45$, $SD= 0.49$, $p = 0.05$, $f = 310$) significant at 0.05.

In item number-8 at the same table in figure-4, 112(36.1%) of students responded interested to study handball profession in the future, while 198(63.9%) of the students responded not interested to study handball profession in the future. Because the students they wrote on the open-ended question the majority of the students are not interested for the future compete with other profession. Mean and St. Deviation respectively ($M= 2.25$, $SD= 0.7$, $p = 0.02$, $f = 310$) significant at 0.05.

In the same table in figure-4, item number 9, 30(9.7%) of the respondents said that Yes, we are enjoy by participation in handball game, while 161(51.9%) of the respondent responded that No, were not enjoy by participation of handball game. In addition, 119(38.4%) of the respondent responded that partially we are enjoy by participation of handball game during competition. mean and St. Deviation respectively (M=0.87, SD= 0.94, p = 0.05, f = 310 significant at 0.05. Generally the student understands, attitude, interests distribution and participation of students to wordes hand ball event requires high consideration in schools of south wollo zone some selected woredas.

Table5: Responses of students on the roles of teachers and teaching learning process.

	Variables	Categories	F	%	Mean	SD	Sig
10	How often do you discuss issues related to the learning teaching process of handball?	Not at all	20	6.5	1.54	0.67	0.02
		Rarely	170	54.8			
		Frequently	120	38.7			
11	Do parents support available handball material, to their youth students, to participate in sport activities?	No	180	58.1	2.02	0.69	0.04
		Yes	10	3.2			
		Not enough	120	38.7			
12	What are the roles of handball teachers in managing large class?	Retention productive environment	61	19.7	2.29	0.77	0.05
		Using rules	106	19.7			
		Motivating students	143	46.1			

From the above table-5 in item number, 10, 120(38.71%) of the respondents said that frequently the handball teacher discusses issues related to handball; 170(54.84%) replied that the respondents rarely handball teacher discuss issues related to handball; 20(6.45%) replied that the respondents not at all handball teacher discuss issues related to handball. Finally, the majority of the participants of the students in the study of the respondents rarely handball teacher discuss issues related to handball. The data further depict that there is statistically significant difference

between the Mean and St. Deviation **respectively (M= 1.54, SD= 0.67, p = 0.02, f = 310)** significance **at 0.05**.

As indicated in the above table-5, in item number 11, 10(3.2%) of the respondents responded that parents support available handball material, to their youth students, to participate in sport activities, 180,(58.1%)of the respondents responded that parents not support available handball material, to their youth students, to participate in sport activities. While 120 (67.74%) respondents replied that parents not supported available handball material, to their youth students, to participate in sport activities. Finally, when the respondents responded that parents not support available handball material, to their youth students, to participate in sport activities. The data further depict that there is statistically significant difference between the Mean and St. Deviation respectively (M= 2.02, SD= 0.69, p = 0.047, f = 310) significance at 0.05.

In item number 12 at the same table, 61(19.7%) of students' respondents said that, Retention productive environment handball teacher roles in managing large class, 106(34.2%) of the students responded that Using rules handball teacher roles in managing large class, while 143(46.1%) of the students responded that "Motivating students" handball teacher roles in managing large class. Finally, most of the respondents said that handball teacher roles are "Motivating students "in large class. The data further depict that there is statistically significant difference between the Mean and St. Deviation of students respectively (M= 2.29, SD= 0.77, p = 0.05, f = 310) significance at 0.05.

Table6: Responses of students according to participation of handball compared with other discipline.

No	Activities	Responders	High		Average		Low	
			F	%	F	%	F	%
13	Students' participation and answering questions, and forwarding ideas in the class and in the field compared with other discipline?	Student	90	29	171	55.2	49	15.8
		Teacher	2	25	4	50	2	25
14	Participation of students in group activities compared with other discipline?	Student	10	3.2	50	16.1	250	80.6
15	Encouragement of teachers their student's in participation of handball success in theoretically and practical activities compared with other discipline?	Student	50	16.13	100	32.2	160	51.6
16	In Handball student's participation, interest and, self-confidence to be successful compared with other disciplines.	Student	30	9.7	120	38.7	160	51.6
17	The students study handball like the other subject out of the school?	Student	5	1.6	45	14.5	260	83.8
18	To what extent is participation in handball activities especially in practical session?	Student	7	2.3	100	32.3	203	65.5

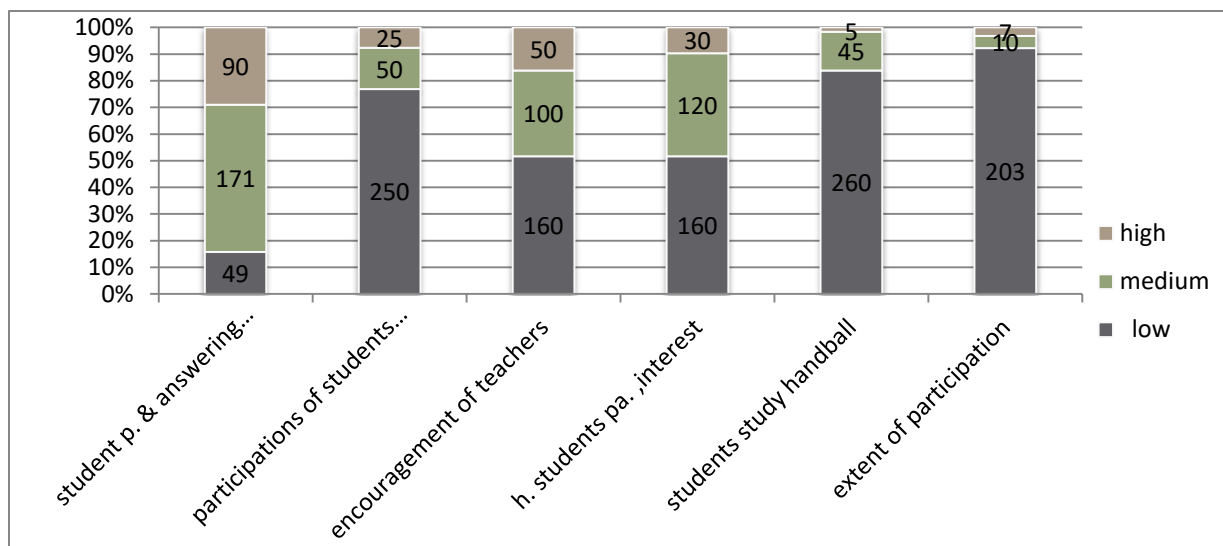


Figure -5

According to table-6 In item number-13 figure-5, ; The responses of students according to the levels of class participation reveal that ,90(29%) of student respondents, said that “high” students participation, answering questions, forwarding ideas in the class and in the field compared with other discipline ;171(55.2%)of the students respondents , said that “average” students participation, answering questions, forwarding ideas in the class and in the field compared with other discipline;49(15.8%)of the students respondents , said that low students participation, answering questions, forwarding ideas in the class and in the field compared with other discipline.

In the same table Figure-5 in item number 14, 10(3.2%) of students’ respondents said that very high, Participation of students in group activities compared with other discipline, 100(32.26%) of the students responded said that medium Participation of students in group activities compared with other discipline, while 203(65.48%) of the students respondents said that low Participation of students in group activities compared with other discipline.

In the same table Figure-5 in item number 15,50 (16.13%) of students’ respondents said that very high Encouragement of teachers to student’s in participation of handball success in theoretically and practical activities compared with other discipline ,100(32.26%) of the students responded said that medium Encouragement of teachers to student’s in participation of handball success in theoretically and practical activities compared with other discipline, while 160(51.6%) of the students respondents said that low Encouragement of teachers to student’s in participation of handball success in theoretically and practical activities compared with other discipline.

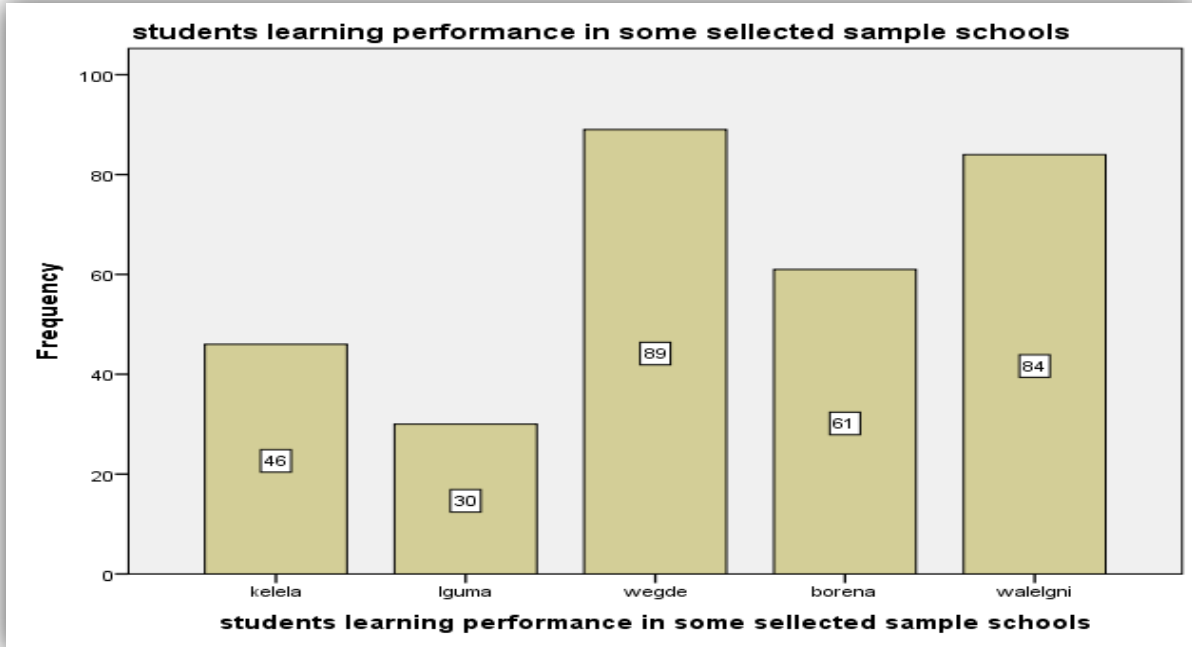
In the same table Figure-5 in item number 16,30 (9.7%) of students' respondents said that very high, Handball student's participation, interest and, self-confidence to be successful compared with other disciplines,120(38.7%) of the students responded said that medium Handball student's participation, interest and, self-confidence to be successful compared with other disciplines. ,while160 (51.6%) of the students respondents said that low Handball student's participation, interest and, self-confidence not to be successful compared with others disciplines.

In the same table Figure-5 in item number 17,5 (1.6%) of students' respondents said that very high, The students study handball like the other subject out of the school, 45(14.5%) of the students responded said that medium. The students study handball like the other subject out of the school, while 260 (83.5%) of the students respondents said that low. The students did not study handball like the other subject out of the school.

According to table-4 figure-5 in item number 18, 7(2.26%) of students' respondents, said that very high, participation in handball activities especially in practical session, 100(32.26%) of the students respondents said that medium participation in handball activities especially in practical session, while 203(65.48%) of the students respondents said that low participation in handball activities especially in practical session. Finally, most of the respondents had low participation in handball activities especially in practical session.

Generally responses of students according to their participation of handball compared with other discipline were very low.

Figure -6 Responses of students according to students learning performance in some selected sample schools.



The above figure 6, states that, the number of respondents based on their learning performance of in the sample schools, 46(14.8%) of student respondents have learning performances in kelela, 30(9.6%) of student respondents have learning performances in Iguma, 89(28.6%) of student respondents have learning performances in wegde, 61(19.6%) of student respondents have learning performances in borena, and 84(27%) of student respondents have learning performances in walelgni high schools. Student trainees' mean and standard deviation of Kelela, Iguma, wegide, Borena, and walelgn was (3.35±0.48) students has analyzed, however, revealed that there was significant differences on score of handball teaching study in relation to trainees performance level,(M=3.35 , SD = 0.48, p = 0.02, F = 3,10) significant at 0.05. Finally majority of the respondents said that wegde high school and Walelgni high school have good learning performance on handball compared with the other woredas.

Table 7 According to student's respondents' towards handball' participation.

No	Variables	S. agree		Agree		Disagree		S.disagree	
		No	%	No	%	No	%	No	%
20	Handball activities can contribute for students' health and improvement of their self-confidence.	186	60	100	32.3	14	4.5	10	3.2
21	Handball lesson do not require enough teaching material during learning teaching process of handball.	54	17.4	48	15.5	196	63.2	12	3.9
22	Handball teachers should be motivating the students in practical class and in the class room.	10	3.2	177	57.1	96	30.9	26	8.4
23	Handball class to create any disciplinary problem students.	117	37.7	61	19.7	101	32.6	31	10
24	PE .teacher must start daily lesson on time.	86	27.7	94	30.3	101	32.6	29	9.4
25	PE. Teachers should be asking students when they explain and demonstrate theory and practice in the practical field or in the class room.	16	5.2	191	61.6	89	28.7	14	4.5
26	PE. Teachers should not be utilizing different techniques to participate the Student during practical class.	57	18.4	58	18.7	181	58.4	14	4.5

Key: SA= strongly agree A = agree D = disagree SD = strongly disagree

The above table, 7 item number 20, states that, the number of respondents based on their handball activities can contribute for students' health and improvement of their self-confidence in the sample schools, 186(60%) of student respondents said that strongly agree, 100(32.3%) of student respondents said that agree, 14(4.5%) of student respondents said that disagree and, 10(3.2%) of student respondents said that strongly disagree. Finally majority of the respondents

said that strongly agree handball activities can contribute for students' health and improvement of their self-confidence.

As indicated in the above table, 18 item number 21; 54(17.4%) of the respondents responded that “strongly agree “we have enough handball teaching material during teaching learning process in the school; 14(4.5%) of respondents responded that agree “we have enough handball teaching material during teaching learning process in the school; 196(63.2%) of the respondents responded that “ disagree “we have not enough handball teaching material during teaching learning process in the school; while 10(3.2%) of the respondents responded that “Strongly disagree “Some of the students suggested about the enough suitability of materials for practical exercise existed. Therefore, the school and the community should not work together and did not try to minimize the main problem of the school’s handball teaching material during teaching learning process in practical class.

In the same table, in item number 22, 10 (3.2%) of students’ respondents said that “strongly agree” handball teachers to motivate the students in practical class and in the class room, 177(57.1%) of the students responded that “agree” handball teachers to motivate the students in practical class and in the class room ,96(30.9) of students’ respondents said that “ disagree” handball teachers to motivate the students in practical class and in the class room, while 26(8.4%) of the students responded that strongly disagree, handball teachers to motivate the students in practical class and in the class room”. Finally, most of the respondents responded disagree, handball teachers to motivate the students in practical class and in the class room”.

In item number 23, in the same table; 117(37.7%) of the respondents said that “strongly agree” handball class to create any disciplinary problem students; 61(19.7%) of the respondents said that “agree” handball class to create any disciplinary problem students, 101(32.6%) of the respondents said that “disagree handball class to create any disciplinary problem students ; while 31 (10%) of the respondents said that “strongly disagree” students have discipline problems in handball class. Generally most of the respondents said that students have discipline problems in handball class.

In item number 24 table 7, 86(27.7%) of the respondents said that “strongly agree” handball teacher should be start the lesson on time; 94(30.3%) of the respondents also said that “agree” handball teacher should be start the lesson on time, 101(32.6%) of the respondents said that “

disagree” handball teacher should be start the lesson on time; and 29(9.4%) of the respondents, said that “strongly disagree” handball teacher should be start the lesson on time. this shows that the handball teachers passive to give the lesson for students life activity and environmental realities .Finally, the teacher did not start the lesson on time due to ineffective management of the student coming to class and too much noisy around the classroom make somehow the classroom is in conducive

According to table 7 item number 25, 16(5.2%) of the respondents said that” strongly agree”, handball teachers should be asking students when they explain and demonstrate theory and practice in the practical field or in the class room ,191 (61.6%) of the respondents said that “agree”, handball teachers should be asking students when they explain and demonstrate theory and practice in the practical field or in the class room ;89 (28.7%) of the students said that “disagree” handball teachers should be asking students when they explain and demonstrate theory and practice in the practical field or in the class room,14(4.5%) of the students said that “strongly disagree” handball teachers should be asking students when they explain and demonstrate theory and practice in the practical field or in the class room. Finally, most of the respondents said that “agree” handball teachers should be asking students when they explain and demonstrate theory and practice in the practical field or theoretical class.

In item number 26 in the same table; 57(18.4%) of the respondents said that “strongly agree” PE teachers should be utilizing different techniques to participate the Student during practical class; 58(18.7%) of the respondents said that “agree “teacher utilize techniques to participate students during practical class, 181(58.4%) of the respondents said that “disagree “handball teachers should be utilizing different techniques to participate the Student during practical class. While 14(4.5%) of the respondents said that “strongly disagree “handball teachers should be utilizing different techniques to participate the Student during practical class.

Table 8 shows the bi-variable and multi variable logistic regression findings of students

Variable	Category	Frequency	%	Odds ratio(OR),95%	
				Crude('P' = 0.35)	Adjusted ('P' = 0.05)
Sex	M	184	59.4	2.573[1.556-4.252]	2.578[1.540-4.314]
	F	126	40.6	1	1
Age	16-20	228	73.5	0.583[0.164-2.074]	0.998[0.638-1.555]
	21-25	72	23.2	0.469[0.124-1.784]	
	>26	10	3.2	1	1
Student discussion to handball teaching learning proses	Not at all	20	6.5	1.227[0.473-3.185]	1.165[0.62-1.924]
	Rarely	170	54.8	0.717[0.441-1.167]	
	Frequently	120	38.7	1	1
Available reference for handball course	Not exist	69	22.3	1.348[0.750-2.420]	0.83[0.62-1.112]
	Adequate	80	25.8	1.472[0.845-2.562]	
	Inadequate	161	51.9	1	1
Handball teacher roles in managing large class	Retention production	61	19.7	1.974[1.068-3.647]	0.669[0.485-0.921]
	Using rules	106	34.2	1.217[0.715-2.070]	
	Motivating	143	46.1	1	1

	students				
Teacher utilize techniques to participate students during practical class	Strongly agree	172	55.5	1.397[0.872-2.237]	0.648[0.393-1.071]
	Agree	138	44.5	1	1
	Disagree			1	
	Strongly disagree			1	
Students learning performance in some selected schools	Kelela	46	14.8	1	2.302[1.196-4.431]
	Lguma	30	9.6		
	Wegde	89	28.6	2.26[1.200-4.277]	
	Borena	61	19.6		
	Walelgni	84	27		

In The above table 8 item number 1, indicated that students, sex were male had 2.6 times more interested towards handball practical activities as compared with their counter parts/female students. In the same table item number 2, shows that students who were under relation production had 33% of less likely towards handball student's interest as compared with those students who were motivated towards handball activity.

In the same above table item number 3, shows that students who their teachers did not utilize techniques to participating them during handball practical class had 35% less likely towards handball interest as compared with those students who their teachers use techniques during practical class. In the same table item number 4, shows those students who learning on wegide secondary and preparatory school had 2.3 times more contribution towards handball learning activity as compared with learning on kelela secondary and preparatory school

Part –II: Teacher Related problems.

Table 9 the socio-demographic characteristics of teacher respondents.

The intended number of teacher respondents were eight (8) to full fill the questionnaires all are returned. Regarding the respondents, all of the physical education teachers from the five sampled schools, seven (7) were male and one (1) was female. Concerning their qualification all the teachers are first-degree and M.Sc. holders.

no	Variable	Characteristics	Frequency	%	Valid %	Cumulative %
1	Sex	Male	7	87.5	87.5	87.5
		Female	1	12.5	12.5	100
		Total	8	100	100	
2	Age	20-30	5	62.5	62.5	62.5
		31-40	2	25	25	87.5
		41-50	1	12.5	12.5	100
		Total	8	100	100	
3	teachers work experience	1-5	3	37.5	37.5	37.5
		6-10	2	25	25	62.5
		11-20	2	25	25	87.5
		Above 20	1	12.5	12.5	100
4	qualification of teachers	Degree	5	62.5	62.5	62.5
		m.sc	3	37.5	37.5	100
		Total	8	100	100	

The above table- 9, deals with Socio - Demographic characteristics of teachers. The first item was sex regarding to sex shows that seven (7) teachers are males and one (1) teacher is female, according to sex and 5(62.5%) of teachers respondents their age of all males between years 20-30; 2(25%) of teachers respondents their age of both males between years 31-40; and 1(12.5%) of female teacher respondents their age is between 41-50 years.

In the same table item number ,3; 3(37.5%) of teachers' respondents their work experiences between 1-5 years, 2(25%), of teachers' respondents their work experience is between 6-10 years, 2(25%) of teachers' respondents their work experience is between 11-20 years, and the

other teacher work experience is above 20 years. In relation to Table- 9, Item number, 4; 5(62.5%) of teachers' respondents are graduate of B. A Degree and the other Qualifications are graduate of M.SC/master's degree by physical education and sport science teacher's profession in south wollo zone eight preparatory schools.

Table 10 Responses of teachers according to shortage of facilities in handball class.

no	Variables	Category	F	%	Mean	SD	Sig
27	Do you believe handball course has equal perception from the other courses by school administrators and school community?	No	4	50	0.88	0.99	0.05
		Yes	1	12.5			
		Partially yes	3	37.5			
		Total	8	100			
28	Are there adequate materials for students to participate in handball activities?	No	4	50	0.78	0.89	0.03
		Yes	1	12.5			
		Not enough	3	37.5			
29	How do you rate the problem of equipment and facilities of handball when compared with other courses?	not satisfactor y	5	62.5	0.38	0.52	0.54
		Satisfactor y	3	37.5			
30	Is there enough handball playing area during practical class?	No	3	37.5	1.00	0.92	0.04
		Yes	2	25			
		Not enough	3	37.5			
		Total	8	100			
31	Do you believe if building for cloth changing room is construct will enhance the participation of students in handball activities?	No	5	62.5	0.38	0.52	0.05
		Yes	3	37.5			

In the above table,10, Item number 27, 1(12.5%) of the teacher’s respondents said that “Yes”, handball course has equal perception from the other courses by school administrators and school community,3(37.5%) of the teachers respondents said that “Partially Yes”, handball course has equal perception from the other courses by school administrators and school community;4 (50%)of the teachers respondents said that “no”, handball course has equal perception from the other courses by school administrators and school community. Finally, most of the respondents said that no, handball course has equal perception from the other courses by school administrators and school community. The data further depict that there is statistically significant difference between the Mean and St. Deviation of students respectively (M= 0.88, SD= 0.99, p = 0.05, f = 310) significant at 0.05. In the same table, item number 28, 4(50%) of the respondents that no, adequate materials for students to participate in handball activities, 1(12.5%) of the respondents that yes, adequate materials for students to participate in handball activities, and 3(37.5%), of the respondents that not enough, adequate materials for students to participate in handball activities. Finally, most of the respondents said that no, adequate materials for students to participate in handball activities. The data further depict that there is statistically significant difference between the Mean and St. Deviation of students respectively (M= 0.88, SD= 0.89, p = 0.03, f = 310) significant at 0.05.

According to table 10, item number 29, 3(37.5%) of the teacher’s respondents said that satisfactory, the equipment and facilities of handball when compared with other courses, and 5(62.5%) of the teachers’ respondents said that not satisfactory, finally, most of the respondents said that not satisfactory, the equipment and facilities of handball when compared with other courses. The data further depict that there is statistically significant difference between the Mean and St. Deviation of students respectively (M= 0.38, SD= 0.52, p =0.054, f = 310) significant at 0.05.

Item number 30 in the same table, 2(25%) of the teacher’s respondents said that yes, we have enough handball playing area during practical class, 3(37.7%) of the teacher’s respondents said that no, we have enough not handball playing area during practical class, 3(37.7%) of the teacher’s respondents said that not enough of the teacher’s respondents. The data further depict that there is statistically significant difference between the Mean and St. Deviation of students respectively (M=1.00, SD= 0.92, p = 0.04, f = 310) significant at 0.05. Finally, most of the

respondents said that not satisfactory, the equipment and facilities of handball when compared with other courses disciplines. According to table 10, item number 31, 3(37.5%) of the respondents said that” yes,” building cloth changing room is construct would be enhancing the participation of students in handball activities, and 5(62.5%)of the respondents said that “no”, building cloth changing room is not construct would be enhancing the participation of students in handball activities. According to shortage of facilities in handball class the data further depict that there is statistically significant difference between the mean and St. Deviation of students, (M = 0.38, SD = 0.52, p = 0.054, f = 310) significant at 0.05. Finally, most of the respondents said that no building cloth changing room is construct and not enhancing the participation of students in handball activities.

Table 11 Teacher respondents bi-variable and multi variable logistic regression findings.

Variable	Category	F	%	COR	AOR
qualification of teachers	Degree	5	62.5	0.125[0.005-3.225]	
	m.sc	3	37.5		
	Total	8	100		
Adequate teaching materials for student participation in handball practical class	No	4	50	0.167[0.006-4.515]	
	Yes	1	12.5		
	Not enough	3	37.5		
handball facilities comparing with other discipline	not satisfactory	5	62.5	0.125[0.005-3.225]	
	Satisfactory	3	37.5		
school administrators believe towards handball course has equal perceptions for others course	No	4	50	0.167[0.006-4.515]	
	Yes	1	12.5		
	Partially I believe	3	37.5		

In The above table 11 item number 1, indicated that , qualification of teachers were their teacher qualification degree had 48% less likely towards handball teaching and students interest as compared with those teachers whose qualification masters.

In the same table item number 2, shows those teachers who had not adequate teaching materials for student participation in handball practical class had 50% of less likely towards teachers who

had adequate teaching materials for student participation in handball practical class as compared with those teachers who had adequate teaching materials.

In the same above table item number 3, shows that teachers who their schools had not enough handball facilities to give training for their students during handball practical class had 38% less likely towards handball teaching as compared with those teachers who their schools had enough handball facilities during practical class.

In the same table item number 4, shows those teachers whose believe towards handball course had not equal perceptions from others course had 0.2 times handball course had equal perceptions towards handball learning activity as compared with teachers who had believe towards handball course equal perceptions from others course. Generally in the above table item number 1- 4, shows those teachers whose qualifications, adequate teaching materials , handball facilities ,and believe towards handball course had not compared with other disciplines teachers who had masters qualifications ,equal perception, believe towards handball course equal perceptions and enough equipment's.

Part III: School related problems

Table12. School related problems on student's participation according to the availability of facilities in the selected school

No	Item	Adequate						Inadequate						Not exist					
		Teacher		Principal		Student		Teacher		Principal		Student		Teacher		Principal		Student	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Student text book	2	25	-	-	110	35.48	6	75	4	80	200	64.5	-	-	1	20	-	-
2	Desk and chair in the classroom	6	75	2	40	250	80.64	2	25	3	60	60	19.3	-	-	-	-	-	-
3	Handball reference books in the library	2	25	1	20	103	33.23	6	75	4	80	207	66.7	-	-	-	-	-	-
4	Clinic	1	12.5	1	20	40	12.90	7	87.5	2	40	190	61.29	-	-	2	40	80	25.8
5	Chalk board in the school	8	100	4	80	310	100	-	-	1	20	-	-	-	-	-	-	-	-
6	Handball field	4	50	1	20	140	45.16	4	50	4	80	150	48.39	-	-	-	-	20	6.4
7	Whistle, cone and other practical work material	3	37.5	2	40	103	33.21	2	25	3	60	104	33.55	3	37.5	-	-	103	33.2
8	Water facilities	4	50	3	60	160	51.6	4	50	2	40	150	48.3	-	-	-	-	-	-
9	Room for changing clothes	4	50	1	20	-	-	2	25	3	60	160	51.6	2	25	1	20	150	48.3

The above table 12 shows that school related problems on student's participation and teachers' responses the availability of facilities and materials in the school.

In item number 1 table 12; 110(35.48%) of the student respondents, and 2(25%) of the teachers respondents said that "adequate" students text book in the school; while 200(64.51%) of the students respondents, and 6(75%) of the teacher respondents said that "inadequate" students text book in the school.

In Item number 2 table 12; 250(80.64%) of the student respondents and 6(75%) of teacher respondents said that "adequate" Desk and chair in the classroom; while 60(19.35%) of students and 2(25%) of the teacher respondents said that inadequate Desk and chair in the classroom.

In item number 3 of table 12, 103(33.23%) of students and 2(25%) of teachers responded that adequate handball reference book in the library, while 207(66.77%) of the students and 6(75%) of teachers respond in adequate reference book in the library.

In item number 4 of the same table 12, 40(12.90%) of the students and 1(12.5%) of the teacher responded that adequate clinic in the school; 190(61.29%) of the students and 7(87.5%) of teacher respondents inadequate the remaining, 80(25.81%) of students responded not exist clinic in the school. In item number 5 table 12, 310(100%) of students and 8(100%) teachers responded adequate chalk board in the school. Item number 6 table 12, shows that, 140(45.16%) of students and 4(50%) of teachers responded that adequate handball field in the school; 150(48.39%) of students and 4 (50%) of teachers responded inadequate handball field in the school, while 20 (6.45%) of the students responded not existence handball field in the school. Regarding to item number 7, 104 (33.55%) of the students and 2(25%) of the teachers responded, inadequate handballs, net, whistle, cone and other practical work materials, While 103(33.21%) of the students and 3(37.21%) of the teachers responded not existed handballs, net, whistle, cone and other practical work materials in the school. In item number 8 in the same table, 184(50.5%) of the students and 4(50%) of the teachers responded adequate water facilities in the school. While 183(49.5%) of the students and 4(50%) of teachers responded inadequate water facilities in the school.

In item number 9 in the same table, zero percent of the students and 4(50%) of the teachers responded that adequate room for changing clothes in the school, 160 (51.61%) of the students

and 2 (25%) of the teachers responded that inadequate room for changing clothes in the school and 150 (48.39%) of students and 2 (25%) of teacher responded that not existence room for changing clothes. In the open-ended question students not satisfactory equipment and facilities compared with other discipline because inadequate materials in the course.

In general, the major problem of availability of facilities in selected school is inadequate reference book, handball field; handball practical work materials, water facilities, clinic and changing clothe room. The interview with the teacher and school principals also a shortage of teaching materials affects students. mare (1998:293) “also proves the one of the major problems of preparatory schools in the country is shortage of textbook, school pedagogical center, reference book, teacher’s guide, libraries ... etc.

Inadequacy of instructional materials has an impact on the quality of education.” To this end, ETP (1994) guidelines, “inadequate facilities, insufficient training of teachers overcrowded classes, shortage of books and other teaching materials all indicate the low quality of education provided.

Table 13: Multiple Comparisons of handball teaching & learning characteristic results

No	Dependent variables	Woredas	N	M D	S D	Std. Error	Sig	95% C. Interval	
								Lower Bound	Upper Bound
1	Teaching handball & student interest	Kelela	46	4	0.501	.074	0.051	.29	.58
		Lguma	30	305	0.490	.089	0.05	.18	.45
		Wegde	88	309	0.501	.053	0.042	.35	.50
		Borena	62	4	0.458	.058	0.04	.17	.41
		Walelgn	84	305	0.449	.049	0.04	.18	.37
		Total	310	309	0.481	0.027	0.02	.31	.42

The mean difference is significant at the 0.05 level.

Table 13 shows the mean values and standard deviations of the distribution of the values obtained in the teaching learning process of handball & student interest various handball teaching characteristics of student interest has analyzed as followed.

According to the above table 13, the south wollo zone handball student trainees' and their teaching characteristics result has analyzed by one-way ANOVA.

Handball Student trainees' mean and standard deviation of Kelela (4 ± 0.50), Iguma (305 ± 0.49), wegide (309 ± 0.50), Borena (4 ± 0.45), and walelgn (305 ± 0.449) students has analyzed respectively. The analysis of variance (ANOVA) test, however, revealed that there was significant differences on score of handball teaching study in relation to trainees performance level, $F(3,10)=0.051$, $p<0.05$ or $p=0.05$.

4.1.1. Analysis and Interpretation of Data from interviews with teachers and principals

3(60%) of the principals and 4(50%) of the teachers responded that inadequate room for changing clothes in the school, 1 (20%) of the principals and 2 (25%) of the teachers responded that adequate room for changing clothes in the school and 1(20%) of principals and 2(25%) of teacher responded that not existence room for changing clothes. In general, the major problem of availability and facilities of preparatory school is inadequate reference book, handball field; handball practical work materials, water facilities, clinic and changing clothe room.

The interview with the teacher and school principals also a shortage of teaching materials affects students. **mare (1998:293)** “also proves the one of the major problems of high schools in the country is shortage of textbook, school pedagogical center, reference book, teacher’s guide, libraries ... etc.

- In adequacy of instructional materials have an impact on the quality of education.” To this end, ETP (1994) guidelines, “inadequate facilities, insufficient training of teachers overcrowded classes, shortage of books and other teaching materials all indicate the low quality of education provided.”
- The school administration should be full filling the necessary materials to facilitate the practical class during handball teaching.
- During interview, some of the existing facilities were inadequate. Therefore, be facilitated by using the government and society’s resource investing on building classrooms to reduce over crowdedness in handball Field, handball materials, making available water supply, building cloth changing rooms and clinic, teacher guide lines, text book and other handball materials.

- In order to make the curriculum effectively, handball teachers, other handball specialists, parents the community at large, non-governmental organizations, and other concerned governmental offices should be involved during designing the curriculum of handball textbook.
- To develop positive attitudes for the students, the handball teaching and Activities should be related to their needs and interest. Therefore, as much as possible the concerned bodies should give attention and Motivate the students according to the own needs and objectives of the Handball course. Generally the researcher applied the above method to solve the problems that I faced during in the teaching learning process and practicing the techniques of handball in the school. So I recommended that the school societies, the school administration with such problems to solve in the environment to improve the performance of the students their skills in handball competitions.
- 5(62.5%) of the teacher and 4(80%) of principals were encouragement of the students is Excellent; 2(25%) of the teachers and 1(20%) of principals were very good encouragement of the students; 1(12.5%) of the teacher were encouragement of the students is good. In general most of teacher and principals interviewers were encouragement of the students is Excellent; in each school.

4.1.2. Attention, support and follow-up for PE teachers: -In the interviews made with the five school principals, most (66.67%) of the principals reported that they support teachers as much as possible but due to financial constraints they could not support teachers to the point of their satisfaction. Concerning class follow up, all the principals disclosed that they only help and follow-up teachers at the beginning of the academic year.

4.1.3. Out of school program for PE:

In spite of the importance of out of school programs for PE teachers to complete the units, all of the principals responded that they do not support this program. They told the interviewer that such activities are source of disturbance in school and at that time students were seen fighting with school guards.

4.1.4. Analysis and Interpretation of Data from interviews with experts

A. Supervising physical education teachers: - regarding their way of supervising physical education teachers, 3 (60%) of the supervisors reported that they directly observe the teachers.

But the rest 2 (40%) got information about the teachers form their directors instead of observing the teachers directly. In addition, all the 5 supervisors disclosed that they do not personally check whether annual plans set by PE teachers were achieved or not. They just collect information through the principals.

B. Relationship with PE teachers and Supervisors are: -The heart of supervision and yet they are problematic in creating and maintaining them. One reason for disagreement between teachers and supervisors is teachers view supervisors as dangerous. Despite this well-known fact, all the supervisors reported that they have smooth relationship with PE teachers.

4.1.5. Analysis of field observation

Table 14. Class room and field observation checklist

No	Teachers in class room and field practical work	Excellent		V.good		Good		Poor	
		No	%	No	%	No	%	No	%
1	Clarity of objectives	-	-	3	37.5	1	12.5	4	50
2	Ability to explain issues which are not clear	-	-	-	-	4	50	4	50
3	Skill of asking questions with simple language	-	-	2	25	2	25	4	50
4	Method of teaching that the teacher used to make the lesson attractive and participative i.e. (discussion, argument, debate, field practice, exercises, problem solving etc.)	-	-	2	25	1	12.5	5	62.5
5	Encouraging students to relate theory with practice and skill of participation of the practical activities	-	-	2	25	1	12.5	5	62.5
6	Adequate equipment and facilities in the school library.	-	-	-	-	3	37.5	5	62.5
7	teachers class room or field observation	-	-	3	37.5	1	12.5	4	50

Key: E = Excellent, V = V. good, G =Good, P = poor

As indicated in the above table¹⁴, classroom and field (practical) observation checklist Item number 1 in table 14, 3(37.5%) of the teachers were very good clarity of objectives; 4(50%) of the teacher were poor, and 1(12.5%) of the teacher were good. Item number 2 in the same table, 4(50%) of the teachers were good explanation for the issue which are not clear; and, 4(50%) of the teacher were poor explain issues which are not clear generally at equal number of teachers give explanation and not give explanation for students in the class room or practical field. Item number 3 in the same table; 4(50%) of the teacher were poor asking question with simple language; 2(25%) of the teacher were very good, because to use simple language and; 2(25%) of the teacher were good because to use simple language.

Item number 4 in the same table; 5(62.5%) of the teacher were poor teaching method; 2(25%) of the teacher were very good and; 1(12.5%) of the teacher were good .Generally most of the teachers used to make the lesson unattractive and not participative i.e.

Item number 5 in the same table, 2(25%) of the teacher were encouragement of the students is very good; 5(62.5%) of the teacher were poor encouragement of the students; 1(12.5%) of the teacher were encouragement of the students is good.

Item number 6 in the same table; 3(37.5%) of the teacher respondents had good equipment and facilities in the school, and 5(62.5%) of the teacher respondents had poor equipment and facilities in the school. Generally, as indicated in the above classroom and field observation checklist clarity of objectives; Ability to explain issues, Skill of asking questions, teacher used to make the lesson attractive and participative, Encouraging students and Adequate equipment all are poor in the given sampling schools.

In grade 12 high school the observation of male and female students in the practical class as follows:-

- In most handball activities the male students can participate freely with the female students in school.
- In the year of 16-20 the students develop the techniques and skills of the handball activities as compare to the age of 21-25 of the advanced students.
- Most of the students are more effective in the morning shift up to 4:30 o'clock than the afternoon shift in the practical session.

- The sport science teacher is less managements to the students in the class and practical field.
- There is no adequate equipment and facilities in the sample schools.
- The large class size leads to discipline problems, less involvements in the class activities and no support individual student.

4.1.6. Major Findings

Based on the above data analysis the major finding can be: the students have not interested to learn handball course because of:-

- The participation of students in the handball practical activity is low.
- The students have low perception and interests to learn and participate in handball.
- The majority of the students were not interested to study handball profession in the future
- The students they do not participate in asking or answering question in the class room or in the practical class of handball.
- The ability of some teachers is not enough to teach handball practical activities.
- The majority of Physical education teachers are not participating in curriculum designing and organizing.
- The school directors and society have not interested the students to doing handball practical activities.
- The majority of family did not support students in handball participation.
- The handball course is not properly given in the class and out of the class room.
- There were no sufficient facilities to apply handball course for the use of teaching aid.

4.2. Discussions

The purpose of this study was to investigate the problems of handball teaching towards student interests on some selected high school of South Wollo Zone. Participating in handball exercise regularly had significant positive effects on the overall health and wellbeing of individuals which improves cardio respiratory fitness and body composition (American College of Sport medicine 2010). Regular handball exercise will also produce beneficial effects for any age group providing the exercise is specific and appropriate to the level of fitness of the individual (Rosser, 2001). Handball exercise plays a vital role in preventing cardio vascular disease, reducing body fat and improving circulatory efficiency (Dr Kelly and associates, 1989, Demographic characteristics, discipline, shortage of facilities and student's participation were also reported by (Belay Lemma *et al.*, 2011). The finding of this study in each variable are discussed as follows.

In case of fitness, there was significant difference in-between the male and female students when assessed in practical class of handball. The result suggests that students significantly improved cardio respiratory fitness, muscular strength, muscular endurance, and flexibility (MD = 309, SD = 0.481, $p = 0.02$), significant at 0.05 level of confidence. The improvement of female student's performance was due to the handball exercise in which they were engaged in weekly practical participation. When we were compare the mean score of male students and female students in handball exercise, the mean difference value of male students participation increased by 2.6 times. This result indicated that effective change was observed on students who engaged in practical exercise and class room observation. So, the formulated hypotheses that handball exercise would have significant effect on cardio respiratory fitness of students were accepted at 0.05 level of confidence when assessed in handball training were also reported by (Karen Rodenroth *et al.* , 2010).

In case of student interest, there was significant difference in-between the students who were under relation production and those students who were motivated towards handball activity. The result suggests that students who were under relation production had 33% of less likely towards student's interest as compared with those students who were motivated towards handball activity significantly increased interest (MD = 2.58, SD= 1.3, $p = 0.001$), significant at 0.05 level of confidence. At the end of the study, the mean score of male students was significantly increased by 2.6. This indicates that handball exercise have a vital role in ensuring student interest.

Therefore, the formulated hypothesis that handball exercise would have significant effect on interest of students was accepted at 0.05 level of confidence (Dewey, 1916).

In case of teachers utilizes techniques; there was significant difference in-between the selected school training sessions during handball practical class. The result suggests that wegede and walelgn high school significantly improved their handball practical class, but the other remaining schools were their teachers no utilize significant techniques. In similar with this result, the Jamma woreda handball researchers studied that , students would have no significant effect on handball training secessions that means students were rejected at 0.05 level of confidence was also reported by (Yonas Kassahun *et al*, 2014).

In case of Students learning performance in some selected schools, the finding of this study on results presented in case of learning performance. Figure 6 proved that significant difference based on students learning performance in two schools such as, wegede and walelgn high school the comparison scores were found in respectively(MD =309, SD = 0.501, p = 0.05 and MD=305, SD=0.449, P=0.04),so significant at 0.05 level of confidence. But other remaining schools such as, Kelela, Borena and Lguma had no significance learning performance were found (MD = 4, SD = 0.501, p=0.07 and MD = 305, SD = 0.490, p=0.08). When we compare the mean difference and standard division of handball teaching performance this finding implies that, individuals schools participating in handball exercise will maximize the likely hood of developing handball training associated with school and zonal handball competitions. In similar with this result, the formulated hypothesis that seasonal handball training exercise would have no significant effect on learning performance level of students were rejected at 0.05 level of confidence.

Generally, the result of the present study in accordance with the result of other findings proved that handball exercises was the optimal mode of exercise for improving students skill, trainers performance level and thinking ability.

In case of student participation towards handball class, there was significant difference in-between the students when assessed in practical class of handball. The result suggests that students significantly improved their vital organs especially cardio respiratory fitness, muscular strength, muscular endurance, by these reason majority of the respondents said that strongly

agree handball activities can contribute for students' health and improvement of their self-confidence also reported by (Getnet Demisew et al, 2017).

In case of teaching materials, there was significant difference in-between the trainers when assessed in practical class of handball. The result suggests that students not get available teaching materials during the class especially in practical field. Therefore, the school and the community should work together and did try to minimize the main problem of the school's handball teaching material during teaching learning process in the class. By this reason majority of the respondents responded that “disagree “we have not enough handball teaching material during teaching learning process in the school.

In case of handball teachers asking students, was significant difference in between student participants because of handball teachers were not asking balanced questions during practical field or in the class room. Finally, most of the respondents said that “disagree” handball teachers didn't asking students when they explain and demonstrate theory and practice in the practical field or theoretical class. In similar with this result, Kafa zone physical education researchers studied that, students have significant effect on handball training secessions that means students were accepted at 0.05 level of confidence was also supported by (Ayele w/mariam *et al*, 2015).

The bi-variable and multi variable logistic regression findings: all the outcomes indicated that, qualification of teachers who were their qualification degree had 48% less likely towards handball teaching and students interest as compared with those teachers whose qualification masters. The teachers who their schools had not enough handball facilities to give training for their students during handball practical class had 38% less likely towards handball teaching as compared with those teachers who their schools had enough handball facilities during practical class. In the same table teachers whose believe towards handball course had not equal perceptions from others course had 0.2 times handball course had equal perceptions towards handball learning activity as compared with teachers who had believe towards handball course equal perceptions from others course. Generally in the above table item number 1- 4, shows that those teachers whose qualifications, adequate teaching materials , handball facilities ,and believe towards handball course had not significant compared with other disciplines teachers who had masters qualifications, believe towards handball course equal perceptions and enough equipment's. Supported by (Wedaje Alemu *et al*, 2017).

CHAPTER FIVE

Summary, Conclusions and Recommendations

5.1. Summary

The purpose of this study was to assess the problem of handball teaching towards student interest in some selected schools of South wollo zone and to suggest possible solutions. In order to answer the questions, the descriptive survey research method was employed. The relevant data to the study were gathered through three sets of questionnaires, interview and Observation. In general, 326 participants were involved in the study; these were 310 high school students, 8 physical education teachers, 5 principals, and 3 woreda educational bureau of Amhara region south wollo zone. The data obtained were analyzed using descriptive statements, inferential and various statistical methods such as:-percentage, frequency, mean, Standard deviation, regression, ANOVA and tabulation. The end of the study tries to answer the following basic questions

- ❖ What are the problems of teaching handball towards student interest?
- ❖ What are the possible solutions that affecting teaching handball towards student interest?
- ❖ What are the schools related problems that affecting participation of students in learning hand ball?

The study employed a descriptive survey method and it was conducted in five governmental high schools in South wollo zone. These samples were selected by simple random selection technique. Based on the data analysis the following major findings were obtained. The majority of the handball students they do not participate in asking or answering question in the class room or in the practical class of handball. The majority of Physical educations teachers are not participating in curriculum designing and organizing. The majority of family did not support students for handball participation.

The problems of students' participation in handball activities such as:-lack of knowledge, lack of attitudes, lack of interests, and shortage of handball materials, the handball course is not properly given in the class and out of the class room, the students have low perception and interests to learn and participate in handball. The majority of the students were not interested to study handball profession in the future.

5.2. Conclusion

Based on the results of the study the researcher obtained and analyzed, the following basic points were forwarded as a conclusion.

- ❖ **The students' participation both theoretically and practically is low, this indicates: -**
 - ☞ Poor perception to the subjects, lack of confidence in their ability, low participation towards handball activity, and Low participations of students for asking and answering of questions. The majority of the students were not interested to learn handball. It was concluded that:
 - ☞ Poor educational background, poor participation in handball activities, competitions, and do not give attention for the course, not give equal perception from the other subjects. Physical education teachers not give attention for the course and not discuss issues with students: life activities and environmental realities and not start the handball lesson on time. Therefore, this idea concluded that:
 - ☞ Students not interested for the subject, had little involvement in the class room, and poor understanding of the subject. The problems of curriculum designed and organized in handball concluded that: -
 - ☞ Lack of instructional materials, not giving attention to the subject and lack of skilled manpower. The study pointed out that there was shortage of teaching materials like:-
 - ☞ Clinic, water facilities, changing cloth room in handball activities for students to practice which hinder their participation in handball activities. Generally as it has been mentioned by the respondents, study on the problems of handball teaching and student interests on some selected high school of South Wollo Zone. And attributed by several factors which have been summarized in to school related (facilities), students' related problems, and students' motivation, handball teachers related and students interest related factors. These problems are highly interconnected.

5.3. Recommendation

Based on the findings of this thesis study, the following are the possible areas of intervention suggested as recommendation which might improve handball teaching and student interest. The researcher appreciates it the concerned bodies look in to them.

Recommendation to (grade 12th) high school students

- ☞ Students better to aware the importance of handball activities and their safety procedures.
- ☞ Students make a good coordination and communication with their teacher's about handball participation.

Recommendation to the grade 12th physical education teachers

- ☞ Teachers better to encourage and motivate students to develop positive attitude, interests, and to participate students by teaching properly during lesson.
- ☞ The sport science teachers should be develops and changes their teaching methods.
- ☞ Teachers enable to improve the student's performance by giving handball techniques.

Recommendation to the school principals

- ☞ The school principals better to prepare and have adequate material and facilities for handball lesson
- ☞ The school administration should be full filling the necessary materials to facilitate the practical class in handball game.

Recommendation to Educational bureau

- ☞ For the successfulness of the handball students. Regarding this, qualification, skill, competency, and performance-based teachers endorsement should be employed.
- ☞ It is better to monitor the training program and observe the progress with give technical assistance via video or other modes.

Generally, all levels of participants that means students, physical education teachers, principals, educational bureau experts ,community, and families better to work together to achieve the handball teaching objective by improving the skills of handball work coordinately.

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Appendix – A

JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE

Questionnaires for Preparatory Students

Dear, students, the purpose of this questionnaire is to obtain information about the study on the problems of handball teaching towards student interests on some selected High schools of south wollo zone to achieve the intended objective of this study your responses are very important. Therefore, I kindly request you to provide your respected responses by marking tick on the space that has been provided for each item. Your responses would not be used for other purpose rather than for the objective of this study. Writing your name on this question paper is forbidden.

Part one

General information:

- 1.1. Name of the school _____
- 1.2. Sex _____
- 1.3. Grade level _____
- 1.4. Age _____
- 1.5. Woreda _____ Zone _____ Town _____
- 1.6. Family's occupation

Level

- Governmental employ _____
- Farming _____
- Merchant _____

Instruction two: - Please respond for the following questions either by circling the letter of your choice and or writing a complete answer on the space provided.

1. How does your handball teacher know whether or not you understand the lesson he teaches in the class room? A. By asking questions one by one B. By writing for “yes” or “no” answer
C. By asking shows practically D. If there is any other mechanism please specify it _____

2. Do you have a positive attitude towards learning of handball? A. Yes B. partially yes
C. No Please, justify the reason for your answer _____

3. Do you have interest to study the handball profession in future?
A. Yes B. Partially yes C. No please, give your reason for your answer

4. Do you enjoy the students to participate in handball game?
A) Yes B) Partially yes C) No

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

5. Handball class to create any disciplinary problem students.12. From the following techniques of handball game which one is the student more interested to participate?
A. Passing B. Shooting C. Dribbling D. Catching.

6. How often do you discuss issues related to the teaching learning process of handball?
A. Frequently B. Rarely C. Not at all

7. What are the roles of handball teachers in managing large class?
A) Retention productive environments B) Using rules and regulations
C) Motivating students

8. How often do the handball teachers relate their lesson with your life activities or environmental realities? A. Frequently B. Rarely C. Not at all

9. What is your feeling or perception about teaching learning process of handball in your school?
Please specify in brief _____

10. What do you recommend to improve the teaching learning process of handball? _____

Part Two:-

Direction: - please mark with a tick (√) your response only once.

To check and test the degree: H – high A – average L - low

Rate the activities of students in handball class in comparing with the other discipline such as, football, basketball, volleyball and athletics etc.

No	Activities	High	Average	Low
1	Students' participation and answering questions, and forwarding ideas in the class and in the field compared with other discipline?			
2	Participation of students in group activities compared with other discipline?			
3	Encouragement of teachers to student's in participation of handball success in theoretically and practical activities compared with other discipline?			
4	In Handball student's participation, interest and, self-confidence to be successful compared with other disciplines.			
5	The students study handball like the other subject out of the school?			
6	To what extent is participation in handball activities especially in practical session?			

Part-3. To check and test the degree:

Direction:-Four-alternatives questions are provided for responding to the statements listed below. For each question tick the one response which best represents your opinion. Students participation’ in class room and field practical work

No	Questions	SA		Agree		Disagree		SD	
		No	%	No	%	No	%	No	%
1	Handball activities can contribute for students’ health and improvement of their self-confidence								
2	Handball lesson do not require enough teaching material during teaching learning process of handball.								
3	Handball teachers should be motivating the students in practical class and in the class room.								
4	Handball class to create any disciplinary problem students.								
5	Handball teacher must start daily lesson on time.								
6	Handball teachers should be asking students when they explain and demonstrate theory and practice in the practical field or in the class room.								
7	Handball teachers should not be utilizing different techniques to participate the Student during practical class.								

Key: SA= strongly agree A = agree D = disagree SD = strongly disagree

Appendix – B

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Questionnaires for Grade 12 Physical Education Teachers

Dear Teachers: -

The purpose of this questionnaire is to gather the available data a study on the problem of handball teaching towards student interest in selected preparatory school south wollo zone in Amhara region it is also aimed at detecting the problems of handball teaching and student interests.

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

Instruction 1: - Please write background information on the space provided

1.1. Name of the school _____

1.2. Sex _____

1.3. Age _____

1.4. Qualification _____

1.5. Subject teach _____

1.6. Grade level _____

1.7. Work of experience _____

Instruction 2: - Please respond for the following questions either by circling the letter of your choice and for writing a complete answer on the space provides.

1. to what extent is the participation of students compared handball activities with other activities

A. Very high B. high C. Medium D. equal participation E. low

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

A. Yes B. Partially yes C. No D. I don't know

3. How do you rate the problem of equipment and facilities of handball when compared with other courses? A. Satisfactory B. Not satisfactory if your answer to the above question No "3" is "B" please, describe the problems _____

4. Is there enough handball playing area during practical class? A. Yes B. No C. Not enough

5. Do you believe if building for cloth changing room is construct will enhance the participation of students in handball activities A. Yes B. Partially yes C. No

6. Do you believe handball activities can integrate with the community interest?

A. Yes B. No

7. Do you believe handball course has equal perception from the other courses by school administrators and school community? A. Yes B. partially yes C. No

8. What is your opinion about student interests in handball activities both theoretically and practically A. High B. Medium C. Low If your answer "C" to the above question number "3" please mention the problems _____

9. How did handball students perceive the discussion, question and answering held in the classroom and practical work? A. Very high B. High C. Medium D. Low

10. How do you often suggest or instruct students to use reference materials for your respective handball class? A. Frequently B. Rarely C. Not at all

11. What do you recommend in order to increase the participation of students in the school and out said of the school?

A. Motivate the students to participate in handball activity.

B. in the school arranges the handball competition.

C. Change the attitude in the school.

12. In your school, what are the problems that hinder the effective teaching learning process of handball? _____

13. What do you recommend to improve the teaching learning process of handball and to change student interest in your school? _____

Part II:-School related problems

Direction: - Please mark with a tick (√) your response in only one of the three alternatives by assessing the availability of facilities and materials in the school.

School related problems on student’s participation according to the availability of facilities or materials in the selected school.

No	Item	Adequate						Inadequate						Not exist						
		Teacher		Principal		Student		Teach		Princip		Student		Teac		princip		Student		
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	
1	Student text book																			
2	Desk and chair in the classroom																			
3	Handball reference books in the library																			
4	Clinic																			
5	Chalk board in the school																			
6	Handball field																			
7	Whistle, cone and other practical work material																			
8	Water facilities																			
9	Room for changing clothes																			

Appendix – C

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Amhara nation and People's Republic of South wollo zone, **interview guidelines** prepare to high school handball teachers, school directors, woreda education experts, and city administration educational desk officers.

1. Is there a place for students where they can change their cloths where, they can wash their body, toilets and other necessary materials in your schools, to make them participating in handball activities
2. What is specific assistance that is given to improve and develop the handball students in your school?
3. Do you think that the society, family, school administration workers, teachers and principals have the roles to motivate the participation of handball students in school and out of the school competition?
4. Is there any problem that the teaching materials and other sources of teaching aids affect students in the teaching learning process?
5. What do you suggest as a solution to those problems affecting handball teaching learning process?
6. What do you suggest with regards to students' activities and the necessary facilities that is crucial for the teaching learning process?
7. Do you have additional comments or suggestions on the overall learning process handball in high grade level?

Thank you for your cooperation!!

Appendix – D

Observation Check List

N.b. 1= Excellent 2= Very good 3= Good 4= Poor

Name of the school _____

Region _____ Zone _____ Woreda _____

Town _____ Subject _____ Grade _____

No of class observed _____

No	Teachers in class room and field practical work	2		3		4			
		No	%	No	%	No	%		
1	Clarity of objectives								
2	Ability to explain issues which are not clear								
3	Skill of asking questions with simple language								
4	Method of teaching that the teacher used to make the lesson attractive and participative i.e. (discussion, argument, debate, field practice, exercises, problem solving etc.)								
	Encouraging students to relate theory with practice and skill of participation of the practical activities								
6	Adequate equipment and facilities in the school								

Thank you for your cooperation!

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ስፖርት ሳይንስ ትምህርት ክፍል

በተማሪዎች የሚሞላ መጠይቅ

ውድ ተማሪዎች፡-

የዚህ መጠይቅ አላማ በደቡብወሎ ዞን ስር በተመረጡ ትምህርት ቤቶች የእጅ ካስ ስፖርት ችግሮች ና መፍትሔዎች የወደፊት አቅጣጫ ምን እንደሚመስል ለማጥናት የቀረበ ጥናት የሚጠቅም መረጃ ለመሰብሰብ ነው፡

የጥናቱ ውጤታማነት የሚወሰነው በሚሰጡን መረጃ ትክክለኛነት ላይ በመሆኑ የእርስዎ ፍቃደኝነት የተሞላበት ትብብር እና እውነተኛ መልስ ችግሮችን በመቅረፍ ረገድ ከፍተኛ ሚና ይጫወታል። የሚሰጥዎቸው መረጃዎች ሁሉ በሚስጢር የሚጠበቁና ለትምህርት ጉዳይ ብቻ የሚውሉ መሆናቸውን ከወዲሁ አረጋግጣለው።

በመሆኑም እርስዎ መጠይቁን በአግባቡ በመሙላት የበኩልዎን አስተዋፅኦ እንዲያበረክቱ በትህትና እየጠየኩኝ ለሚያደርጉልኝ ቀና ትብብር ከወዲሁ ልባዊ ምስጋናዬን ለማቅረብ እወዳለሁ።

መመሪያ 1:

በዚህ መጠይቅ ስም መጻፍ አስፈላጊ አይደለም

መመሪያ 2: 1. በተሰጠው ሳጥን ውስጥ “X” ምልክት አድርግ/ አድርጊ

ግለ ታሪክ

1. የት/ቤት ስም-----

2. የታ ወንድ ሴት

3. እድሜ _____

ተ.ቁ.	ዕድሜ	መልስ
1	17-20	
2	25-28	
3	28 እና በላይ	

ሀ. ስለትምህርት ሁኔታ

ተቁ	የትምህርት ደረጃ	መልስ
1	11ኛክፍል	
2	12ኛክፍል	

ተ.ቁ.	በክፍላችሁ ስንት ተማሪ አለ?	መልስ
1	30-40	
2	45-50	
3	60 እናበላይ	

ተ.ቁ.	የቤተሰብ የስራ ሁኔታ	መልስ
1	መንግስት ሰራተኛ	
2	ነጋዴ	
3	አርሶ አደር	

ክፍል 1:

መመርያ: ከዚህ በታች ለቀረቡት ጥያቄዎች በቂ የሆነ፣ በቂ ያልሆነ፣ ምንም የሌለ፣ በማለት በጥያቄው ፊት-ለፊት የሚስማማችሁን ልክ በማድረግ መልሱ::

1. በቂ የሆነ 2. በቂ ያልሆነ 3. ምንም የሌለ

ከግብዓት ና ቁሳቁሶች ጋር የተገናኙ ችግሮች

ተ.ቁ	በ12ኛ ክፍል ተማሪዎች የሚሞላ መጠይቅ	በቂ የሆነ	በቂ ያልሆነ	ምንም የሌለ
1	ት/ቤታችሁ ጤና ጣቢያና ልብስ መቀያየሪያ ክፍሎች አሉት ?			
2	በምትማሩበት ክፍል ጥቁር ሰሌዳ አለ?			
3	በቂ የሆነ የእጅ ካስ ማዘውተሪያ ሜዳ አለ?			

4	መምህሩ የሚያስተምርበት ፍሽካ አለው.			
5	ኮንና ሌሎች የተግባር መሳሪያዎች አሉት?			
6	በት/ቤታችሁ የወ.ሀ አቅርቦት አለ			

ክፍል2 : መመርያ: -የተማሪዎች እንቅስቃሴ በእጅካስ ክፍለጊዜ ከሌሎች ስፖርት እንቅስቃሴ ጋር ሲወዳደር ምን ያክል ነው ለምሳሌ ከእግርካስ ፣ ከቅርጫትካስ ፣ ከመረብካስ እና ከአትሌቲኪስ እንቅስቃሴዎች ወዘተ.

ተ. ቁ	መጠይቅ/	ከ	መ	ዝ
1	የተማሪዎች ተሳትፎ በእጅ ካስ ስፖርት በክፍልም ውስጥ ይሁን በተግባር ስራላይ የሚጠየቁትን ጥያቄዎች ከመመለስ እና ሀሳቦችን ከማንሸራሸር አንጻር ከሌሎች ስፖርቶች ጋር ሲወዳደር እንደት ይታያል?			
2	በእጅ ካስ ስፖርት የተማሪዎች ተሳትፎ በቡድን እንቅስቃሴ ከሌሎች ስፖርቶች ጋር ሲወዳደር እንደት ይታያል?			
3	ለእጅ ካስ እስፖርት መሳካት በቴዎሪም ይሁን በተግባር እንቅስቃሴ መምህሮች የተማሪዎችን ተሳትፎ ከማበረታታት አንጻር ከሌሎች ስፖርት እንቅስቃሴ ጋር ሲወዳደር እደት አያችሁት?			
4	በእጅ ካስ ስፖርት የተማሪዎች ተሳትፎ ፣ፍላጎት እና በራስ መተማመን ከወጤት አንጻር ከሌሎች ስፖርቶች ጋር ሲወዳደር ምን ይመስላል?			

መመርያ: ከዚህ በታች ለቀረቡ ጥያቄዎች በቂየሆነ ፣ በቂያልሆነ ፣ ምንምየሌለ ፣ በማለት በጥያቄ ወፊት ለፊት የሚስማማችሁን ልክ (√) በማድረግ መልሱ

በት/ቤት ውስጥ የማቴሪያል ግብአትን በተመለከተ።

ተ. ቁ	መጠቀሚያ	በቂ የሆነ	በቂ ያልሆነ	ምንም የሌለ
	በ12ኛ ክፍል በስፖርት ሳይንስ መምህሮች የሚሞላ			
1	የመምህራን እረዳት መፅሀፍ አለ?			
2	የተማሪዎች መማሪያ መፅሀፍ አለ?			