

Addis Ababa University
College of Education
School of Graduate Studies

***A Study on the Problems of Handball Teaching and
Student Interests on Some Selected Preparatory School
of Hadiya Zone (SNNPR)***

By

Biruk Hundito

June, 2010

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Student Interests on Some Selected Preparatory School
of Hadiya Zone (SNNPR)***

**A Thesis submitted to the School of Graduate Studies
Addis Ababa University**

**In Partial Fulfillment of the Requirements for the
Degree of Masters of Education in Handball Coaching**

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Acronyms

AD – After Death

ETP – Education and Training Policy

IAAF – International Amateur Athletics Federation

IAFF – International Amateur Football Federation

ICDR – Institute of Curriculum Development and Research

IHF – International Handball Federation

SNNPR – Southern Nation Nationalities Peoples Region

Abstract

The major purpose of this study was to investigate a study on the problems of handball teaching and student interests in Hadiya Zone of SNNPR preparatory school, and make recommendations for their handball teaching. The main issues considered are students in handball activities, student interest in handball teaching and finally the factors that affect students in handball activities. To this end descriptive survey method was employed. (In addition to interview of directors, woreda education bureau experts, zone educational bureau and zonal youth and sport desk exports, data were gathered from 8 teachers and 100 students). Accordingly, the respondents sampling was carried out through simple random selection techniques. The data for the study was obtained through questionnaires, interview, observation various statically techniques both qualitative and quantitative. Percentages were used to analyze the data. The results indicated that:- the students is not interested in the handball teaching, lack of encouragement for family, teachers and other concerned bodies inadequacy of school facilities and teaching materials. Therefore, it is recommended that depending on the results, concerned bodies such as parents, teachers zonals and woreda educational bureau, etc have to encourage the students to participate in handball activities, and to fulfill school facilities to give equal opportunity like other subjects to exert maximum effort to work closely with the community to provide different services for the students, increasing the number of handball teachers to encourage and participate students, to involve teachers and curriculum experts in curriculum development, to over come the problems that affect students from participation in handball activities through awareness, and to develop the student interests in handball activity to give regular counseling for the students on the bases of their performance.

CHAPTER ONE

INTRODUCTION

1.1. Back Ground of the Study

Handball is one of the most popular sports 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 draw back for its complexity and lack of interest by the students. Daryl Sidentop, (2007, 148) pointed out that:-

“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”.

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 and abilities useful in work and play, develop ethical behaviors and the responsibility of citizenship, self discipline, and quality of leadership to read activities in team sports and get opportunities to play with their peers and this contributes to higher academic and social achievement.

According to Leonard II and Knapp (1968:77) suggestion:-

“The fundamental purpose 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 a 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 is development of physical, social, emotional and teaching of skills, the acquisition of knowledge and the development of attitude through movement and as a result it contributes much to the education process.

Scaton Schomottlach (1992: 2007) explain that:-

“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 games activities with no doubt had a profound effect on the current level of physical education. Today hand ball is recognized as one of the major parts of physical education program in most high schools and is incorporated in the curriculum.

Students are more interested to learning activities that they perceive to be relevant to their lives in selecting activities for instruction, the potential of the activity to education should be considered as well as its ability to meet the needs and interests of students. As students become involved in the physical education program, teachers should seek to expand their interests by offering new activities and broadening curricular opportunities.

Debora Wuest (1994, 145) explain that:-

“Students attitudes toward learning also need to be taken in the account some students have a favorable disposition toward learning new skills, while other are to try new things past experiences in physical education can positively or negatively influence the interests of students bring to the class. Students who have enjoyed their past experiences may be or favorably disposed toward learning than those students whose experiences have been negative.”

As can be understand from the above quotation, Teaching learning process of handball is most commonly used to denote they have participated in the subject area rather than studied it hand ball trends have developed gradually to incorporate more activities in to hand ball 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 students to increase their activity and can help students learn about different skills of handball.

1.2. Statement of the Problems

The fact that a brief, authentic study of handball and its relationship to the general education is needed for a breaded and more appreciate understanding, a through study of its component parts together with identifying the problem that hindered it further development and favorites progress.

Hence, it is necessary to get clear understanding and to find out the problems of handball teaching and student interests to improve the students' participation and knowledge, through a research.

In the preparatory school, especially in Hadiya zone teaching learning process of handball is sound and favored by many problems. And the atmosphere of the school is not conducive for teaching learns 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 sub city preparatory school in Hadiya zone.

1.3. Objectives of the Study

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

1.3.1. General Objectives

The main objective of this study is:

- To examine the major problems we faced when teaching handball and student interests selected woreda and sub city preparatory school in Hadiya zone.

1.3.2. Specific Objectives

The specific objectives are:-

- To initiate the physical education teachers to find out problems and to suggest the necessary solution in handball.
- To develop the students interests in handball lesson.

1.4. Basic Research Questions

The study would answer the following basic research questions:-

- i. How teaching learning process is given handball class?
- ii. What is the interest of students towards handball teaching?
- iii. Does available equipment and supplies facilities for teaching and learning process of handball?

1.5. Significance of the Study

This study has the following significance:-

1. This study contribute to the teaching learning of handball and student interests in selected preparatory school.
2. 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.
3. It can also be used as the reference for study of similar subject for the next generation.
4. The result of the study indicates the problems of handball teaching and student interests.

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 secondary schools in (SNNPR-southern nation nationalities peoples region). Therefore, because of resource, time and other constraints the researcher restricted himself to four preparatory schools. The researcher's purposely selected woreda and sub city in Hadiya zone. This zone is selected due to the interests of the researcher to examine the real situation in the topic. This study is delimited in selected preparatory school in Hadiya zone.

1. Wachamo preparatory school (Hossana sub city).
2. Morsito secondary and preparatory school (Misha Woreda).
3. Shone secondary and preparatory school (Misrak Badewacho Woreda).
4. Ginbichu secondary and preparatory school (Soro Woreda).

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.

1. shortage of reference book and research materials in the title
2. Financial constraints have limited the scope and depth of the study
3. Time limitation

1.8. Operational Definition of Terms

- **Hand ball:-** is a dynamic, popular and exciting sport that requires athleticism strength and stamina, great fitness and most of all, team work.
- **Interest:-** categorize as a motivational/vocational construct, denotes a affectionate connection that has formed between a person and an object or activity (Dewey, 1916)

- **Individual interests:-** originate with in a person an are internalized eventually the person comes to identify and be associated with the content these interests are deeply seated and develop over time (Rehninger, 2000).
- **Physical Education:-** is an integral part of the total educational curriculum it is the only area of the school curriculum that teachers motor skills and an understanding the human movement and provides opportunities to facilitate their development.
- **Physical Activity:-** is a broad term that describes any bodily movement produced by skeletal muscles that result in energy expenditure.
- **Physical Fitness:-** is considered to be the ability to carry out daily tasks with vigor and alertness, without undue fatigue, and with ample energy to enjoy leisure time activities and to meet unforeseen emergencies.
- **Sports:-** are organized, competitive form of play

1.9. Organization of the Study

This study consists of five chapters. Chapter one deals with introduction, statement of the problem, its significance, delimitation limitation of the study and definition of key terms. Chapter two deals with the review of related literature. The methods are deals within chapter three. Chapter four pertains to the discussion and analysis of data.

Chapter five deals with conclusions and recommendations of the study. Lastly, a list of reference materials questionnaires, checklist and appendix that was in the study were attached at the end of the paper.

CHAPTER TWO

Review of Related Literature

2.1. The Meaning of Physical Education and Sports

Bucher (1999:8) states that:-

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

Siedentop asserts that “there is probably less agreement today on the basic meaning of physical education than there has been at any time in our professional history”. However, he states that the mostly widely accepted meaning for physical education is based on the developmental model. This model is based on the belief that all school subject, including physical education, should contribute to the development of the whole child. Carefully structured physical activity is recognized as a means through which educational goals can be achieved.

To encompass the rapidly changing and ever expanding scope of the field, physical education is defined as an educational process that uses physical activity as a means to help individuals acquire skills, fitness, knowledge, and attitudes that contribute to their optimal development and well-being. In this definition, the term education is broadly defined as the ongoing process of learning that occurs throughout lifespan. This definition recognizes that education, just like physical education, can and does take place in a variety of settings and is not limited to a specific age group. Home schooling continuing education through professional organizations, in-service education, distance learning, adult education, and preschools are just some of the expanded settings for education.

Teachers today may be described by various labels such as “instructors”, “leaders”, or “facilitators”. To day’s students are people all ages, spanning the range from the very young attending a preschool to the elderly taking course at a university. Physical education uses physical activity to enhance the development of the whole person. Physical education includes the acquisition and refinement of motor skills, the development and maintenance of fitness for optimal health and well being, the attainment of knowledge about physical activities and exercise, and the fostering of positive attitudes conducive to lifelong learning and lifespan participation physical education is concerned with the promotion of active lifestyles for people of all ages and abilities. Physical education program under qualified leadership enriches participants’ lives.

To more fully understand physical education, its relationship to play, game, and sport must be examined. Physical education, play, games, and sports are different entities, although they may share some common elements. Play refers to activities engage in freely fro amusement. Play is spontaneous, and the act of playing is rewarding in it self.

Play emphasizes the joy of participation. Derived from play, games are contests in which the outcome is determined by strategy, skill, or chance. Sports are organized, competitive physical activities governed by rules. Rules standardize the competition and conditions so that individuals can compete fairly, sports provide meaningful opportunities to demonstrate one’s competence and to challenge one’s limits. Competition can occur against and opponent or oneself. Sports can also be viewed as games that emphasize physical involvement and where strategy and skill play a significant role in the determination of the out come. People engage in sports for enjoyment, personal satisfaction, and the opportunity to attain victory or obtain rewards. When sport is highly developed, governing bodies regulate sport and oversee its management. At this level, coaches play a significant part, athletes are highly skilled, specially trained officials ensure the fairness of the competition records are kept, events are promoted through the media, and spectators assume an important role.

Derived from sport, athletic are highly organized, competitive sports engaged in by skillful participants. Sport occupies a prominent position in our culture. Sport is tremendous in its scope. Sport participants number in the millions.

Participants' involvement encompasses recreational to professional levels participants vary in age, ranging from the very young to the aged. Their involvement extends from youth spots to master's competitions. Interscholastic, intercollegiate, and professional athletics involve millions more participants. Spectators are a popular leisure pastime, attracting millions. Media coverage of sport is extensive, drawing millions of views and readers. As sport has grown, so have opportunities for individuals who want to work in spots related areas. Athletic trainers, sports managers, sports prompters equipment developers, sports sales personnel, strength and conditioning specialists, sport psychologists, coaches, and officials, are just some of the many professionals involved in the sport enterprise.

Since the early 1970s, there has been an enormous interest in the scholarly study of sport. Its significant role in our society, its massive impact on our culture, and its far reaching involvement of millions as participants and spectators has drawn the attention of scholars. Scholars have studied the philosophical, sociological, and psychological dimensions of the sport experience.

The realm of physical education and sport today embraces many different programs, diverse settings, and people of all ages. This recent growth of physical education and sport has been accompanied by an increased interest in its scholarly study. This research has led to the development of specialized areas of knowledge. The subsequent increase in the breadth and depth of knowledge provides a foundation for professional practice. The expansion of physical education and sport has lead to a tremendous growth of career opportunities for enthusiastic and committed professionals.

2.2. Physical Education as an Academic Discipline

Life is physical education presently it is the process of transformation to bring physical education in to the mainstream of education. The current mood of the physical education to contribute their resource to the maximum in helping the individual to achieve a fuller growth these authors further speculated on the possible inter-relationships between physical activity and other domains to knowledge. Besides it has been through necessary to enhance the scope, status and purpose of physical education and make it more broad based.

Though there was some exploration of the influence of social, physical, cultural and psychological conditions up on human physical activities there was not serious attempt to bring about cohesion among the various factors that stimulate human activity and skill acquisition. For example, although accepted in theory element or issues like motivation, aspiration level, self-estimation, did not find their due place in the physical activities and programs and even in the modifying effects of factors like group interaction, competition and cooperation. To these authors they have been considered in a routine, mechanical and in an unscientific manner.

2.2.1. Making Physical Education and Academic Discipline

Bucher (1972:212) argues that:-

“education and physical education are passing through a period of change and transformation from traditional roles to modern, purposive roles in accordance with the increased productivity of today’s world through competition and production.”

Besides, isolation and segregation of physical activities has had many unhealthy set backs like developing an inferiority complex in the physical educators with members from other teaching faculties usually referring to them as non-teaching staff. It is suggested that any organization of physical education should start with developing a positive attitude and self-confidence among physical educators themselves and make them feel that physical

education should extend itself to the classroom and become the focus or centered point of the educational system.

Another scholar Siedentop (1998:225) discusses that:-

“Physical education is a field of action, rules and of persons. The significance of self involving physical participation and movement is really a planned exercise in growth and awareness not possible in other areas of learning”.

The facts are theoretically known to many people but are not explicitly expressed them or teach them to other. In other words physical activities needs a theoretical framework where ideas can be collected, judged and then formulated in to laws; hence we need a strong theoretical orientation for physical education so that the accumulated information can be consolidated and stabilized.

In our interest of helping the student to the maximum, improving our own image, and cutting down the routine and traditional curriculum of the school. The amount the knowledge is not the criterion of successful life but the way in which and individual faces the physical realities of the world and problem of life. There is no doubt, offers and educational dimension to the activity and tries to bridge the gap between school and the physical world (Ram and et.al. 1996, 13-14).

2.3. Physical Education an Integral Part of General Education

Physical education is the integral part of the total education process which enhances and integrates that physical, social, and psychological aspect of an individual's life, through directed physical activity (Arnold, 1976:69) very often the natural relationship between general education and physical education is forgotten, with the result that the two exist physically together but functionally apart. This has resulted in reducing the scope of the school program in two respects firstly the educational function of physical education has been neglected and secondly, the physical functions of education are not recognized.

Arnold (1976:69) also views that through a well directed physical education program students develop skills for the correct use of leisure time by undertaking activities which are conducive to healthy living social development and a sense of civic responsibility.

Bucher (1972:45) cited in Ram and et.al. (1996:45) defines physical education as:

“An integral part of the total education process a field of endeavourer that as its aim the development of physically, mentally, emotionally, and socially fit citizens through the medium of physical activities that have been selected with a view to realize these outcomes.”

The above definition depicts that physical education is a process which utilizes activities that are inherent in each individual to develop a person organically, neuron muscular, intellectually, and emotionally. These outcomes are realized whenever physical education activities are conducted in such places as the playground gymnasium and swimming pool.

2.3.1. Relationship with Education

Kamlesh and Sangral (1997:11) states that:-

“the relationship between physical education and general education provides opportunities for exchange of views between the physical education teacher and the subject teacher about the abilities, interests, limitation and scope of each individual student and his/her participation in the school program. In this way, good physical education teacher ascertains how well participation perform the necessary motor skills before permitting him/her to take part in physical activities.”

The same authors explicitly elaborated that physical education has been accepted as an essential part of general education and no educational authority, state or organization questions the justification or need for it. But still there is a considerable confusion in interpreting the scope and the nature of a physical education program and its academic relationship with general education or the contributions of general education to physical education.

The physical education teacher is a role model to the students because his/her concern with his/her pupils' physical health as well as their intellect and emotions. The development of cognitive and recreational abilities can thus become the guiding force and the outcomes. This widens the educative scope of physical activity and help to give a global definition to education and an educational orientation to physical education (Ibid).

Kamlesh and Sangral (1997:13) states that:

Physical education program is nothing but an application of sound philosophical, educational, psychological, physiological, anatomical and biological principles. The physical educator should consider psychophysical needs and problems of boys and girls and fit the program to suit the children instead of trying to adapt every boy and girl to the program."

Therefore, the relationship between physical education and education is natural. It is a fact that we can not conceive of physical education without education value as it can not exist in an educational vacuum.

2.3.2. Integration in Physical Education

For centuries, the ideas of a separate mind and body influenced education and the school practice which led to plan for training the mind disregarding the body. But today, the educational orientation has changed and physical education is conducted as a real part of the entire educational process. The basic fact of integration of mind and body, ideas and action, knowledge and application have taken place (Arnold, 1976:68).

"The primary responsibility of physical education is to conceive of its work as related to all the reactions that participants experience, to be concerned for interests, moods, manners, morals, habits, and ideas as well as strength, skill, agility, speed, safety and endurance. The whole person participates: the whole person must be served (Ibid)".

In line to this idea, Bucher, (1972) cited in Ram and et.al (1996: 112) states that:

“Physical education and health not only affect social development but emotional development as well. Games provide release from tension after long periods of study; furthermore, achievements in physical activities gives students as sense of provide which pays dividends in emotional satisfaction and well-being.

2.3.3. Physical Education and the Need of Society

According to Arnold (1976:35), in modern society problems like tension, uncertainty low morality, lack of family cohesiveness, competition, emphasis on materialism and misuse of leisure are to be solved positively. These contribute to the society to create a totally healthy. Physical environment and understand the influence that are playing up on the personality of a student.

2.4. Historical Background of Handball

The game of handball that we know today originated in Germany at the end of the nineteenth century, when it was introduced to the world by a gymnastics master, Konard Koch. However, the development of the game since its introduction has not been some first if was not have its own governing body it came under the jurisdiction of the International Amateur Athletic Federation (IAAF).

From 1904, handball developed steadily under the watchful eye of the IAAF. To keep pace with the progress of handball and other developing sports, the IAAF appointed a special committee, presenting the countries where was played, the look in to the possibility producing a standardized set of rules for the game.

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 1910.

In 1928, eleven handball playing nations met in Amsterdam on the occasion of the Olympic Games and as a result of this meeting, the international amateur handball federation was formed.

In 1931, just three years after attaining a separate entity, handball was included in the program of the games by the international Olympic committee. This game was first included in the Olympics held in Berlin in 1936.

In door handball was invented in the 1940s in Denmark. This is a-7-a side game, played on a court slightly larger than a basketball court with smaller goals than its out door counterpart, again, this sports flourished in the Germanic nations where it was hoped that it would appeal to a wider audience. With rules from other sports like basket ball being introduced, this made the game simpler to play it action and excitement and higher scores than soccer handball has always been a sport dominated by the European nations. In its formative years as an out door game, Germany, Austria and Denmark dominated in the international sphere, even though not many other nations outside Europe were playing the game.

When we are looking at the development of handball, at the early stage in Egypt, they were starting handball by throwing wood from one place to distance, like a short-put, only for physical fitness and strength competitions, but after a long time they changed to using leather substance like a basket ball dimension with grass in it and they make a group and played as they liked without goal areas as recreations for physical fitness. So in this way it was transferred to the Greek and Roman empires and other countries.

Handball began in Checkeoslevakia by giving the name checky-handball 7:7 players the court as competitive sport. The credit for starting real handball with same rules in Germany the exact origin of court handball was played by Greeks and Romans in the school. It was certainly played in Ireland about played by Greeks and Romans in the school. It was certainly played in Ireland about

thousand years ago. Irish emigrates took their four wall game to America in the nineteenth century.

An international handball match 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

In recent year, a new outdoor version has emerged called beach “handball, naturally on the lands of a breach. This variety is now recognized by the IHF and now has formal rules and regulation.

Handball is now played on every habitable continent on this planet. It is estimated that about of million players are registered with a club. Many of the European clubs are professional and some have players who are worth hundreds of thousands of dollars professional clubs in Asia (in South Korea, China and Japan) are becoming established and are considerate as very competitive on the international stage. Africa, Americas and Oceania mainly comprise of amateur clubs but are very enthusiastic.

2.4.1. The Meaning of Handball

Dereje Semie (2006:68) states ...

“Handball is one of the popular team game in the world. One of the reasons for its popularity is its inexpensive nature. The game also be 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.”

On the other handball is a team sport in which two teams of seven players each (six out field players and a goalkeeper) pass a ball to throw in to the goal of the other team. The team with the most goals after two periods of 30 minutes win.

Modern handball is usually played indoors but outdoors variants exist in the form of field handball/which was more common in the past/ and beach handball.

The game is quite fast and included body contact as the defenders try to step the attackers from approaching the goals. Contact is only allowed when the defensive player is completely in front of the offensive player i.e. between the offensive player and the goal. This referred to as a player sandwich. Any contact from the side or especially from behind is considered dangerous and is usually met with penalties. When a defender successfully stops and attacking player, the play is stopped and restarted by the attacking team from the spot of the infraction or on the nine meter line. Unlike in basket ball where players are allowed to commit only 5 focus in a game handball players are considered good defense and disruptive to the attacking teams rhythmus.

2.4.2. What is Effective Teaching in Handball

Wuest Bucher (1994:390-392) states:-

“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.

Organizational skills are very important in establishing the learning environment and facilitate student involvement in activities. The manner in which the teacher structures instruction is of major importance. To be effective the teacher must ensure that the lesson to be presented relates to the stated objectives, meets the needs of the individual learners, and is presented in a logical, systematic manner, through efficient and through planning, effective

teacher minimize transition time, that is, the time to move students from place to place, and management time, that is, time used for tasks such taking attendance. Lessons are planned to ensure that students receive maximum opportunities to practice relevant skill and experience success. Actively supervising and monitoring student performance and providing students with appropriate feedback are characteristics of successful teachers. Skilled teachers bring each lesson to an end by summarizing what has been accomplished and by providing students with an assessment of their progress toward the stated objectives communication skills needed by the teacher include verbal and nonverbal expressive skills, written competencies, and the ability to use the various media. Effective verbal communication skills are essential in the teaching process. The ability to speak clearly and project one's voice in a pleasing manner is, essential. Other attributes of a successful teacher are the abilities to give clear, precise directions and explanations and to use terminology and vocabulary that are appropriate to the activity and the level of the learners. The teacher's ability to use questions to elicit student input, to promote student involvement, and to clarify student understanding of the material being presented enhances the effectiveness of the learning process. Effective teachers are also aware of the influence of their nonverbal behavior on the students and learning process. Use of eye contact, smiles, and pats on the back are some of the methods of communicating with students in a nonverbal manner through their verbal and nonverbal behaviors, effective teachers model the kinds of behaviors they wish their students to exhibit, such as interest in and enjoyment of the activity and respect for other persons' opinions and needs. Effective teachers communicate enthusiasm, through both their verbal and nonverbal behavior.

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 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 goal 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, contracts, 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 possess 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 teachers show concern for the well-being of each student in their classes and endeavor to provide students with opportunities that will enhance their self-confidence.

The ability to establish and maintain rapport 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 generally 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 to 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.

2.4.3. 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 teachers’ 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 as their achievements, and put forth that extra effort that so often makes a difference they are committed to excellence.

2.5. The Problems of Handball Teaching

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. Deborah Wuest (1994:14) states that

“Secondary school physical education programs have been criticized by the public and professionals alike. 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”.

2.5.1. The Arrangement of Handball 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.”

This shows providing opportunities for students to achieve mastery appears to be critical 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 this helps promote long-term mastery.

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.

2.5.2. Luck of Proper Facilities

Shortage of facilities can be considered as one major factor in shaping physical education class.

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 meager 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 lack 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 a conducive 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).

It is common among person and even sometimes among teachers themselves, to confuse the emotional climate of class with the way of teachers manage and controls the behavior of students and the learning tasks they pursue classroom climate refers to the positive, neutral or negative affect exhibited by the teacher and the students (Soar and Soar 1979:38).

Rink (1985) has argued that if instruction is will aligned with goals and assessment procedures then it will allow students many opportunities to practice relevant skills and strategies in situations similar to those in which they will be used (Darly Siedentop 1991:182).

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.

In regard to the above concepts 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”

Bucher (1970:19) suggests the condition that made handball the dynamic part of the education program must include excellent facilities.

On the important of facilities Seaton, Mottlach, Clayton, Herbeed and Smith (1983:379) also comment the following equipment must be considered as an integral part of the instructional program they are supplementary aids to enhance teaching process.

2.5.3. Large Class Size

“Large class size is also teachers problem” Bucher 1975:502

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 will be seriously hampered if there is an excessive number of students.”

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.

2.5.4. Time Allotment

Time allotment in another problem that the teachings of handball suffer on enlarging the concept of longer time allotment. Bucher and Koing (1974:213) suggested that the time advantage can be achieved by longer period.

“In same 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 meet with reasonable adequacy that is to say it will help to form a basis for further participation in worth while 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 managing and organizing students. Research has shown that there are large range of students engaged time, as low as 10-15% to a high as 70-80% of class time. The average amount of engaged time is 25-30 percent. But the amount of engaged time that is actually functional for learning is always lower, some times a great deal lower. (Daryl Siedentop: 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 has 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 expect 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).

2.5.5. 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 interaption 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:

2.5.6. Problems in Conducting Handball Lessons

Handball employs fundamental motor skills such as running, throwing catching, jumping and defensive and offensive strategies similar to the motor skill used in basket ball, and hockey. It is not an all time favorite game to most of the students. 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 be liking to activities which are widely recognized and have many funs. 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. Another problem that teachers face while conducting a class. 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 in a single class the entries class program will be affected”.

2.5.7. Student Problem

“The ‘tuned of’ students may be the greatest problem in education to day. He may develop a feeling of making no contribution to any thing” (Freeman 1982:289).

Students with low motor ability are often ignored by the physical education (Bucher, 1975:407) students are not we a were 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 physical education has little value for them they life several differences that resulted in the experience having little value for them (Bucher 1975:2).

Students 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.

2.6. 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 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.

Students are more respective to learning activities that they perceive to be relevant to their lives. In selecting activities for instruction, the potential of the activity to contribute to the goals of physical education should be considered as well as its ability to meet the needs and interests of students. As students become involved in the physical education program, teachers should seek to expand their interests by offering new activities and broadening curricular opportunities.

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 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.

2.6.1. Create Interest and Consider Students Needs

Deberha Wuest (1994:145) states that:-

“If students are interested in a particular activity, they will be more motivated to learn students interests very 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 school, elective programs are offered in the upper grades so students may select activities according to their interests.

2.6.2. The Development of Student Interests in Handball Teaching

One important goal of handball is participation in meaningful physical activity through out 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 that 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 out come 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.

Doherha Wuest (1994:147) states:-

“Interest encompass one's feelings toward a particular situation, one's like and dislikes, ones beliefs. Interest are reflected in one's behaviors, especially ones tendency to act in a certain manner positive interests are expressed when an individual chooses to come involved in a specific activity and skills.”

Acquisition of interests may be conceptualized as proceeding through a hierarchical sequence of three processes, compliance, identification and internationalization, compliance refers to an individuals becoming involved or doing something with the objective of receiving favorable reaction from another person. Assuming an interest or behavior because it is involved by other is termed as identification. Internalization relates to valuing a behavior and incorporating this value in to ones value system students interests can either enhance their ability to learn or adversely effect it. Teachers who are aware of the important influence that students interests hold in their learning can take steps to design learning experiences that encourage the development of favorable interests. Learning experience should be constructed with special concern paid to enhancing students self-esteem and self-confidence.

CHAPTER THREE

Research Design and Methodology

3.1. Research Methodology

In order to have a clear picture about the problems of handball teaching and student interest teaching materials the descriptive survey method is employed. The method is appropriate to describe understand and define the handball teaching problems around the course.

The objectives is to know the study problems of handball teaching and student interest by analyzing the relationship between teachers, students, directors, educational bureau experts, families, and teaching materials. Using the descriptive survey method, the researcher undertook the investigation on teachers of handball in classroom and in the filed.

3.2. Sources of Data

The Hadiya zone has 10 woredas, and one city administrations (hosanna). I select three woredas and one city administration purposefully based on their access to transport and availability of the time to collect the data. These are:- misirak badawacho, soro, misha woreda and Hossaina city Administration.

The data sources for the study were:-

1. Preparatory school handball teachers
2. Preparatory students
3. school directors, Zonal and woreda education bureau officials

3.3. Population and Sampling Techniques

In this study three woredas and one city administration were selected simple random selection technique out of 10 woredas and one city administration. These woredas were:-misirak badawacho, soro, misha woredas and one city administration from each woredas and city administration, one school was selected using simple random sampling techniques. These school were:- shone preparatory and secondary school from misirak badawacho woreda, ginibichu preparatory and secondary school from soro woreda, morisito secondary and preparatory school from misha woreda and wachamo preparatory school from Hossana city administration.

The total population of handball students 10% and handball teachers 40%, were selected as a simple random method only grade 12 preparatory level.

3.4. Data Collection Instrument

The instruments used for data collection were questionnaires, interviews, classroom and field observation.

To ensure the appropriateness of the items, a pilot study was carried out in one selected preparatory school for 15 handball students. Questionnaire was also administered to two handball teachers who were selected for the pilot study.

Based on the response obtained from the pilot study, correction and revision was made in order to avoid ambiguity of the questionnaire items and to maintain the validity and reliability of the language coherence. After that the questionnaire were distributed to handball students and handball teachers of 4 preparatory schools in Hadiya zone who were selected for the study.

3.4.1. Questionnaire

As the major data collecting instrument closed-ended and open-ended questionnaires were employed both handball teachers and handball students.

Closed-ended questionnaires consists questions that offer respondents a set of answers to choose the one that reflects their views. Open-ended questionnaire consists of questions which invite respondents to write their ideas, views, and beliefs. Both types of questionnaires were developed to be used in providing clear understanding to the knowledge of sampled respondents related to the problems of handball teaching and student interests.

The content of each questionnaire was composed of statements related to handball teaching problems, student interests, lack of facilities and materials.

3.4.2. Interview

Face-to-face interview was conducted with four governmental school directors, and three woredas, and city administration, and zonal educational bureau representative as well as experts. To this end, a set of unstructured open-ended interview questions were prepared in Amharic and distributed finally, it was translated into English. The interview items were mainly focused on the problems of handball teaching and student interests, handball facilities the relationship of teachers and students regarding the teaching learning process in the handball teaching, the involvement of society and implementation of handball subject to promote and facilitate for the successful participation of handball students.

The data obtained from the interview consists of responses of the directors and the experts about their knowledge, experience, opinions, perception, and intervention concerning the development and promotion of handball.

3.4.3. Observation

The purpose of classroom and field observation in handball activities was to obtain and acquire information on how do teachers of handball implement and transmit knowledge and practical skills to their students in general and to support handball students. Getting information whether teachers understand

students self-confidence or not participating and performing the skills of handball activities.

The data collected from the observation consists of detailed descriptions on students activities, actions and the full range of interpersonal interactions that are part of the observation. Students were observed to get the full information during the teaching and learning process in the class handball field. Narrative method of writing was used for classroom and field observation.

3.5. Data Collection Procedures

To gather the necessary data and ease of understanding, questionnaires were prepared in English and Amharic languages. Questionnaires prepared in Amharic were distributed handball students and in English handball teachers.

Interview was conducted in Amharic language and interview and observation took place at the physical presence of the researcher himself. Then, the gathered data was tallied by hired individuals while the open-ended question items and interview responses were summarized and systematized by researcher alone.

3.6. Data Analysis

In the study, both quantitative and qualitative methods were used to analyze the information collected using different instruments from different sources.

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

Types of participants in the study	Research instruments used	Research settings and number of participants				
		Wachamo	Shone	Morsito	Ginibichu	Total
Grade 12-preapratory students	Questionnaire	25	25	25	25	100
Grade – 12 preparatory teacher	Questionnaire	2	2	2	2	8
Directors	Interview	1	1	1	1	4
Woreda educational bureau experts	Interview	-	1	1	1	3
Hadiya zone educational bureau	Interview	1	-	-	-	1
Hadiya zone youth and sport desk expert	Interview	1	-	-	-	1
Total		30	29	29	29	117

Table 1. Research Settings and participants of the study

CHAPTER FOUR

Presentation and Analysis of Data

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

The total population of this study as indicated at the above table was 117 and of these, 100 students, 8 teachers. 4 school directors, 3 woreda educational experts, 1 zonal educational experts and 1 youth and sport desk expert. All of the respondents were selected according to their usability that is randomly and purposively.

The researcher distributed 108 questionnaires and all 108 (100%) of the questionnaires were returned.

Lastly, interview was made with directors, handball teacher woreda educational experts, youth and sports desk and zonal educational bureau expertd respectively.

4.1. Results

Applying percentages were employed in the analysis of the data gathered. The data gathered are organized using table and then followed by descriptions of the results.

4.1.1. Respondents Handball Students Background

Handball students attending 12th grade in 2010 were chosen for the research as a sample

Table 2. Personal information of handball students' respondents

Sex		Age				Grade		Family's occupation									
Male		Female		16-20		21-25		12 th		Government		Farming		Merchant		Other	
No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
67	67	33	33	84	84	16	16	100	100	44	44	46	46	6	6	4	4

As indicated in the first part of this chapter, a total of 100 students were involved in the study. As shown in table 2: 67(67%) of the students respondents are male, while the remaining 33(33%) of them are female. Concerning the age of respondents 84(84%) of them are between 16-20 years of age; 16(16%) of them are between 21-25 years of age. 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 students respondents 100(100%) are grade twelve pertaining to family's occupation of students respondents 44(44%) are government employee; 46(46%) are farmers; 6(6%) are merchants and 4(4%) of them are working in private sectors.

4.1.2. Teacher Respondents Background

The intended number of teacher respondents were 8 to fill the questionnaires all are returned. Regarding the respondents, all of the handball teachers from the four sampled schools were male. Concerning their qualification all the teachers are first degree holders.

Table 3a. Service year and qualification of teachers, woreda and zonal education experts' respondents

	Sex	Service year								Qualification					
		1-5		6-10		11-15		Diploma		Degree		Total			
		No	%	No	%	No	%	No	%	No	%	No	%		
Teachers	M	8	100	4	50	2	25	2	25	-	-	8	100	8	100
	F	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School director, woreda and zonal education bureau and zone youth and sport desk experts	M	9	100	3	33.33	3	33.33	3	33.33	-	-	9	100	9	100
	F	-	-	-	-	-	-	-	-	-	-	-	-	-	-

According to table 3, 8(100%) of the teacher respondents, 9(100%) of the school director; woreda and zonal education experts are male.

With respect to their qualification, 8(100%) of the teachers and 9 (100%) of the school directors, zonal and woredas educational experts had first degree holder.

As to the service years of the teachers, school director and zonal and woreda educational experts respondents 4(50%) of the teachers and 3(33.33%) of the school director, woreda and zonal educational experts have served between 1-5 years; 2(25%) of the teachers and 3(33.33%)of the school director, woreda and zonal educational experts have served between 6-10 years; 2(25%) of the teachers and 3(33.33%) of school director woreda and zonal education experts have served between 11-15 years.

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

Grade currently teach		Work load per-week					
12 th		Over load		Fair load		Under load	
No	%	No	%	No	%	No	%
8	100%	6	75%	2	25%	-	-

As it is pointed out in table 3b, 8 (100%) of the teacher respondents are teaching grade 12th.

Concerning to their teaching load, 6(75%) of the teacher respondents have over load period per-week; 2(25%) of them have between fair load per-week. For this data one can conclude that most preparatory school teachers in the sample area are teaching over load which implies that they have no spare time to provide additional to assist students.

4.1.3. Teachers Perception Towards the Relevance of Hand Ball Curriculum

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

No	Item	Responses	
		No	%
1	Not giving attention to the subject area	3	37.5
2	Lack of instructional material	4	50
3	Lack of skilled man power	1	12.5

According to table 4, 3(37.5%) of the teachers indicated that the problems are not giving due to attention to the subject area; 4(50%) of the teachers are lack

of instructional material and the remaining 1(12.5%) of the teachers are lack of man power.

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

4.2. Students Classroom and Practical Participation in Handball

4.2.1. Handball Students Response Towards Asking questions to Repeat Issues Not Clear in Practical and Theoretical Classes

The responses regarding the issue vary, 37(37%) of responded by answering yes and the other 11(11%) of them responded sometimes, while 52(52%) of the respondents are no. From the above findings, majority of the respondents indicated that, they are not interested to ask questions in theory and practical classes while they are difficulties.

Similarly, the response of teachers shows the following, 5(62.5%) say handball students participation in asking question in the class of handball is low on the other hand, 3(37.5%) of them responded it is high.

Both the responses of students and teachers opinion although, it was the teacher who provides opportunity for the students to expand their participation, the investigator also observed that during classroom and field observation there was no full participation in asking questions.

Furthermore, FAWE (1996:39) stated that, "classroom observation has shown that teachers encourage and pay more attention to boys than girls. Because of

this girls often may not answer the questions as equally as the boys not because of they do not know but because of their socialization that does not allow them to even take the risk of being wrong.”

4.2.2. Self-Confidence and Class Participation

Self-initiation is one of the issues considered in this study. Handball students responded towards self-initiation during practical activities in handball sessions, 16(16%) of the respondents responded high the other 55(55%) medium, and 26(26%) of them respond low while, 3(3%) of the respondent answered very low participate respectively. The responses indicate that the majority of the respondents rated that, they have average confidence to participate in handball activities.

4.2.3. Participation in Theoretical Class

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

Table 5. Level of class participation

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	30	30	25	25	45	45
2	Participation of students in group activities compared with other discipline	26	26	30	30	44	44
3	Encouragement of teacher to handball students success in theoretically and practical activities compared with other discipline	23	23	31	31	46	46
4	Handball students participation, interest and self-confidence to be successful compared with other disciplines	27	27	25	25	48	48

The responses regarding the level of class participation (see table 5) reveal that 48(48%) of respondent said that students participation and self-confidence to be successful than other discipline is low and 46(46%) encouragement of teachers in practical and theoretical classes is still low, while 44(44%) of the respondents said participation of handball students in group activity is low and 45(45%) of the respondent answered participation in asking and answering questions and forwarding ideas in the class was low. From this it can be concluded that, the students self –confidence, encouragement of teacher, participation of students in group activity is low.

4.2.4. Participation in Practical Classes

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

Table 6. Handball students' opinion towards successful participation

No	Activities	High	%	Average	%	Low	%
1	Receiving more priority, appreciation and encouragement given by teachers during handball class	35	35	25	25	40	40
2	Demonstrating practical activities in front of the students	65	65	10	10	25	25
3	Students attend frequently the handball class	32	32	22	22	46	46

According to table 6, 40(40%) of the respondents that low received appreciation, while 35(35%) of the respondent responded that highly receive appreciation. In addition 65(65%) of the respondent responded that highly demonstrate practical activity; 25(25%) of the respondent low demonstration; 10(10%) of the

respondents average demonstration, 46(46%) classes very low; while 32(32%) of the students attend the class highly; 22(22%) of the students attend averagely. From this it can be deduced that, to reduce such assumptions and differences teachers of handball should give opportunities and priorities to handball student to increase their participation in handball activities.

Table 7. Class room and field (practical) observation

Observation checklist for teacher in classroom and field (practical) work

No	Teacher in classroom and field (practical) work	Excellent		Very good		Good		Poor	
		No	%	No	%	No	%	No	%
1	Clarity of objectives	5	62.5	3	37.5	-	-	-	-
2	Ability to explain issues which are not clear	6	75	2	25	-	-	-	-
3	Skill of a asking questions with simple language	6	75	2	25	-	-	-	-
4	Method of teaching that the teacher used to make the lesson attractive and participative i.e. (discussion, argument, debate, field practice, exercise, problem solving etc)	4	50	4	50	-	-	-	-
5	Encouraging students to relate theory with practice and skill of participation of the practical activities			5	62.5	3	37.5	-	-
6	Adequate equipment and facilities in the school							√	√

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

- In 5(62.5%) of the teachers were excellent clarity of objectives; 3(37.5%) of the teacher were very good.

- In 6(75%) of the teachers were excellent explanation for the issue; 2(25%) of the teacher were very good
- In 4(50%) of the teacher were excellent teaching method; 4(50%) of the teacher were very good.
- In 6(75%) of the teacher were excellent asking question with simple language; 2(25%) of the teacher were very good.
- In 5(62.5%) of the teacher were encouragement of the students is very good; 3(37.5%) of the teacher were good encouragement of the students.

Borich (1988:250) stated that, teacher who had classrooms and out of the class in which large percentage of students were off-task, talked without raising hands, talked back, moved about the room without permission, ignored, rules, disrupted other and faced to complete assignments. In addition, Tozer, Violas and Sense (1993:298), explained that large class size leads to discipline problems, less involvement of students in classroom activities and little or no support to individual students. As a result of this, students may develop an atmosphere of disinterest in their learning because they don't know weather did good or not.

4.3. Contribution of Handball Activities to Health and Development

Perception of handball student towards performing handball activity in relation with their health and contribution to the development of their country is very important. Accordingly, 78(78%) agreed and believed that, handball activities have great importance to promote health and can contribute for economic development of a country; 12(12%) of the respondents partially agree and the rest 10(10%) of the respondents were not sure of the answer. This shows that, the contribution of handball activities for health was undeniable and the issue was given emphasis by respondents, in addition to this, they believe that health person can fit and participate in many productive areas to bring an economic change to her/his country.

4.4. Family Support in Student Participation of Handball Activities

Responses from handball students towards the encouragement of their families in sport materials and other supports reveal the following 47(47%) of the respondents say that they get full cooperation and support from their families while 53(53%) of them do not get material support or other cooperation to participate in handball activities. This shows that, the majority of the respondents did not get support from their families. This may contribute to low participation of handball students in handball activities.

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

Table 8. Teachers responses, on the problems of students participation in handball activities

No	Items	No	%
1	Lack of educational back ground knowledge and understanding about students participation in handball activities	1	12.5
2	Lack of students understanding attitude towards handball activities	2	25
3	Lack of encouragement and understanding of administration employs towards students participation in handball activities and teaching	3	37.5
4	Low attitude of teachers towards the participation of students in handball activities and competition	2	25

The findings from table 8, indicates that 2(25%) responded low attitude of teachers towards the participation of students in handball activities and competition; 1(12.5%) of the teachers responded lack of educational background, knowledge and understanding; 3(37.5%) of teachers were responded little encouragement and lack of understanding from school administration towards handball students participation and to the subject;

while 2(25%) of the teachers responded lack of students understanding and attitude towards handball activities.

Thus, it can be deduced that, the information obtained from handball students and handball teachers can be a highlight to improve the deferring factors which occurs in the school environment and in the community by taking remedial measures and by creating awareness which encourage and gives opportunities to handball students to participate in handball and sports activity it the school and out of the school. Beside on these, the school should use intrinsic and extrinsic rewards and appreciation of handball students when they are participating in sport completion by watching the match and by giving value to create belongingness to increase and promote students participation in handball activities and competitions.

Table 9. Students responses: understanding of the lesson teacher teach in the classroom

No	Item	Number	%
1	By asking questions one by one	15	15
2	By writing for "Yes" answer	20	20
3	By asking "are these questions?"	14	14
4	Other mechanism	49	49
	Total	100	100

Pertaining to item number 1 table 9, 15(15%) of the students indicated that there understanding of the lesson by asking questions one by one; 20(20%) of the respondents understanding the lesson by writing for "yes" answer; 14(14%) of the respondents understanding the lesson by asking "are these question" the remaining is understand the lesson by other mechanism. Students on the open-ended question they wrote:- discussion method and lecturing method.

This clearly shows that the majority of the students understand the lesson by lecturing and discussion method.

Table 10. How does handball course is given in the class and out of the class

No	Item	Students respondents	No	%
1	How often do the handball teachers relate their lesson with your life activities or environmental realities?	Frequently	20	20
		Rarely	65	65
		Not at all	15	15
		Total	100	100
2	How often do you discuss issues related to the teaching learning process of handball teachers?	Frequently	61	61
		Rarely	30	30
		Not at all	9	9
		Total	100	100
3	Does your handball teacher start lesson on time?	Yes	29	29
		No	71	71
		Total	100	100

As can be seen in the table 10, the majority of the participant of the students in the study 65(65%) of the respondents rarely handball teacher related their lesson with life activity or environmental realities; 61(61%) of the respondents said that frequently the handball teacher discuss issues related to handball; 71(71%) of the respondents also said the handball teacher did not start the lesson on time this shows that the handball teacher is not give the lesson students life activity and environmental realities but a good discussion the lesson finally lateness of the teacher to start the lesson on time due to ineffective management of the student coming to class and too much noisy around the classroom make some how the classroom is not conducive.

Table 11. Students' and teachers' response the availability of facilities and materials in the school

No	Item	Adequate				Inadequate				Not existence			
		Teacher		Student		Teacher		Student		Teacher		Student	
		No	%	No	%	No	%	No	%	No	%	No	%
1	Teachers guide	4	50	-	-	2	25	-	-	2	25	-	-
2	Student text book	8	100	100	100	-	-	-	-	-	-	-	-
3	Handball reference book in the library	2	25	40	40	6	75	60	60	-	-	-	-
4	Desk and chair in the library and classroom	8	100	94	94	-	-	6	6	-	-	-	-
5	Chalk board in the school	8	100	100	100	-	-	-	-	-	-	-	-
6	Handball field	3	37.5	24	24	5	62.5	56	56	-	-	20	20
7	Handballs, net, whistle, cone and other practical work material	4	50	20	20	4	50	80	80	-	-	-	-
8	Water facilities	3	37.5	21	21	5	62.5	79	79	-	-	-	-
9	Clinic	2	25	40	40	6	75	60	60	-	-	-	-
10	Room for changing clothes	-	-	-	-	3	37.5	59	59	5	62.5	41	41
11	Tables and chair for teacher	2	25	-	-	6	75	-	-	-	-	-	-

Table 11, shows students and teachers responses the availability of facilities and in the school. In item number 1 table 11; 4(50%) of the teachers respond adequate teachers guide in the school; 2(25%) of the teachers are inadequate teachers guide in the school; while 2(25%) of the teacher not existence teachers guide in the school.

In item number 2 of table 11, students and teacher respond in the student text book 100(100%) of the students and 8(100%) of the teacher are adequate student text book in the school.

In item number 3 of table 11, 40(40%) of students and 2(25%) of teachers responded adequate handball reference book in the library, while 60(60%) of the students and 6(75%) of teachers respond in adequate reference book in the library.

In item number 4 table 11, 94(94%) of students and 8(100%) of teachers respondents responded, adequate disk and chair in the library and classroom.

In item number 5 table 11, 100(100%) of students and 8(100%) teachers responded adequate chalk board in the school.

Item number 6 table 11 shows, 24(24%) of students and 3(37.5%) of teachers responded. Handball field in the school adequate; 56(56%) of students and 5(62.5%) of teachers responded inadequate handball field in the school, while 20(20%) of the students responded not existence handball field in the school.

Regarding to item number 7 of the some table, 20(20%) of the students and 4(50%) of the teachers responded, adequate handballs, net, whistle, cone and other practical work materials. While 80(80%) of the students and 4(50%) of the teachers responded inadequate handballs, net, whistle, cone and other practical work materials are not adequate in the school.

In item number 8 table 11, 21(21%) of the students and 3(37.5%) of the teachers responded adequate water facilities in the school. While 79(79%) of the students and 5(62.5%) of teachers responded inadequate water facilities in the school.

In item number 9 of the same table, 40(40%) of the students and 2(25%) of the teacher responded adequate clinic in the school the remaining, 60(60%) of students and 6(75%) of the teacher responded inadequate clinic in the school.

In item number 10 table 11, 59(59%) of the students and 3(37.5%) of the teachers responded in adequate room for changing clothes in the school and 41(41%) of the students and 5(62.5%) of teachers responded not existence room for changing clothes. In the open-ended question students not satisfactory equipment and facilities compared with other discipline because in adequate materials in the course.

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

Table 12. Students' teachers' responses concerning student interest in handball teaching

No	Item	Responses			
		Students'		Teachers'	
		No	%	No	%
1	Do you have a positive attitude towards learning of handball?				
	Yes	22	22	-	-
	Partially yes	63	63	-	-
	No	15	15	-	-
	Total	100	100	-	-
2	Do you have interested to study handball profession in the future?				
	Yes	4	4	-	-
	Partially yes	8	8	-	-
	No	88	88	-	-
	Total	100	100	-	-
3	What is your opinion about student interests in handball activities both theoretically and practically				
	Very high	-	-	-	-
	High	-	-	3	37.5
	Medium	-	-	5	62.5
	Low	-	-	-	-
	Total	-	-	8	100

According to table 12 item number 1, 63(63%) of the students responds partially interested learning handball, 22(22%) of the students responded more interested learning handball the remaining 15(15%) of the students are not interested learning handball. Because the students they wrote on the open-ended question lack of handball material and facilities.

In item number 2 at the same table, 4(4%) of students responded interested to study handball profession in the future, 8(8%) of the students responded partially interested study handball profession in the future, while 88(88%) 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 interested for the future other profession.

In item number 3 table 12, 3(37.5%) of teachers' responded the students highly interested in handball activities both theoretically and practically; 5(62.5%) of the teachers' responded the students medium interest in handball activities both theoretically and practically. On the open-ended question the teachers they wrote the students poor educational background of handball course, not give attention in the course, not give equal perception in the other subject etc. From this it can be deduced that, the majority student is not interested learning handball teaching because lack of proper facilities, poor educational backgrounds, less participation of handball activities and competitions.

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

Handball teachers said:-

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

This shows handball teacher are interested to teach and prepare competition in the school and out of the school, but some conditions in their school do not initiate and motivate them to teach handball with excitement. As they indicated the conditions are in such a way that students low background knowledge of

handball, the students are less eager to learn handball, absence of good support from administration and little attention was given from principals.

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

The handball teacher and school principals said:-

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

CHAPTER FIVE

Summary, Conclusions and Recommendation

This chapter deals with the major findings conclusions and recommendations of the study.

5.1. Summary

The major purpose of this study was to assess a study on the problem of handball teaching and student interest selected preparatory school of Hadiya zone (SNNPR) and to suggest possible solutions. To this end, the study tries to answer the following basic questions.

1. How teaching learning process is given in handball class?
2. What is the interest of students towards handball teaching?
3. Does available equipment and supplies facilities for teaching and learning process of handball?

The study employed a descriptive survey method and it was conducted in four government preparatory school Hadiya zone (SNNPR). These samples were selected simple random selection technique. The subject of the study was 100 preparatory students, 8 handball teachers, 4 schools directors, 3 woreda educational bureau experts, 1 Hadiya zone educational bureau and 1 Hadiya zone youth and sport desk experts. The information was obtained from sample respondents through questionnaires, observation, and interview. The data were analyzed using percentage. In addition, information obtained through interview and observations were presented in complementing the data obtained by means of questionnaire. Based on the data analysis the following major findings were obtained.

- The majority of the handball students they do not participate in asking or answering question in the class of handball.

- The majority of handball teachers are not participate in curriculum designing and organizing.
- The majority of family did not support students is handball participation.
- The problems of students participation in handball activities such as:- lack of knowledge, lack of attitudes, and lack of encouragements
- The handball course is given in the class and out of the class is not properly given.
- There are no sufficient facilities to apply on handball teaching.
- The students have low perception and interests to teaching and participating in handball.
- The majority of the students was not interested to study handball profession in the future.

5.2. Conclusions

Based on the major findings of the study, the following conclusions were drawn:-

- A. The students participation both theoretically and practically is low this indicates
 - Low perception to the subjects
 - Low confidence in their ability
 - Low participation handball activity's and competitions
 - Low participation asking and answering questions.
- B. 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.
- C. The handball teachers not give attention for the course and not discuss issues students' life activities and environmental realities and not start the handball lesson on time. Therefore, if may be concluded that
 - Students not interested for the subject

- Students had little involvement in the class room and field activities
 - Less understanding of the subject
- D. The study pointed out that there was shortage of teaching materials, clinic, water facilities, changing cloth room in handball activities for students to practice which hinder their participation in handball activities.
- E. The majority of the students were not interested to taught handball. Therefore, it is possible to conclude that,
- Poor educational background
 - Less participation in handball activities and competitions
 - Not give attention in the course
 - Not give equal perception in the other subject

5.3. Recommendation

On the basis of the findings and the conclusion drawn, the following recommendations were put forwarded:

1. To increase practical and theoretical interaction, teachers have to encourage and motivate handball students to develop positive attitude and to participate in asking and answering questions in handball classes.
2. In order to make the curriculum effective, 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.
3. School should create a good relationship with parents and give them awareness about handball students academic performance, participation in school clubs, the importance of handball activities in relation to health and their future life style.
4. To increase students participation in handball activities by giving handball course properly, by increasing students understanding and

interests, encouraging students to the administration and handball teachers, by preparing handball competition.

5. During observation, some of the existing facilities were inadequate. Therefore, be facilitated by using the government and societies 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.
6. To develop positive attitudes of student, 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.

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Appendix – A

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION

DEPARTMENT OF PHYSICAL EDUCATION AND SPORTS

Questionnaires for Grade 12 Preparatory Students

Dear Students:-

This questionnaire is designed to collect information for research purpose only. It's objective is to assess your opinions a study on the problems of handball teaching and students interest in selected preparatory school Hadiya zone SNNPR. I kindly request you to give your genuine response for each of the questions. All information and data you provide will be used only for the purpose of this academic study.

It is not necessary to write your name in this paper

Thank you in advance kindly cooperation

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

- 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	Total
- Governmental employ	_____
- Farming	_____
- Merchant	_____
- Other	_____

Instruction:- 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 often do the handball teacher relate their lesson with your life activities or environmental realities?
A. Frequently B. Rarely C. Not at all
2. How often do you discuss issues related to the teaching learning process of handball teachers?
A. Frequently B. Rarely C. Not at all
3. Does your handball teacher start lesson on time
A. Yes B. No
4. How does your handball teacher know whether or not you understand the lesson he teach in the class room?
A. By asking questions one by one
B. By writing for "yes" answer
C. By asking "are these questions?"
D. If there is any other mechanism please specify it _____
5. Do you have a positive attitude towards learning of handball?
A. Yes B. Partially yes C. No
Please, justify the reason for your answer _____
6. 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 _____

7. Is there enough handball teaching material during teaching learning process and practical class?
A. Yes B. No C. Not enough
8. To what extent to use references book for studying of handball course from the school library?
A. Frequently B. Rarely C. Not at all
9. How do you rate the availability of reference for handball course in the school library
A. Adequate B. Inadequate C. Not existent
10. Can you ask teacher when they explain and demonstrate theory and practice to repeat the practical activities and class work?
A. Yes B. No C. Sometimes
11. To what extent is participation in handball activities especially in practical session?
A. Very high B. Medium C. Low D. Very low
12. Do you believe that the participation of students in handball activities can contribute for your health and improvement of the country?
A. Yes B. No C. partially I believe D. I don't know
13. Do parents support available handball material, to their daughters to participate in sport activities
A. Yes B. No
14. What is your feeling or perception about teaching learning process of handball in your school? Please specify in brief _____
15. What do you recommend to improve the teaching learning process of handball? _____

Part II

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

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

Part III

Direction:- Rate the activities of students in handball class in comparing with the other discipline such as, football, basketball, volleyball ... 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 handball students success in theoretically and practical activities compared with other discipline			
4	Handball students participation, interest and, self confidence to be successful compared with other disciplines			

Appendix – B

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION

DEPARTMENT OF PHYSICAL EDUCATION AND SPORTS

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 and student interest in selected preparatory school Hadiya zone in SNNPR it is also aimed at detecting the major problems in handball teaching and student interests.

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

Thank you in advance for your cooperation

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

- 1.1. Name of the school _____
- 1.2. Sex _____
- 1.3. Age _____
- 1.4. Qualification _____
- 1.5. Subject taught _____
- 1.6. Grade level _____
- 1.7. Work of experience _____
- 1.8. Woreda _____ Town _____

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 provided

1. To what extent is the participation of students compared handball activities with other discipline
A. Very high B. high C. Medium
D. equal participation E. low
2. 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
3. Do you expect handball course was designed and organized in the curriculum properly
A. Yes B. Partially C. No D. I don't know
4. If your answer to question "6" is "C" which one of the following will the problem?
A. Not giving due attention to the subject area
B. Instructional materials
C. Skilled man power
D. Lack of syllabus relevance with the existing condition
5. What is your opinion about student interests in handball activities both theoretically and practically
A. Very high B. High C. Medium D. Low
If your answer "C" or "D" to the above question number "5" please mention the problems _____
6. 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
7. How do you examine the number of periods you teach in a day or a week with your teaching effectiveness?
A. Over load B. Fair load C. Under load

Based on your response for the above question number “7” mention the advantage or disadvantages of it _____

8. Do you believe handball course had equal perception from the other courses by school administrators and school community?
A. Yes B. Partially yes C. No D. I don't know
9. Do you believe handball activities can integrate with the community interest?
A. Yes B. No C. I don't know
10. Are there adequate materials for students to participate in handball activities?
A. Yes B. Partially yes C. No D. I don't know
11. Do you believe if building for cloth changing room is constructed will enhance the participation of students in handball activities
A. Yes B. Partially yes C. No
12. 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 “13” is “B” please, describe the problems _____
13. Is there enough handball playing area during practical class?
A. Yes B. No C. Not enough
14. In your school, what are the major challenges that hinder the effective teaching learning process of handball? _____
15. What do you recommend to improve the teaching learning process of handball and to change student interest in your school? _____

Part II

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

No	Item	Adequate	Inadequate	Not exist
1	Teachers guide			
2	Student text book			
3	Desk and chair in classroom			
4	Des and chair in the library			
5	Chalk board in the classroom			
6	Notice board in the school			
7	Handball field			
8	Handballs, net, whistle, cone and other practical work material			
9	Water facilities			
10	Clinic			
11	Room for changing clothes			
12	Tables and chairs for teachers			

Part III

Direction:- Rate the problems that hinder students not to participate in handball activities?

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

Appendix – C
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION

DEPARTMENT OF PHYSICAL EDUCATION AND SPORTS

Southern nations nationalities and people's republic of Hadiya zone, an interview guidelines prepared to secondary school and preparatory school handball teachers and school directors, woreda and zonal education experts, zonal youth and sport desk 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 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 over all learning process handball in preparatory grade level?

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	1		2		3		4	
		No	%	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)								
5	Encouraging students to relate theory with practice and skill of participation of the practical activities								
6	Adequate equipment and facilities in the school								

Declaration

I the undersigned, declare that this is my original work, has not been presented in any university or colleges. All relevant source of materials used for the thesis are duly acknowledged.

Name _____

Signature _____

Place _____

Date of submission _____

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

Name _____

Signature _____

Date of submission _____