

THE PRACTICE AND CHALLENGES OF HANDBALL
INSTRUCTION IN SOME SELECTED GOVERNMENT
PREPARATORY SCHOOLS OF ADDIS ABABA

BY
TESFAYE ALEMU

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE IN
SPORT SCIENCE

AUGUST, 2014
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TABLE OF CONTENTS

ACKNOWLEDGEMENT	i
TABLE OF CONTENTS	ii
LIST OF TABLES.....	iv
LIST OF ACRONYM.....	v
ABSTRACT	vi
CHAPTER ONE	
INTRODUCTION	
1.1 Background of the Study	1
1.2 Statement of the Problem	2
1.3 Research question.....	4
1.4. Objective of the study	4
1.4.1 General Objectives	4
1.4.2 Specific Objectives	4
1.5. Significance of the study	5
1.6 Delimitation of the Study	5
1.7. Limitation of the Study	6
1.8 Organization of the Study	6
1.9 Definition of Operational Terms	7
CHAPTER TWO	
REVIEW OF RELATED LITERATURE	
2.1 Teaching Physical Education	8
2.2 The Vital Role of School Sports	9
2.3 Influence of Social Attitude on School Sport with Regard to Handball	13
2.4 The Role of School Principals for the Development of Sport Handball	14
2.5 Teachers Motivation	15
2.6 Parenting Role in Children Sport Skill Development.....	16
2.7 Planning Learning Experiences.....	17
2.8 Designing Productive Learning Experience.....	17

2.9 The Effect of Class Size on Students Learning.....	20
2.10 Reward.....	20
2.11. Sport Facilities in the School	21
2.12. Sport and Media.....	21
CHAPTER THREE	
RESEARCH DESIGN AND METHODOLOGY	
3.1 Research Design.....	23
3.2 Data Source	23
3.3 Sampling Procedures and Sample Size	23
3.4 Data Gathering Tool	24
3.5 Procedure of Data Collection.....	25
3.6 Methods of Data Analysis	25
3.7 Strategies for Validation	26
CHAPTER FOUR	
DATA PRESENTATION, ANALYSIS AND INTERPRETATION	
4.1 Description of the Nature of Respondents.....	27
4.2 Current Status of Handball Practice in Preparatory Schools	29
4.3 Levels of Student's Participation in Handball.....	31
4.4 View of respondents on Handball Training	33
4.5 Teachers Related Issues	35
4.6 School Factors Affecting Handball Practice.....	37
4.7 Availability of Handball Materials in the School.....	39
4.8 School Community Related Factors in Handball Practice.....	40
4.9 External Factors Affecting the School Handball Practice	42
CHAPTER FIVE	
SUMMARY, CONCLUSION AND RECOMMENDATION	
5.1. Summary	44
5.2. Conclusion	46
5.3. Recommendation.....	47
BIBLIOGRAPHY	
APPENDICES	

LIST OF TABLES

Table 1: Respondents by Sex, Age, Educational Level and Experience.....	27
Table 2: Opinion of Respondents on Current Situation of Handball Practice in Preparatory Schools	29
Table 3: Views of Respondents on Student's Participation in Handball ...	31
Table 4: Views of Respondents on Handball Training	33
Table 5: View of Respondents on Teachers Related Issues	35
Table 6: Respondent's View on in School Factors Affecting Handball Practice	37
Table 7: Data's Collected from the School Documents Related to Availability of Handball Materials as Compared to Football and Volleyball.	39
Table 8: Respondent Opinion on the School Community Related Factors in Handball Practice.....	40
Table 9: Respondents View on External Factors Affecting the School Handball Practice.....	42

LIST OF ACRONYM

EHF	Ethiopia Handball Federation
IHF	International Handball Federation
NGO	Non-governmental Organization
PTSA	Parent Teacher Student Association
HPE	Health and Physical Education

ABSTRACT

This study was conducted to find out the challenge of teaching handball of some governmental preparatory schools of Addis Ababa.

A descriptive survey method research method was employed to carry out this study. The scope of the study is delimited to the some selected government schools of Addis Ababa preparatory schools. As a result the researcher using lottery method selected Ayertena Secondary and Preparatory School from Kolfe Keranio Sub city, Balcha Secondary and preparatory School from Lideta Sub city, Kefitegna 23 (SOS) Preparatory School from Nifas Silk Lafto Sub city, Addis Ketema Preparatory from Addis Ketema Sub City and Derartu Tulu Preparatory School from Akaki Kaliti Sub City. Out of the total population 3815 grade 12 students of sampled school 200(5.2%) of them were selected as a sample of the study. All HPE teachers and principals of the sampled schools were selected as sample of the study. Both primary as well as secondary data sources of data were used. The result of the findings of this study are concluded as, thus lack of sporting equipment, adequately trained personnel, the failure of government to prioritize school sports and the lack of involvement of private sector and parent- teacher association are the main obstacles if the school sports Based on the findings the following conclusion was drawn. Lack of sporting equipment, adequately trained personnel, the failure of government to prioritize school sports and the lack of involvement of private sector and parent- teacher association in influence the school handball sports. Based on the finding and conclusion the following recommendation was set. Those physical education teachers, principals, parents, sport officials, medias, NGOs should work together to improve the the challenges of school handball.

Key words: - Physical education, sport, handball, teaching, learning, motivation, reward.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Handball is one of the rapidly becoming popular games all over the world. According to, Matt Herb (2014) the handball game that we know today was developed in northern Europe at the end of the 1880s. Accordingly, it was popular in Sweden, Norway, Denmark and German. It believed that, Denmark was recognizes as the birth place of modern handball. As a result the rules for modern handball was drawn up by Danish Gym teacher Holger Nielson in 1898, and published in 1906.

As cited in (Ibid) on July 11, 1946, the International handball federation (IHF) was formed by the initiative and invitation of Denmark and Sweden. The founding members of the new federation were: Denmark, Sweden, France, Netherlands, Switzerland, Poland and Norway.

According to the data obtained from Ethiopian Handball Federation, the game handball was introduced into our country during the 1967s via university instructors, Yaekob (2014). After few years, participants consisting of members from the police, military forces and various sectors have been provided with the relevant courses on the subject sport. This arrangement laid the ground for frequenting handball sport among the country's citizens, Addis Ababa Handball Federation (Ibid). The Ethiopian Handball Federation was established in 1969. One year later, 10 clubs were established in Addis Ababa for the first time, which was followed by the establishment of Addis Ababa Handball Federation in 1993 under the Addis Ababa Sports Commission. Then, Ethiopian championship competitions were organized and conducted in the case of which Ethiopia has been accredited as one of the International Handball Federation members in 1971.

Due to the above reasons, handball become on the process of widely developing game throughout the world and in our country (Ethiopia). Here the schools have a significant role in producing a well trained physically fit and skilled manpower to the well being of national handball clubs. In these aspect teachers, specifically Physical education teachers have a great role in coaching those young students and contribute in achieving them to the national club of the countries by giving continuous trainings of the students, starting from collecting the players which is interested and best fit for handball activities. So the researcher tries to find out the challenge of handball teaching in some selected government preparatory school of Addis Ababa.

1.2 Statement of the Problem

The far reaching function of education can't realize without an active participation of society in general and particularly in the teaching learning processes. In other word bringing about quality of education can never be realized by the only interaction of students, teacher and society. This great achievement rather calls for the participation of stake holders. This means education should be supported by parents, education officials, the government and other stake holders like non-governmental organizations.

In addition to this as Shakuntala Davi (2003) states, the system of education suggests that assigning right man on the right position is mandatory; thus it believed that appropriate teachers should be assigned in each subjects according to their professions,. Beside this, if there is attitude gap, among some leaders at the lower levels against physical education subject teaching and learning of handball will not be effective. As a result some of school principals, wereda officials, and in general parts of society in different levels gives low attention to this subject without having any awareness of the profession.

Eventhough the school physical education teacher and administrator expected to work for the development of students mental and physical well beings, there is a condition or situational in which physical education teachers and school administer can't understand each other for the accomplishment of their duties. As a result they work contradictory work. According to their position, physical education teacher is supposed to teach and coach the school students. For the accomplishment of this activity, they require the material to be fulfilled by the school administers which require the money.

In other case the school administrator expected to facilitate the condition for the teaching and coaching activity that is done by the physical education teachers. Here the school administrators need the task to be done or accomplished. But they are not interested to budget the money for sport activities accomplishment. This is also true handball activity. This creates the attitude gap between physical education teachers and administrators. As a result it creates a condition known as "different push in the same direction" as cited by Shieve Shira (2004).

Ethiopian ministry of Education is devoting to engage the entire school age child to learn, by the motto "Any school age child can't be out of education" Hence it's supposed that we don't get any young child outside of the school settings. In other word, the school is the place in which all youngest with different skill is obtained. As Poul Thiboutot (2003) cited, "we have to pull together students in small college community who bring different sensibilities" As a result we have to work on them for their success. So the school have crucial role for the success of the students in reaching their desired level. Similarly the school is a place where the country handball players should be cultivated. With regard to this idea, Poul Thiboutot (2003) cited that "The future of club sports rest primarily in the hands of students, who have control over nearly every aspect of their activities."

That is why the researcher prefers to work on the title: the practice and challenges in handball instruction in some selected government preparatory schools of Addis Ababa in the school settings. In addition to this the researcher strongly believes that improving the quality of teaching handball plays crucial role for overall development of handball activities at all.

1.3 Research question

- ❖ What do the current status of handball teaching and learning of those in the school?
- ❖ To what extent do students participate in handball sport as compared to their interest towards other sport activities?
- ❖ What are the major challenges of government preparatory schools to well practice handball activities?
- ❖ What kinds of strategies should stakeholders prepare to the development of the countries handball?

1.4. Objective of the study

1.4.1 General Objectives

The major objective of this study is: to assess challenge of handball teaching in some selected government preparatory school of Addis Ababa and to come up with the solutions.

1.4.2 Specific Objectives

Based on the above theme this research targeted to accomplish the following specific objectives.

- To observe the current status of handball activities in some selected schools of Addis Ababa.
- To identify the students attitude towards learning handball activity.
- To find out the major factors that hinders the development of handball activity.
- To recommend some possible solution to the problem of handball teaching in schools.

1.5. Significance of the study

The study has the following significance.

- ▶ It will help physical education teachers, to follow effective way of conducting physical education classes while they are dealing with handball activities by informing policies and practices.
- ▶ It is expected to minimize challenges of students learning fundamental handball activities.
- ▶ It might initiate those stake holders to support handball activities.
- ▶ Indicates the problem that hinders the development to of handball activities.
- ▶ It assists curriculum designers, to be aware of the problems that face handball and to take corrective measures that ease the implementation process.
- ▶ The result of the study will also serves as stepping stone or reference for those who began to conduct further research on issue.

1.6 Delimitation of the Study

Due to unmanageable number of high school of Addis Ababa, the researcher focuses on only government preparatory schools. Large number of preparatory schools of Addis Ababa and population size of respondents forced to minimize the scope of the research only to some selected government preparatory schools of Addis Ababa. As a result the researcher using lottery method selected Ayertena Secondary and Preparatory School from Kolfe Keranio Sub city, Balcha Secondary and preparatory School from Lideta Sub city, Kefitegna 23 (SOS) Preparatory School from Nifas Silk Lafto Sub city, Addis Ketema Preparatory schools from Addis Ketema Sub City and Derartu Tulu Preparatory School from Akaki Kaliti Sub City.

1.7. Limitation of the Study

To undertake this study the researcher was limited by the following obstacles. Those time constraints which greatly limits the researcher to select large numbers of the respondents to more increase the confidentiality of the study. Lack of updated review of literature concerning handball greatly limits for further investigation on the study. Unwillingness of some student respondents to fill the questionnaire due to their fear of being secrete. But after dealing with the aim and ethical consideration of this thesis all the respondents agreed to fill the questionnaires.

1.8 Organization of the Study

The study has been organized into five chapters. In chapter one background of the study, statement of the problem, research questions, general and specific objective of the study was included. In addition to this significance and limitation of the study has been incorporated. In chapter two review of related literature that supports the results of the findings are incorporated. Then in chapter three research design, samples of data, sampling techniques, procedures of data collection and method of data analysis are included. In chapter 4 data are presented, the presented data has been interpreted and analyzed. Finally, in chapter five the summery, conclusion and recommendations of the findings are presented.

1.9 Definition of Operational Terms

The following operational terms were defined based on their contextual definitions which used to describe issues in this study.

- Sport Is an activity involving physical exertion and skill in which an individual or a team competes against another or others for entertainment.
- Handball A game in which two teams of a players use their hands to pass a ball and try to score goals.
- Motivation Is a driving force that causes the change from desire to trying to achieve in life.
- Learning Is the act of acquiring new, or modifying and reinforcing, existing knowledge, behavior, skills and values.
- Reward A thing given in recognition of one's service, effort, or achievements.
- Learning experience Any interaction, course, program or other experience in which learning takes place.
- Philosophy: Is the pursuit of fundamental truths and wisdom that will provide a clearer focus and understanding of what you do.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Teaching Physical Education

The overall objective of school improvement planning is the enhancement of the student achievement, Carolyn J. Downcy et al (2009). This can be applied by fostering the education to the students. Hence the government laid down educational policy. Based on the policies educational curriculum will be designed. The seated curriculum incorporated various fields of the study. Accordingly, in the current situation that physical education is one of the subjects which are incorporated to be taught to the students throughout the country. Effective physical education helps the students to be all rounded, that means it doesn't limited to the physical development of the students. According to Jane Shimon (2011) "Teaching physical education will open students' eye to practice and the realities of the profession"

Physical education makes significant contribution to overall education and it also offers a unique setting in which to foster positive interactions among students through, structured activities and games, Cowell and France (1963). Thus, physical education can help students develop appropriate game play behavior such as treating equipments and players with respects, playing fairly with regard to rules and equities by demonstrating good sporting behavior.

Majority of physical education content will involve learning, practicing and applying skills to various activities. Even though there are already seated standards or curriculum of teaching physical education in the most of the cases physical education contents depend on the philosophy of the teachers, Kretchmar (2005).

Thus, in our countries context the philosophy of those teaches might's be some times influenced by the lack of the availability of teaching aids. According to Cowell and France (1963), "philosophy is more than just thought and opinion, thus your professional principles of physical education will determine the aim and value of your thought and actions." Thus according to their beliefs most of physical education teachers lies into one of the three categories of beliefs with the regard to teaching physical education and applies their contents it to students:

- If they fully hearted belief that being skillful more over will help students become physically active adults, the majority of physical education content will involve learning practicing and applying the skills to various activities
- If they truly value fitness and health, their program will be geared toward helping students reach higher fitness levels.
- If your believe is that students need to ultimately get along with the others and work cooperatively to solve problems, then their program will consist main group work and shared learning situations.

Weather they follow either of the philosophy those physical education teachers uses special tool to teach physical education which should not forgettable in achieving their goals is 'sport' which is not studied in separable of one another as a discipline.

2.2 The Vital Role of School Sports

According to ponomaryov (1981) when people engage in physical exercise their ideology and moral conciseness are shaped through acquiring information on sports ethics and its manifestation in the activities that assimilated through practical mastery of standards of behavior during training and competition increases.

Many people believe that sport participation improves fitness, fitness improves health and good health reduces medical costs. This belief persists in the face of the following factors, Howell and Ingham (2001);

- Many of the illnesses that increase health care costs are caused by environmental factors and living conditions, and they cannot be changed through any sport or fitness program.
- Certain forms of sports participation do not lead to overall fitness or identifiable health benefits.
- The win-at-all cost orientation which sometimes develops in connection with sports may actually contribute to injuries.

The demand for health care sometimes increases when people more concerned with fitness and physical condition and appearance of their bodies.

Playing sports is beneficial when it enables us to understand our bodies and maintain our physical wellbeing it is not beneficial when it involves the overuse of our bodies. In line to this idea that, Annemarie Jutel (2002) cited that “sport is an important tool for imagining nation hood and it is perfect forum for constructing the identity.”

Regardless of this fact when the students do not get the opportunity to participate in regular exercise during their physical education they might lose some sorts of life skill in their careers.

As Gilroy Hall (2012) asserts that there are still many schools without a well structured sports program, with very limited resources available to them. Parents and teachers are still uncertain the need of sports in school beside the fact that physical education classes in which handball sport is conducted helps the child for the overall development of the students. Hence, the student learns through sport activity to solve social problems. When the youth are faced with numerous social issues and learning

challenges we are yet to allow sport involvement to achieve its mandate as an integral part of the development of a child, (Ibid). In line to this idea as, Robert A. Oden (2008) explains that “The contribution of school sport to clubs, thus much of the creativity and energy for the shaping and continuation of many club sports come from students.”

According to him, as the students participated in sport they can learn how to use their resources, those resources are: mental, physical and spiritual, that we did not know we possessed. In addition to this they learn what lies behind success to focus, commitment and discipline; and these some trial yields success in other classrooms carriers. In support of this idea thus cited that, Laird (2008) “As a result school sport competition the students will learn that *winning is fun*, that *losing is not fun*; also learns that winning and losing is a part of life, as a result they understand they have to do both with grace.”

Beside this reality, those physical education teachers and coaches continue to battle with parents, principals and other subject teachers for what should be a child have a democratic right to engage in physical activity within the school system. As a part of the education process in most of the cases, other subject teacher, principals and parents label the students that actively engage in sport activity as unenthusiastic or lazy students. Thus, they believe that participating in sport activity for student is time consuming and they consider as worthless activity. But unlike this idea, I believe that participating in sport activity is the school helps the students to have a better understanding in the subject matter and it allow to be all rounded. We must find away to ensure that sporting activities do not interfere with students learning and instructional time, Gilroy Hall (2012).

In my believe, it requires more research to weather to impose the families to support school sport or students to command ‘*no pass, no play*’ rules

like in U.S high schools not to participate in sports incase of their academic failure to indirectly initiate them to their learning progress, Jay Coakley (2004) or to follow our traditional sayings '*if you play, you will fail*' or whether it is fair to develop culture in which people associated with sports were privileged where as others were marginalized, Wilson (2002) as U.S high school students again.

Thus, participating in a regular exercise helps us to become physically fit; the same is true for those young students. Similarly, I do not deny that time will be consumed while exercising but after the exercise is adapted, it created a good mood and continuous exercise have even further benefit for students. As a result of exercising they become physically fit, mentally health and that will improve the way they look. The truth is that a good keep fit regime requires a commitment of time, energy and motivation and it is easy to believe that we haven't any of these to spare, Lynda Field (2001).

Just like all other subject areas, school sports play a key role in the overall education of the youth students. Concerning this issues thus Gilroy Hall (2012) stated that "The role of school sports is no different from the role of any other activity taking place at the school. Sound health practices, critical social attributes and the development of key learning strategies are all benefits of school sports.

Thus, it is through these interactive sessions that children best achieve building self-esteem, learn the value of team work, adopt a healthy life style, learn goal setting, develop time management skills, learn to deal with adversity and have fun. This indicates that, the value of school is not limited to building the physical or body of the students.

As the study in UK Shows, children with excellent grades in other academic area into adult introverts unable to deliver in the real world due

to their inability function in groups. They become a life of loneliness and depression. Unable to deal with adversity, finally arrives at more incapable of having fun. Further this study indicated that many of the suicidal and violent youth rebellions are associated with children who were strangers to sporting and other social activities at the school and community level, Adler P. and Peter A. (1998). Hence sporting activity helps the students to integrated into the social life and assists them to deal social activities. I believe that the main problem with school sport specifically handball, is lack of understanding of benefits of sport for an individual's. In addition to this the absence of a well-defined structure for sports has its own impact on the development of the school sport. Lack of insufficient training opportunities for sports outside of teaching, the absence of physical education curriculum revision at school level on time also greatly limit development of the school sport.

To sum up sporting equipment, adequately trained personnel, the failure of government to prioritize school sports and the lack of involvement of private sector and parent- teacher association in influence the school sports.

2.3 Influence of Social Attitude on School Sport with Regard to Handball

One of the major problem that hinder the development of school sport is that, the unchanged attitude of school community for school sport. A serious and well-designed physical education campaign must be focal point at this time. If the nation doesn't buy into the importance of school sports as a major contributor to overall education implementing proper sport programmers becomes ever more difficult, Gilroy Hall (2012). Thus, he further explains his thought which indicates that the investment required is much more than money, since the attitude of the people to the sport should be changed. So all the stake holder should work together to

change the attitude and strive for the development community involvement to the school sport specifically handball.

One of the major stake holders in changing social attitude is the school principals. Principals are responsible for facilitating their school interactions with their parents and other school community, Jay Coakley (2004).

2.4 The Role of School Principals for the Development of Sport Handball

School principals are responsible for the overall operation of the schools. Accordingly, Shakuntala Devi (2003) identified function of the secondary school principals. According to him the five function of the secondary school are as follows:

1. To provide schooling for all youth that will enable each person to attain the fullest possible development of his potentialities in socially approved ways.
2. To assist each pupil in identifying his potentialities, talents and capabilities.
3. To conserve and transmit knowledge.
4. To create awareness, knowledge and interest of the social group toward handball.
5. To help the young to live more effectively the good life, the society.

One of their responsibilities is the facilitation of sport activity of their organization. As observed in most schools, principals become more responsible for teaching and learning of their school. Here they don't give attention for the school sporting activities. Of course, their duties to monitor instruction increased along with their responsibilities to help teachers in improving their teachings. Here their duties should extend to the physical education classes that instructed in the school. Because the

nature of the subject in little bit differs from the other subjects. Since physical education include both the theoretical and practical instruction, in which the sporting activities formed by the students, perhaps with all the school communities. As the result physical education teachers should be helped by the principals to be a good teacher.

2.5 Teachers Motivation

As observed in some schools, after health and physical education teachers take the responsibility to coach the students, they pass through different up and downs. During this process they need the assistance from the school administration. But if the school administration doesn't help them, they may fail in the process of coaching the students continuously and become in effective. This failure is fatal in case if it happens repeatedly; since it may lead them to the condition known as 'learned helplessness'. As the Dr Martin Seligman cited, they may experience "moral of the story: When people are continuously unable to success with what they are doing, they lose confidence and perform more poorly". So it here principals has to care of how to treat those teachers.

In addition to this as professional physical education teachers, need respect and morality from the environment in which they work, otherwise they did not inculcate themselves in the work, if the environment is not suited for them. Anderson L. (2004), teachers are member of a respected profession, and they work with equally well trained professional associates. As opposed to this idea when those teachers do not respected and complained for their lack of taking responsibility by school administration the situation becomes worse. As a result, if physical education teachers, those supposed as one of the stake holder for the development of handball activity did not appraised for their good did and in other case if they did not complained for their lack of taking responsibility, who is responsible for the development of our countries handball team?

2.6 Parenting Role in Children Sport Skill Development

We can't deny that children take some sorts of behavior from their parents. Even they mimic one of the parent's behaviors whether it is good or bad. In other case one of the parents mistake in taking parental role as a parent is that; they consider their experience of their life and try to induce to their child as it is. Parents may be getting things wrong because of their own experiences as children, Sara Stewart (2004).

The parents of developing countries like Ethiopia do not consider the brain development through generation. The parents who can master brain development of their children most of the time enable them to grow up to be more confident, popular with their peers, actively participated in any sporting activities mentally health, independent and capable, Kathryn Hobgood (2003).

The studies that conducted in university of Warwick as written by Roberta Worman, (2004) suggests that the difference in the development of the areas of the brain dealing with the emotional and social development between lucky and unlucky children are due to differences in the development of the areas of the brain dealing with the emotional and social world.

Of course, almost all parents are doing their best and the reason they may getting things wrong is because of their own experience as a children. These experiences influence the children's behavior and overall development. Those experiences are education, life style, sport experience and other areas.

Even though I am not certain that weather there is a program in which parents can be instructed to play a parental role in achieving their children in a program level by the government; in our country with a limited level there is a condition in which parents can be contacted to

play their parental role in unstructured way in some nongovernmental school which is limited to the academy.

2.7 Planning Learning Experiences

As it is known that learning is the residue from experience that is build into behavior, knowledge and character. All learning is the product of the experience. Those experiences can be transmitted to the pupils by the teachers.

The primary responsibility of a teacher is to plan vital, significant and worthwhile experiences for pupils and then to develop such learning experience with pupils in situation both inside and outside of the class room, Shakuntala Devi (2003). Planning is one of the most exacting and demanding yet one of the creative and simulating duties of the teacher. The success of the teacher will depend in the large major in his skill and imagination in planning the day by day the activities of pupil, (Ibid). Planning must be based on a clear, understandable, definition of the function, purpose and objective of education. The teacher will also need to understand the characteristics of the adolescent and the nature of their developmental growth patterns of pupils to plan activities for them. He should know the principles of leaning and the motivational drives of youth. Planning must be based on knowledge of the subject matter that is relevant to the course being taught. Finally the teacher must have a thorough knowledge of methods of instruction that will best enable pupils to gain the understandings, skills and attitudes desired from the learning experience.

2.8 Designing Productive Learning Experience

A learning experience is any experience of a student in dealing with a given contents as a means for end. It is a means of learning, as Orstein and Hankins (1988) note that, “students just engage in learning without experiencing some activity and some content.” The more important

instructional task of the teacher is to select and design relevant experience for a given topic and instructional purpose.

As McKeown and Beak (1994:19) explained, "For learning to take place, meaning must be present, and meaning must be created only when the learner has active role in making sense information." This implies that a learning experience needs to present relevant contents as area of interaction and appropriate method of teaching as means of operating the engagement.

What fitting models of teaching are those for such contents? Selection of models of teaching is largely determined by the nature of the topic and the purpose of teaching that topic. Here as it is known that the nature of handball teaching during physical education is differs in its practical applications from other subjects. Since, it includes both theoretical and practical instruction. For the conduction of the theoretical instruction the method that the teacher utilize is differs from the practical case. As the result the teachers can use different method of teachings. From many kinds of teachings some which are expected to be used by the most teachers are as follows.

A. Lecture method

Even though, lecture method in modern teaching styles it is not more advisable since it makes the students more passive, if properly managed it gives models of historical analysis and interpretation ,as a result it gives a life to a subjects. As a researcher Preston (1996), recommend lecturing can be made more relevant for higher order learning because it involves:

- It involves students in the learning process using in lesson questions and answers, avoiding out writing reading and instead preparing minimal note to be explained with student's participation in the class.

- Presenting, defining, resolving or elaborating conflicting interpretations on an event of historical interpretations so that the students could grasp interpretive nature of the subject.
- Organizing discussion sections after a serious lecture classes so that students could discuss with their teachers and among themselves on some unresolved interpretive analytical questions from previous lecture sessions.

B. Participatory instructional strategies

This instance of interactive and reflective teaching strategies Zimba, R.F (2005) not only provides students with first hand of historical enquiry tasks but also make possible the use of dialog (engaging and active talk with attention to query) as pedagogical tool.

Other researcher, Shakantala Davi (2003) strongly argues that “dialog and dialog alone is a capable of fostering the skills associated with higher order of thinking. Finally he concluded his thought as “without dialog there is no communication and without a communication there would be no true education” Here the researcher also agree that in order to conduct effective learning, there should be a good communication between the teachers and the learner. But in the context of physical education class in which handball instruction is conducted the teacher not teaches only the theoretical class in which it requires good communication, he conducts the practical class which requires different skills.

In addition to teaching those health and physical education teachers have the duty to organize the intramural completion of sport events in their school. One of those sport events are handball. Generally as it is known that in the case of Addis Ababa current situation, those in order to take parts in intramural completion that organized by the sub city youth and sport those school student and the teachers need the incentives.

2.9 The Effect of Class Size on Students Learning

The classroom should be conducive for teaching and learning process, George Shiffelton (2008). Accordingly, the number of students accommodated in the class should be small in number and should in line with the number of the teachers in the school. In other case, even the seat should be comfortable for giving any kind of instructions. The class room should 30-40 flex seats that accommodate multiple teaching approaches, John Noltner (2012).

Physical spaces and sitting arrangement in class affects teaching and learning process. As a number of students accommodated in a class increases, physical spaces used by an individual decreases. As result it creates stress in some students and affects teaching and learning process. The physical a space in which teaching, learning and growth occurs are in a very sense the embodiment of academic goals, (Ibid).

2.10 Reward

When the student that participated on the handball activity seek rewards and reinforcements specifically, for a little money that they earn from the school while they participated in the activities, rather than to bust their performance and thinking of the future career they can't reach to their desired goal. Some athlete are able to motivate themselves completely (internal motivation), where as others need help from their peers, family, coach, teachers and additional significant others (external motivation), Jean M. Williams. (2005).

In such cases when, teacher as coach do not assist students to change their attitude, they over crowded by the need of incentives continuously raised from their trainees and fight with school administrator to solve the need of the athletes. In fact, the athlete who complies with the wishes or demands of the leader might expect to win, to be positively reinforced, to get play or to reach a higher desired status

2.11. Sport Facilities in the School

In order to offer an extensive school sport, the schools have to fulfill sport equipments that aids teaching and learning of physical education in class. Since sporting facilities helps to inculcate the students in participate in intramural competition. When those school facilities do not fulfilled the general teaching and learning of physical education will be affected.

Not only their existence but also their quality has a great impact on teaching learning process. According to Jing Cheng and E.J Filado (2005) the qualities of school facilities is a factor in the students and teacher attendance, retention and recruitment, students and teachers health and the quality of the curriculum.

Especially for physical education classes field sport facilities should take special consideration. Since the practical activates which is learned in the field is more of concrete than in class. According to (Ibid) a lesson learned in a field can sometimes more important than those learned in a class room.

Though generally speaking for those lessons to be take place especially in physical education, specifically handball activity those sporting facilities are must.

2.12. Sport and Media

To say that is sports are mediated is to say that they are represented to readers, listeners, and viewers through selected images and or narratives, Jay Coakley (2004). If in case this is the criteria to be assumed sport to be mediated; in our countries context, in my opinion I don't believe there is equal media coverage to each sport.

Accordingly our countries media gives the coverage to only football events. Here one of the sports which are venerable as the result of absence of

media coverage is handball. Sports that are difficult to cover and present as a profitable entertainment package usually are ignored by the media, or they are covered only in terms of occasional highlights, emphasizing spectacular and heroic injuries or achievements, Miller T. (2001).

In this case specifically school handball does not have a place, not only place even I am not certain those media people know its existence. Note that this is my perception. When media are privately owned and dependent on financial profits sports are selected for coverage on the basis of their entertainment value and revenue generating potential, (Ibid).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

A descriptive survey method is employed to perform this research. This method allows getting in-depth understanding of the research problems. In Addition to this, it permits the researcher to gather information from respondents quickly and inexpensively. Using the descriptive survey method, the researcher also undertook the investigation on students, teachers and principals with regard to teaching and learning process of handball to identify the challenges of handball teaching.

3.2 Data Source

In order to gather sufficient information related to the problem under the study, primary as well as secondary data sources were used. The primary sources of data were obtained from students, physical education teachers and principals of sample schools in Addis Ababa government preparatory schools. Those groups were believed to have adequate information to the study because of their mandate to run and develop the schools handball teaching and learning activities. In addition, these respondents are basically related to expectation that they can provide all the necessary information related to the study as main actors.

Secondary sources like school documents and which are related to school sport specifically handball activity were analyzed to strengthen data obtained from primary sources.

3.3 Sampling Procedures and Sample Size

According to 2006 of Addis Ababa City Administration Government Educational bureau there are 19 government preparatory schools in Addis Ababa. Even if there is a variation in number of schools in each of the sub city; proportional random sampling techniques was employed to select one

sample school from each of sampled sub city. Because the techniques given equal opportunity for each to be selected and there by minimize bias. For the purpose of this study totally 5 government of preparatory schools were selected as a sample.

Concerning respondents of the study students, physical education teachers and principals were taken from the sampled schools. From the total of 27 health and physical teachers in sampled schools all of them are taken as a sample of the study using purposive sampling method. Also 5 principals were taken as a source from sampled schools.

From the total population of 3815 students, of the sampled schools 200 (5.2%) of the students were taken as a sample of the study. To choose students as a sample, the researcher also tries to keep the balance between both sexes and equal numbers of samples that is 40 students were taken from each school. Finally, using lottery method those sampled students were taken from one section.

3.4 Data Gathering Tool

To gather tangible and reliable information three different instruments were used in this study. These were:

A) Questionnaire

A questionnaire is selected as a means of data collection tool because of its ability for the researcher to get wider information from widely dispersed sample population within a short period of time and minimum recourses. Questionnaire consisting of both open and close ended item were used to collect reliable information from the respondents. Accordingly the questionnaire for students were prepared in English language and translated into Amharic to minimize misunderstanding.

B) Interview

As Shakuntala Davi (2003) described that “even though the interview as a fact finding procedures has been criticized over the decade and with some justifications, the usefulness of the interview depends up on which facts are to be sought and for who the experience is to design to be of the most benefit.” Records and tests are better means to appraise some kinds of facts (aptitude , educational achievements etc) but the fact of present feelings and the nature of motivations can best be understood by both counselor and clients through skillfully use of the interview, (Ibid). To strengthen the information obtained through questionnaires, structured interview was conducted with physical education teachers and school principals.

C) Document Analysis

Document sources are one of the data collection instruments for better understanding of what is real in the school handball practice. As the researcher expected the school document with regard to materials availabilities were used to triangulate the information taken by the above instruments.

3.5 Procedure of Data Collection

As regards of questionnaire 200 copies and 27 copies were dispatched to students and teachers respectively. The entire distributed questionnaires were collected after two week period by the researcher. The rate of return is 200(100%) for student and 27(100%) for teachers.

The interview was held with teachers and principal based on the structured interview. It was conducted according to schedule designed with the respondents.

3.6 Methods of Data Analysis

In this section the data collected through questionnaires, interview and document analysis were followed by analysis and interpretation to provide

answers to the questions set in the study. To analysis and interpret the data, percentages were used.

3.7 Strategies for Validation

In ensuring the trustworthiness and authenticity of the findings, the following strategies as recommended by Descompe, (2003) are employed:

- i. Data triangulation: - In answering the research questions raised, I made use of different forms of data gathering tools; questionnaires, in depth interview and analysis relevant document.
- ii. Respondent's validation: - On finalizing the analysis stage of the enquiry, I let Physical education teachers of the sampled school to cross check if their ideas, explanations and view in relation to the phenomenon under investigation have been correctly captured and transcribed.
- iii. Ethics: - Critical consideration to ethical issues was also taken into consideration as a pivotal step towards ensuring the credibility of the finding. So to increase the confidentiality of the respondents' responses, I keep the secrets by using their information only for the thesis purpose.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Description of the Nature of Respondents

Table 1: Respondents by Sex, Age, Educational Level and Experience

Item		Respondents			
		Students		Teachers	
		No	%	No	%
Sex	a) Male	100	50	21	77
	b) Female	100	50	6	23
	c) Total	200	100	27	100
Age	a) $\leq 15-20$	186	93	-	-
	b) 21-30	14	7	18	66
	c) 31-40	-	-	7	25
	d) ≥ 40	-	-	2	9
Educational level	a) grade 11	-	-	-	-
	b) grade 12	200	100	-	-
	c) diploma in HPE	-	-	-	-
	d) degree in HPE	-	-	27	100
	e) M.sc and above in HPE	-	-	-	-
Experience	a) ≤ 5 years	-	-	13	48
	b) 6-12 years	-	-	7	25
	c) 13-16 years	-	-	5	18
	d) above 16 years	-	-	2	8

As indicated in table 1: A total of 200 student respondent were involved in the study. Regarding their sex both student respondent categories have 50:50 ratios. This equivalence is preferred because it might helps to avoid an influence on female student in the school to make decision in different

sport activities. With respect to teachers 21 (77%) were males while the rest 6 (23%) were females. This reveals that the majority of physical education teachers are males. Thus, it is assumed that female students miss some sex related advice from their correspondent female teachers.

With regard to the age of respondents, the majority 18 (66%) and 7 (25%) of teachers are found between 21-31 and 31-40 age category respectively. This indicates that the majority of teachers found in younger age groups and as the result it has contributed to make their intimacy with students to be good. As depicted in the above table item 3 regarding the educational level of respondents, all 27(100%) of teachers are first degree holders in physical education. Thus, it is assumed that there was no problem of educational background in case of physical education teachers even though there is limitation to handball specialization. In the case of students, respondents all 200(100%) of them are selected from grade 12 level. This is due to handball is given only at grade 12 as a topic in preparatory level in which the researcher purposely selected as the sample of the study.

Regarding the experience of teachers, majority of them 13 (48%) and 7(25%) had below 5 and 6-12 years of experience respectively. Thus it is possible to argue that such a relatively shorter years of experience of teachers enable them to have some difficulties due to their lack of better understanding about the existing problem of handball practice in the school.

4.2 Current Status of Handball Practice in Preparatory Schools

Table 2: Opinion of Respondents on Current Situation of Handball Practice in Preparatory Schools

No	Items	Rating scale	Respondents			
			Student		Teacher	
			No	%	No	%
1.	Handball sport is guided by well-organized plan and schedule as other sport activities.	S/ agree	-	-	-	-
		Agree	15	7.5	6	22
		Neutral	84	42	10	37
		Disagree	101	50.5	11	41
2.	There is a competitive student's team handball.	S/ agree	-	-	-	-
		Agree	-	-	-	-
		Neutral	19	9.5	3	11
		Disagree	181	90.5	24	89
3.	Handball is well communicated in the school compound.	S/ agree	-	-	-	-
		Agree	2	1	-	-
		Neutral	65	32.5	-	-
		Disagree	133	66.5	27	100
4.	The school principals and teachers are highly integrated for the wellbeing of the school handball practice.	S/ agree	-	-	-	-
		Agree	6	3	-	-
		Neutral	71	35.5	-	-
		Disagree	123	61.5	27	100

As indicated in item 1 of table 2: Thus 101(50.5%) of students and 11(41%) of teacher respondents indicates that handball sport in preparatory school is not guided by well-organized plan. accordingly 181(90.5%) of students and 24(89%) of teacher respondent also shows as there is no competitive

students handball team in their school. It needs sport planners to revise their strategy on the side of the countries handball sport development.

As 133(66.5%) of student and all 27(100%) of teacher respondents shows handball is not well communicated as an international sport throughout Addis Ababa schools. This indicates the awareness that the students have regarding handball is low which is fatal to the development of the countries handball clubs. In other case the attention given to handball in the school is too low which requires solution. So it needs to advocate the benefit of handball to all preparatory schools. In addition schools need volunteers who have the capacity to develop handball sport in their compound. To sum up stakeholders relationship can be a building block of the school overall development.

Most respondents 123(61.5%) of student and all 27(100%) of teachers indicate the school principals do not integrated for the development of schools handball activity. Thus, the success of each sport activity is greatly influenced by the school community relationship where they work together. So members of the school teachers, students and principals must increase their working relationship in order to eliminate the bad and develop a good for better success, Barbara Yardley (2008). Too many principals, however, consider sport activities as an extra burden which is wrong.

As Gillroy Hall (2012) cited that “Physical education personnel and coach continue to battle with the parents, principals and teachers for what should be a child are a democratic Wright to engage in physical activity within the school system as a part of the education process.” So it should be welcomed as an opportunity to increase school assets, remove anxiety in learning, helps in maintain student discipline, enhance personality and physical development. Thus principals need to act as a dynamic leader

giving new direction and drive for further development of the school handball activities.

4.3 Levels of Student's Participation in Handball

Table 3: Views of Respondents on Student's Participation in Handball

No	Items	Rank	Respondents			
			Students		Teachers	
			No	%	No	%
1.	Students interest to learn handball.	V/high	-	-	-	-
		High	2	1	-	-
		Neutral	84	42	7	26
		Low	114	57	20	74
2.	The extent students come on time in the field during handball practice.	V/high	61	30.5	10	37
		High	134	67	13	48
		Neutral	2	1	2	7.5
		Low	3	1.5	2	7.5
3.	The accessibility of enough number of student's handball players to the school team.	V/high	13	6.5	-	-
		High	37	18.5	-	-
		Neutral	66	33	3	11
		Low	84	42	24	89
4.	Students interest to join handball club after completion of grade 12.	V/high	-	-	-	-
		High	1	0.5	-	-
		Neutral	1	0.5	-	-
		Low	198	99	-	-

As we can identify from item 1 table 3; 114(57%) of the student and 20(74%) of the teacher respondents refers that, students have low interest to learn handball as a sport subject content 84 (42%) and 2(1%) respectively also shows neutral and high interest to handball.

Teachers and principals in their interview pointed out the following factors for low interests of students to handball.

- Lack of sufficient amount of information about handball.

- High ignorance given to handball by sport education professionals.
- Weak existence of the counties handball sports activity.
- It needs more cost to prepare handball field compared to football and volleyball.
- Due to sport subject is not included in their national 12 grade leaving certificate exam.
- Low attention given by sport teachers.
- Availability of in-sufficient materials.
- Ignorance of handball computation in sport festivals are some of the main point's teacher's mentioned to the problem.

They also suggested the following ideas as a solution to provoke handball to our students.

- Handball should be given consistently in each grade level.
- NGOs and handball federation should give more attention to youths handball sports.
- Special project should have developed to facilitate some sport activities like handball and basketball.

In the other hand most respondents 134(67%) shows that students come on time in the field during handball practice to the opposite of item1. As students explain the reason for the contradiction is because of the schools regulation. So we can understand that students learn handball without their internal initiation.

As we can identity from item 3 of above table 84(42%) of students and 24(89%) of teacher respondents agreed that the schools have a shortage of handball players. Great number of students wants to participate only in football team. Also some significant number of students also needs to join their volleyball team. But it is difficult to sport club to get sufficient number of players to join handball club.

As indicated item 4 student respondents also shows that they do not want to continue handball profession after they complete grade 12. Only 1(0.5%) of students show their interest to study handball as a major subject in their future life career which is fatal for our country handball sport; in case what will happen if by default those students do not join handball.

4.4 View of respondents on Handball Training

Table 4: Views of Respondents on Handball Training

No	Items	Respondents			
		Students		Teachers	
		No	%	No	%
1.	The extent to which training and orientation delivered to teachers on handball.				
	a) v. frequently	-	-	3	11
	b) rarely	-	-	11	41
	c) not at all	-	-	13	48
2.	If your answer to no 1 is (a) or (b) how much practical and in-depth training do teachers get?				
	a) sufficient enough	-	-	-	-
	b) medium	-	-	3	21.5
	c) insufficient	-	-	11	78.5
3.	How often the school sport club facilitate peer schools visitation in handball.				
	a) once in each 3 month	4	2	-	-
	b) once in each 6 month	27	13.5	5	18.5
	c) once in a year	63	31.5	10	37
	d) not at all	106	53	12	44.5

As 13(48%) of teachers respondents replied to the item 1 of table 4: teachers do not get handball trainings at all to develop their knowledge. Educators agreed that teachers are always students in their life. They need to get updated information about their subject. Training becomes a great institution for their lesson they can give updated information to their students when they have a chance to get short and long term in-service

training. 11(41%) of teachers respondents responded as they get training really on context of handball sport.

As shown in item 2 of the above table 11(79%) of teachers replies as the handball trainings availability and value are below the expected practical standards.

As it shown in item 3 of the same table 100% of respondents agreed that there needs important school to school visitation programs in handball activity. Training helps to sport teachers to clearly understand their responsibility. A clear understanding to their responsibilities will also contribute to effectiveness, stability and consistency of action. Knowledge sharing visitations contribute to facilitate different views of practice, improve relationship between schools and help in the orientation of newly employed teachers.

4.5 Teachers Related Issues

Table 5: View of Respondents on Teachers Related Issues

No	Items	Rank	Respondents			
			Students		Teachers	
			No	%	No	%
1.	Teacher's capacity to teach handball concepts to the student.	V/high	18	9	21	77.8
		High	97	48.5	5	18.5
		Neutral	83	41.5	1	3.7
		Low	2	1	-	-
2.	Teacher's initiation to teach handball than football and volleyball	V/high	-	-	1	3.7
		High	5	2.5	1	3.7
		Neutral	51	25.5	-	-
		Low	144	72	25	92.6
3.	Teacher's ability in using different grouping methods during handball practice.	V/high	-	-	10	37
		High	8	4	16	59.3
		Neutral	115	57.5	1	3.7
		Low	77	38.5	0	-
4.	Student encouragement and motivation by their teachers during handball practical instruction.	V/high	16	8	6	22.22
		High	47	23.5	7	25.92
		Neutral	104	52	14	51.85
		Low	33	16.5	-	-
5.	Teacher's motivation in organized forms with stake holders to minimize the school handball practical problems.	V/high	4	2	8	29.62
		High	17	8.5	8	29.62
		Neutral	78	39	1	3.7
		Low	101	50.5	10	37
6.	How did you learn handball in your grade level?	Only theoretically.	69	34.5	-	-
		More of theoretically.	51	25.5	-	-
		More of practically	-	-	-	-
		Mix of the theoretically and practical.	80	40	-	-

As indicated in item 1 of above table 97(48.5%) of respondents replies that teacher's capacity to teach handball concept is high and for that of 83(41%) teachers capacity is at medium standard.

The respondent also shows their opinion as teachers do not initiated to teach handball topics in their physical education subject. The total of 144(72%) respondents put their opinion as teachers' initiation to teach handball lies at lower level.

In addition 16(59.25%) of teachers and 8(4%) students respondents shows in item 3 of the same table teachers ability in using different grouping method is high and for that of 115(57.5%) students and 1(3.7%) teachers is neutral. So it needs to make each organized group effective on handball practical periods. On bias of their effort 10(37%) teachers agreed as they have very high skill of grouping their students. Also 77(38.5%) of students put their opinion as teachers shows low skill of grouping method.

As shown in item 4 of the above table 104(52%) and 14(51.85%) respondents of students and teachers respectively agreed as teachers encouragement during handball practice is neutral that of 47(23.5%) student and 7(25.92%) teachers is ranked as teachers motivate their students highly.

As indicated in item 5 of table 101(50.5%) and 10(37%) of students and teachers respondents respectively show as their needs some effort to physical education in teachers to open their door to stakeholders. School different activities is not only the duty of teachers, community as a whole need to involve in different activities like finance students development, sport festivals and so on.

As an interview conducted with teachers and principals indicates, the involvement of community members in planning, monitoring and evaluation of handball sport were not well accomplished. This may be due to weak back ground of community members and teachers to perform sport activities in cooperation.

As indicated in item 6 of the above table, students show their opinion in different categories; 69(34.5%) of them shows as they learn only

theoretically, 51(25.5%) as they learn more of theoretically and the rest 80(40%) of them as they learn handball in a mixed way theory and practice.

On as the teacher responded their reason as they doesn't teach handball field forced to teach only theoretical concepts, some of them also shows the scarce of handball equipment's and large class size push teachers to teach their students more of theoretical concepts.

4.6 School Factors Affecting Handball Practice

Table 6: Respondent's View on in School Factors Affecting Handball Practice

No	Items	Rank	Respondents			
			Students		Teachers	
			No	%	No	%
1.	There is conducive environment to practice handball in the school.	S/ agree	21	10.5	1	3.7
		Agree	27	13.5	3	11.11
		Neutral	72	36	8	29.62
		Disagree	80	40	15	55.55
2.	Availability of fundamental handball materials.	Enough	2	1	-	-
		Medium	5	2.5	4	14.81
		Low	57	28.5	8	29.62
		Too low	136	68	15	55.55
3.	The school encouragement interms of incentives to students and teachers well performance of handball.	High	-	-	-	-
		Medium	-	-	-	-
		Low	65	32.5	-	-
		Too low	135	67.5	27	100
4.	The extent of attention given to handball by the school sport club compared to other sport activities.	High	-	-	4	14.81
		Fair	1	0.5	7	25.92
		Low	28	14	7	25.92
		Too low	171	85.5	9	33.33
5.	Poor understanding of the school community about the role of handball.	S/ agree	111	55.5	21	77.77
		Agree	84	42	6	22.22
		Disagree	2	1	-	-
		S/ disagree	3	1.5	-	-

Nb- S/ agree= strongly agree

S/ disagree = strongly disagree

As indicated in item 1 of table 6, majority 80(40%) of student and 15(55.55%) of teacher respondents show as their school do not have convenient environment to develop handball sport. The researcher's

observation of each school also indicated that only 2 (40%) of the targeted school have handball field. So students in the others school are forced to get theoretical concept about handball activities.

As it can also been seen in item 2 of the above table a total of 136(67.5%) of students and 15 (55.55%) of teacher respondents agreed as there is no enough numbers of fundamentals materials to practice handball in each school. From this it is possible say that our preparatory schools have a serious problem against striving for the development of handball practice. The cultivation of youths for the wellbeing of the countries handball sports will not be successful unless stake holders bridge this serious gap. Handball clubs should involve around each schools. Sport officials at the higher level as a core group need to provide a fertile ground in order to be successful for handball sport. The collaborative activities should established to address a local problem or in the awake of a crisis.

Accordingly as item 3 of above table 135(67.5%) of student and 27(100%) of teacher respondents suggested as it needs incentives for the batter performance of the school handball practice. This intern will have advantages for initiation and countable involvement of teachers and students in handball sport.

Most respondents 171(85.5%)of the students and 9(33.33%) of the teacher also shown in item 4 the sport club in their preparatory school has low and too low attention to handball compared to other sport activities.

It is true that professional collaboration can have a significant contribution for overall efficiency of sport activities.

4.7 Availability of Handball Materials in the School.

Table 7: Data's Collected from the School Documents Related to Availability of Handball Materials as Compared to Football and Volleyball.

No	Item	Sport events					
		Football		Volleyball		Handball	
		No	%	No	%	No	%
1.	Balls	56	-	37	-	7	-
2.	Sport t-shirt	300	-	18	-	-	-
3.	Cones	75	-	as football	-	as foot ball	-
4.	Shoes	-	-	-	-	-	-
5.	Field	5	-	4	-	2	-
6.	Red cross kit	13	-	as football	-	as foot ball	-
7.	Rope	72	-	as football	-	as foot ball	-
8.	Net	9	-	3	-	-	-

As the data gathered from sampled preparatory government schools of Addis Ababa city administration most of fundamental sport materials are scarce. As above data tells as handball materials are in danger compared to other sport activities. Handball as a sport activity will not be succeeding without availability of fundamental materials.

As shown item 1 and 2 of table 7, data triangulates the highest necessity of handball materials. Earthman, Galen I. (2002) says “facilities should be planned for the different implementation of sport program.” M. Jenkins (2003) added to the point by saying “Sport equipment’s such as ball, t-shirts, foot wears are very essential needs to be supplied by considering the number of trainees.” This implies that sport materials must be arranged according to the number of trainees. This helps to give proper

and attractive training to the students. “Sport materials have a power to encourage youngest to be fully participate in the activity Brain Jeffs (1981).”

As shown in the above table the basic materials like balls, handball field and t- shirt are in shortage and absent numbers in the school. This indicates that list attention is given to handball activities in each preparatory school.

4.8 School Community Related Factors in Handball Practice.

Table 8: Respondent Opinion on the School Community Related Factors in Handball Practice.

No	Items	Rank	Respondents					
			Students				Teachers	
			Female		Male			
			No	%	No	%	No	%
1.	Understanding of the merit of handball sport.	High	2	2	4	4		
		Moderate	26	26	14	14	3	11.1
		Low	38	38	26	26	21	77.8
		V/low	34	34	56	56	3	11.1
2.	Parent's material support to their children to practice handball.	High	-	-	6	6	-	-
		Medium	14	14	7	7	1	37
		Low	47	47	43	43	18	66.7
		V/low	39	39	14	14	8	29.6
3	To what extent do parents are volunteer to their students to practice handball.	High	-	-	13	13	1	3.7
		Moderate	6	6	39	39	3	11.1
		Low	16	16	40	40	16	66.7
		V/low	78	78	8	8	5	18.5
4	The extent to which PTSA members check and control handball practice.	High	8	8	9	9	-	-
		Moderate	16	16	25	25	-	-
		Low	34	34	27	27	6	22.2
		V/low	42	2	9	9	1	77.8
5	PTSA members, in collaboration of school principals and teachers, to organize sport program for parents to visit sport activities.	Satisfactory	20	20	16	16	-	-
		Moderate	20	20	7	7	-	-
		Unsatisfactory	34	34	64	64	-	-
		Not at all	26	26	13	13	27	100%

Nb- PTSA= parent- teacher- student association

As indicated in item 1 of table 8, thus 26% of female students and 14% of male students agreed that school community have a moderate understanding on the merit of handball sport. To the contrary of the above data 38% of female students replied as the school community have low understanding on the merit of handball sport. 77.7% teachers also strengthen this student's agreement. From this we can analyzed that most of the stake holders lack the crucial role of handball sport, specifically to the students.

It also indicate in table 8 of item 2 that parents material support to their student felt at low participation rate. This is true because of the fact that since the society have low understanding of the handball they do not of help their students to fulfill sporting equipment.

As indicated in table 8 item 3, parent's willingness to send their daughter to participate in handball sport is very low. Thus 78% and for 40% of boys it should to 40%. So it is true that, students have great challenges to participate in handball practice session. Here again doe to since those parents consider their childhood experience in playing parental role; as it's known that, since our trends of our countries gender issue still unsolved female to participation in sports, most of the female students are discouraged to participate in handball.

As 42% of female students and 77.7% of teachers replied to item 4 table 8 replied, PTSA members participation in checking and controlling of handball sport is very low and 27% of male students replied low. From this we analyze that the PTSA members lack awareness of handball activities as a result they give a little attention to handball.

As shown in the above table PTSA members in collaboration of principals and teachers motivation are unsatisfactory level in organizing visitation

program to parents in handball festivals. They also ignore to check and control the overall handball activities of each school.

4.9 External Factors Affecting the School Handball Practice

Table 9: Respondents View on External Factors Affecting the School Handball Practice

No	Items	Rank	Respondents			
			Students		Teachers	
			No	%	No	%
1	The level of school handball computations prepared by woreda and sub city offices.	within every 3 month				
		within every 6month	35	17.5	-	-
		within every year	38	19	4	5
		None	127	63.5	23	85
2.	Participation of NGOs to strengthen handball practice.	Satisfactory	-	-	-	-
		Medium	32	16	2	7.5
		Unsatisfactory	29	14.5	8	29.5
		None	139	69.5	17	63
3.	The amount of community based handball youth projects around the school	Sufficient	-	-	-	-
		Medium	8	4	-	-
		Low	53	26.5	-	-
		None	139	69.5	27	100
4.	Youths habit in playing hand ball in woreda's youth center.	High	1	0.5	-	-
		Medium	4	2	6	22
		Low	16	8	14	52
		None	179	89.5	7	26

As indicated in item 1 of table 9, most of respondents 127(63.5%) of students and 23(85%) responded that, there is no scheduled handball computation between schools prepared by woreda and sub city sport offices. This indicates that there is limitation to those sport officials to consider handball than other sport activities.

In addition to this as an interview conducted with principals and teachers indicates woreda and sub city sport officials do not give enough attention

to the school handball activity. They sometimes come to school only to take some statical data and leave it only through bottom-up report. This may be due to weak background of the society including sport officials, to plan, monitor and evaluate handball sport.

As indicated in the item 2 of above table 2, almost all respondent 139(69.5%) of the student and 17(63%) of the teachers respondents responded that; non-government organization participation in the improvement of the school handball practice is poor. School different activities is not only duty of teachers and school principals, stoke holders as a whole need to involve in different school programs.

Principals and Teachers in the interview added to the point that NGOS support to the school is not satisfactory. Even when they give sport material to the school, they don't consider handball materials support in their list. So this activity has a list concern in different stake holder's perception.

As 139(69.5%) of student and 27(100%) of teachers respondents reviled that there are insignificant amounts of handball youth projects around outside school environment.

As a result students don't have accessible opportunity to support their learning with field practice.

As 179(89.5%) of students and 7(26%) teacher respondents indicated in item 4 of table most youth do not got an opportunity to play handball in worded youth center. They also show in their interview that, even though there is 3 in 1 court they can't get any material related to handball activity.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

The purpose of this study was to assess: challenge of handball teaching in some selected government preparatory school of Addis Ababa. In order to achieve this purpose the study was planned to find answers for the following basic questions.

- ❖ What was the current status of handball teaching and learning of those in the school?
- ❖ To what extent do students participate in handball sport as compared to their interest towards other sport activities?
- ❖ What are the major challenges of government preparatory schools to well practice handball activities?
- ❖ What kinds of strategies should stakeholders prepare to the development of the countries handball?

The study was conducted in the government preparatory schools of 5 sub cities. A total of 227 questionnaires were distributed and 100% were filled and returned. These include 27 physical education teachers and 200 students. Structured interview to principals and document analysis were also employed as supplementary to the questionnaires.

The data gathered through questionnaires was organized and analyzed using percentage. Thus, the major findings of the study are summarized as follows.

Human resources with appropriate qualification have been invested to run the school system. Hence the researcher examines that, all physical education teachers in preparatory government school of Addis Ababa are with required qualification.

There are gap between the number of male and female physical education teachers in each school. As the result there are 21(77%) male teachers and 6(23%) female teachers' enrolled in those schools.

Even though, the teachers are not active in attracting their students during teaching handball activities by using different participatory techniques. In this research all data shows that, there are attitude gaps among leaders at each level against handball subject. School principals, woreda education officials and other at the above either sport or education positions give a little attention to handball.

Actually it was deteriorating for teachers and students to get a qualification outcome from handball activities.

The 114(57%) of students said that their interest to learn and be active participant in handball is low. It is because of that majority of student do have a little awareness about the value and contribution of this sport to their life.

Preparatory schools of Addis Ababa have a shortage of handball facilities. To give appropriate training sport facilities expected to be fulfilled. But the in the case of each government preparatory schools, even basic handball materials are scarce in number. As the above data indicate 60% of Addis Ababa government preparatory schools have not handball field. Most of them give handball contents only in theoretical manner. Even some of available handball materials do not coincide with the number of preparatory school students.

77.7% of respondents indicated that, Parent's involvement in student's handball activities in preparatory schools of Addis Ababa is low. The communication gap between parents and physical education teacher makes their participation unsatisfactory. Lack of training program in handball after school session is also limits the effectiveness of preparatory

schools students of Addis Ababa. In addition to this, thus the schools do not adjust experience sharing program to the student with other schools.

Handball contents are excluded in most of primary as well as secondary schools grade levels of physical education subjects because it is given only on grade 12 level. Students do not develop their capacity and the techniques of handball in sequential order. Generally, handball program lack informality in the implementation

To sum up lack of sporting equipment, adequately trained personnel, the failure of government to prioritize school sports and the lack of involvement of private sector and parent- teacher association in influence the school sports.

5.2. Conclusion

- The majority 21(77%) of physical education teacher in government preparatory schools are males. Thus it assumed that female students miss some sex related advice from their teachers.
- Handball is given only for grade 12 students in Ethiopian high school as well as preparatory schools. Thus, the continuity of this sport as a topic of physical education subject is interrupted throughout many grade levels.
- Physical education teachers in preparatory schools of Addis Ababa are with relatively shorter experience with their educational background.
- Handball sport in Addis Ababa government preparatory schools is not guided by organized plan and with scarce of competitive youngsters.
- Students in preparatory schools of Addis Ababa show low interest to participate in handball sport. In addition to that it is difficult to get enough number of handball players in and out of the school compound.
- Attention given to handball sport by school communities and government sport is not ranked at satisfactory level.

- Physical education teachers lack an organized and effective trainings concerning handball coaching.
- There is a loose system of student's handball club visitation in each government preparatory schools of Addis Ababa.
- Even though teachers are capable knowledge of handball concepts and student grouping techniques, they are not motivated in organized forms with stake holders to minimize the practical problems of preparatory school's handball practices.
- The involvement of community members in planning, monitoring and evaluation of handball sports well not well accomplished in preparatory schools of Addis Ababa.
- Teacher's in preparatory schools of Addis Ababa are mostly forced to teach theoretical concepts of handball sport due to scarce of handball equipment's.
- Preparatory schools are in shortage of fundamental handball materials related to others ball activities.
- PTSA members are unable to organize programs for parents to visit sport activities
- Non-government organizations are not interested to participate in developing the status of handball activities of government preparatory schools in Addis Ababa.

5.3. Recommendation

On the basis of the findings gained through questionnaires, interviews and document analysis the researcher forwarded the following recommendations.

In order to motivate and support students in handball class, physical education teachers should apply the following main activities.

- Clarifying the main objective of handball learning to students at the beginning of each period.

- Set up small group discussion in which each students will have a chance to rewind explain about the benefit of handball practice to their life.
- Take essential commitment to get along with students in any of handball practice session. Telling them about their good achievements and provide at last those verbal rewards and recognition in order to motivate them for additional performance.
- Set up frequent follow ups of students tasks and provide them assist openly and genuinely when they fail to achieve.

The school principals and physical education teachers have to take crucial role in making the school climate conducive for handball sport participation by under taking the following particular actions.

- Invent a questionnaire to evaluate school community (i.e. Teachers, students and families perspective about handball sport.
- Select some practical in school problems which can have a significant role against the development of preparation of youngsters in handball sport to the next stage.
- Develop the plan including the strength and challenges in environmental analysis section. Then set up meeting with stake holders to create common understanding among community members.
- Use multi-communication system like banner, pamphlet, report comminatory using mini-media and photo exhibition on handball practice of the school to increase awareness of the community and motivate to support accomplishment of handball plan.
- Understand about the various socio-cultural back ground of the school community. Introduce handball sport to the community by preparing some schedule matches on time of national and cultural festivals.

- Properly coordinate the community to provide support for the success of the school handball activities.
- Inform local organization about handball sport in the school which might be mobilized for greater participation.
- Though it is a complex and time consuming task mobilize communities in the school handball development, their participation as agent of educational success can be exercise in different forms like in the area of handball sport club formation, project implementation, problem solving etc. So, effective and efficient strategies shall be used to mobilize the community. So they can be potential stakeholder in minimizing of the school handball practice.

The government and educational experts should play a vital role in preparing appropriate and relevant curricular materials, implementing standards, make supervision and encouraged the handball practice equally as other ball activities like volley ball and football.

Media and NGOs should play their role in school handball sport process. No one have a great role to change society attitude as media. The list attention given to handball sport in our countries sport community also contributes to have this sport in the attitude of sport commentators will be significant to shape the society. Also NGOs have a great contribution to bridge shortage of handball resources in preparatory schools. If NGOs well participated in preparatory schools can have 3 in 1 field in their compound. In addition to this, NGOs should assist training that given to physical education teachers related to handball contents. It in turn will benefit students.

Many officials of African countries have better standard than Ethiopia had applied youth training program in handball. This program helped them to have numerous players that can be substitute for the future. These countries focused on school to meet their target. So, to be effective in

handball, our countries sport officials should start from schools. The project designed to the national level should lay its foundation at school level.

Teachers should focus to develop their experience. In every aspect of student's handball training program the role of teacher is high because he/she is the only individual who has close contact with the trainees. The teacher as trainer, counselor and teacher he/she needs to strive for the overall development of his/her knowledge and skill in his subject. So the teacher expected to improve his/her performance on the way he communicates with others by the experience sharing of giving and taking process. He/she has to discuss with parents, students, his colleagues and responsible officials about the teaching learning process, the training process and supply of sport materials to the development of the school handball practice.

Preparatory school teachers and principals should strive to solve the shortage of handball materials. Handball equipments such as ball, t-shirt, foot wear are very essential need to be supplied by considering the number of preparatory school students. These materials have a great impact on student's attitude to attract youngster and encourage being active in the practical training program. Scarcity of materials strongly affects the teaching learning process in handball especially in the case of Addis Ababa preparatory schools.

So the school teacher and principals should give priority to handball materials. They also should be active to collect sport materials from different sources such as society, state, volunteer groups' etc.

Finally the researcher believed that, it requires more research to weather to impose the families to support school sport or students to command '*no pass, no play*' rules like in U.S high schools not to participate in sports incase of their academic failure to indirectly initiate them to their learning progress, or to follow our traditional sayings '*if you play, you will fail*' or

whether it is fair to develop culture in which people associated with sports were privileged where as others were marginalized, Wilson (2002) as western school.

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Appendix I

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE

Questionnaire for Students

The purpose of this questionnaire is to gather data about the challenge of handball teaching in some selected government preparatory school of Addis Ababa. Thus, this questionnaires has been developed hoping that the result could assist to make further improvement of teaching of teaching and learning of handball.

The success of this paper success of this paper depends on sincere, genuine, timely respond to each questions and reliability of the information that you provide. The information you provide remain secret and uses only for research purpose. Hence you are kindly requested to be honestly and frank. So, please, fill the questionnaire as per the given instruction for each item. I would like to thank you for willingness to fill this question.

- Encircle the appropriate letters that corresponding to your choice and write your answer in brief for open-ended questions.
- It is impossible to provide more than one answer for closed- ended questions.
- Try to attempt all the questions.
- No need of writing your name.

Part 1. Back ground information.

Direction1. The following are the respondent back ground. Hence fill all the information that expresses you.

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

Part 2. Questionnaires

N.b V/= Very

S/= Strongly

PTSA= parent- teacher- student association

A. THE QUESTIONNAIRES ON YOUR OPINION OF ON CURRENT SITUATION OF HANDBALL PRACTICE IN YOUR SCHOOL.

1. Handball sport is guided by well-organized plan and schedule as other sport activities.

A. V/ agree B. Agree C. Medium D. Disagree

2. There is a competitive student's team handball.

A. V/ agree B. Agree C. Medium D. Disagree

3. Handball is well communicated in the school compound.

A. V/ agree B. Agree C. Medium D. Disagree

4. The school principals and teachers are highly integrated for the wellbeing of the school handball practice.

A. V/ agree B. Agree C. Medium D. Disagree

B. YOUR VIEW ON PARTICIPATION IN HANDBALL.

1. Your interest to learn handball.

A. V/high B. High C. Medium D. Low

2. The extent students come on time in the field during hand ball practice.

A. V/high B. High C. Medium D. Low

3. The accessibility of enough number of student's handball players to the school team.

A. V/high B. High C. Medium D. Low

4. Students interest to join handball club after completion of grade 12.

A. V/high B. High C. Medium D. Low

C. YOUR VIEWS ON HANDBALL TRAINING.

1. How often the school sport club facilitate peer schools visitation in handball.

A. Once in each 3 month C. once in a year

B. once in each 6 month D Not at all

D. YOUR VIEW ON TEACHERS RELATED ISSUES.

1. Teacher's capacity to teach handball concepts to the student.

A. V/high B. High C. Medium D. Low

2. Teacher's initiation to teach handball than football and volleyball.

A. V/high B. High C. Medium D. Low

3. Teacher's ability in using different grouping methods during handball practice.

A. V/high B. High C. Medium D. Low

4. Student encouragement and motivation by their teachers during handball practical instruction.

A. V/high B. High C. Medium D. Low

5. Teacher's motivation in organized forms with stake holders to minimize the school handball practical problems.

A. V/high B. High C. Medium D. Low

6. How did you learn handball in your grade level?

- A. Only theoretically.
- B. More of theoretically
- C. More of practically
- D. Mix of the theoretically and practical

E. YOUR VIEW ON SCHOOL RELATED FACTORS AFFECTING HANDBALL PRACTICE.

1. There is conducive environment to practice handball in the school.

- A. S/agree B. Agree C. Average D. Disagree

2. Availability of fundamental handball materials.

- A. Enough B. Medium C. Low D. Too low

3. The school encouragement in terms of incentives to students and teachers well performance of handball.

- A. Enough B. Medium C. Low D. Too low

4. The extent of attention given to handball by the school sport club compared to other sport activities.

- A. High B. Fair C. Low D. Too low

5. Poor understanding of the school community about the role of handball.

- A. S/ agree B. Agree C. Disagree D. S/ disagree

F. YOUR OPINION ON THE SCHOOL COMMUNITY RELATED FACTORS IN HANDBALL PRACTICE.

1. Understanding of the merit of handball sport.

- A. High B. Moderate C. Low D. V/low

2. Parent's material support to their children to practice handball.

- A. High B. Moderate C. Low D. V/low

3. To what extent do parents are volunteer to their students to practice handball.

A. High B. Moderate C. Low D. V/low

4. The extent to which PTSA members check and control handball practice.

A. High B. Moderate C. Low D. V/low

5. PTSA members, in collaboration of school principals and teachers, to organize sport program for parents to visit sport activities.

A. Satisfactory B. Moderate C. Unsatisfactory D. Not at all

G. YOUR VIEW ON EXTERNAL FACTORS AFFECTING THE SCHOOL HANDBALL PRACTICE.

1. The level of school handball computations prepared by woreda and sub city offices.

A. Within every 3 month. B. Within every 6month. C. Within year. D. Not at all.

2. Participation of NGOS to strengthen handball practice.

A. Satisfactory B. Medium C. Unsatisfactory D. Not at all

3. The amount of community based handball youth projects around the school.

A. Sufficient B. Medium C. Low D. None

4. Youths habit in playing hand ball in woreda's youth center.

A. High B. Medium C. Low D. Not at all

APPENDIX II
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
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Questionnaire for teachers

The purpose of this questionnaire is to gather data about the challenge of handball teaching in some selected government preparatory school of Addis Ababa. Thus, this questionnaires has been developed hoping that the result could assist to make further improvement of teaching of teaching and learning of handball.

The success of this paper success of this paper depends on sincere, genuine, timely respond to each questions and reliability of the information that you provide. The information you provide remain secret and uses only for research purpose. Hence you are kindly requested to be honestly and frank. So, please, fill the questionnaire as per the given instruction for each item. I would like to thank you for willingness to fill this question.

- Encircle the appropriate letters that corresponding to your choice and write your answer in brief for open-ended questions.
- It is impossible to provide more than one answer for closed- ended questions.
- Try to attempt all the questions.
- No need of writing your name.

Part1. Back ground information.

Direction 1. The following are the respondent back ground. Hence fill all the information that expresses you.

1. Name of the school_____
2. Sex_____
3. Age_____
4. Educational level_____
5. Experience _____

Part ii. Questionnaires

N.b V/= Very

S/= Strongly

PTSA= parent- teacher- student association

A. THE QUESTIONNAIRES ON YOUR OPINION OF ON CURRENT SITUATION OF HANDBALL PRACTICE IN YOUR SCHOOL.

1. Handball sport is guided by well-organized plan and schedule as other sport activities.
A. V/ agree B. Agree C. Medium D. Disagree
2. There is a competitive student's team handball.
A. V/ agree B. Agree C. Medium D. Disagree
3. Handball is well communicated in the school compound.
A. V/ agree B. Agree C. Medium D. Disagree
4. The school principals and teachers are highly integrated for the wellbeing of the school handball practice.
A. V/ agree B. Agree C. Medium D. Disagree

B. YOUR VIEW ON PARTICIPATION IN HANDBALL.

1. Your interest to learn handball.
A. V/high B. High C. Medium D. Low
2. The extent students come on time in the field dewing hand ball practice.
A. V/high B. High C. Medium D. Low
3. The accessibility of enough number of student's handball players to the school team.
A. V/high B. High C. Medium D. Low

C. YOUR VIEWS ON HANDBALL TRAINING.

1. The extent to which training and orientation delivered to teachers on handball.
A. V/ frequently B. Rarely C. Not at all
2. If your answer to no 1 is (a) or (b) how much practical and in-depth training do teachers get?
A. Sufficient enough B. Medium C. Insufficient
3. How often the school sport club facilitate peer schools visitation in handball.
A. Once in each 3 month C. once in a year
B. once in each 6 month D Not at all

D. YOUR VIEW ON TEACHERS RELATED ISSUES.

1. Teacher's capacity to teach handball concepts to the student.
A. V/high B. High C. Medium D. Low
2. Teacher's initiation to teach handball than football and volleyball.
A. V/high B. High C. Medium D. Low
3. Teacher's ability in using different grouping methods during handball practice.
A. V/high B. High C. Medium D. Low
4. Student encouragement and motivation by their teachers during handball practical instruction.
A. V/high B. High C. Medium D. Low
5. Teacher's motivation in organized forms with stake holders to minimize the school handball practical problems.
A. V/high B. High C. Medium D. Low

E. YOUR VIEW ON SCHOOL RELATED FACTORS AFFECTING HANDBALL PRACTICE.

1. There is conducive environment to practice handball in the school.
A. S/agree B. Agree C. Average D. Disagree
2. Availability of fundamental handball materials.
A. Enough B. Medium C. Low D. Too low

3. The school encouragement in terms of incentives to students and teachers well performance of handball.
A. Enough B. Medium C. Low D. Too low
4. The extent of attention given to handball by the school sport club compared to other sport activities.
A. High B. Fair C. Low D. Too low
5. Poor understanding of the school community about the role of handball.
A. S/ agree B. Agree C. Disagree D. S/ disagree

F. YOUR OPINION ON THE SCHOOL COMMUNITY RELATED FACTORS IN HANDBALL PRACTICE.

1. Understanding of the merit of handball sport.
A. High B. Moderate C. Low D. V/low
2. Parent's material support to their children to practice handball.
A. High B. Moderate C. Low D. V/low
3. To what extent do parents are volunteer to their students to practice handball.
A. High B. Moderate C. Low D. V/low
4. The extent to which PTSA members check and control handball practice.
A. High B. Moderate C. Low D. V/low
5. PTSA members, in collaboration of school principals and teachers, to organize sport program for parents to visit sport activities.
A. Satisfactory B. Moderate C. Unsatisfactory D. Not at all

G. YOUR VIEW ON EXTERNAL FACTORS AFFECTING THE SCHOOL HANDBALL PRACTICE.

1. The level of school handball computations prepared by woreda and sub city offices.
A. Within every 3 month. B. Within every 6month. C. Within year. D. Not at all.
2. Participation of NGOS to strengthen handball practice.
A. Satisfactory B. Medium C. Unsatisfactory D. Not at all
3. The amount of community based handball youth projects around the school.
A. Sufficient B. Medium C. Low D. None
4. Youths habit in playing hand ball in woreda's youth center.
A. High B. Medium C. Low D. Not at all

Appendix III

Structured Interview Questions to the Teachers and Principals

1. In your opinion what are the main factors that contribute to student's low interest to handball?
2. What solutions do you suggest to foster students interest towards hand ball?
3. To what extent do the community participated in planning, monitoring and evaluation of handball sport in the school? If low, what factors hinders them against active involvement in the school?
4. What factors forced you to teach students more of handball theoretical concepts than practical instruction? /only for teachers/
5. What roles do wereda sport officials, sub city sport officials and NGO's play for the better achievement of handball in your school?

Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university and that all sources of materials used for this thesis have been acknowledged.

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Date of Submission: August 12/2014

Advisor approval

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

Name: Dr. Solomon Teka

Signature: _____

Date: _____