FACTORS AFFECTING THE IMPLEMENTATION OF HANDBALL LEARNING IN SELECTED PREPARATORY SCHOOLS OF ASELLA CITY, SIRE WEREDA; OROMIA REGIONAL STATE

M.E.d THESIS

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JUNE 2019

HARAMAYA UNIVERSITY, HARAMAYA

Factors Affecting the Implementation of Handball Learning in Selected Preparatory Schools of Asella City, Sire Wereda; Oromia Regional State

A Thesis Submitted to the Department of Sport science,
Postgraduate Program Directorate
HARAMAYA UNIVERSITY

In Partial Fulfillment of the Requirements for the Degree of
MASTER OF EDUCATION IN TEACHING PHYSICAL EDUCATION

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June 2019
Haramaya University, Haramaya

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DEDICATION

I dedicated this thesis to my heartily loved wife Hiwot Girma and those who spent their time for nursing me with affection in the success of my life.

STATEMENT OF THE AUTHOR

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

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BIOGRAPHICAL SKETCH OF THE AUTHOR

The Author Habtamu Desulie was born on March 1984 at Tiyo Wereda Arsi zone of Oromia regional state. He attended his primary School (1-8) at Chabi Primary School, his high school and preparatory school education at Asella Chilalo Terara Secondary School and Asella preparatory school respectively. After he completed preparatory school he joined Bahir Dar University, Faculty of natural science, Department of Health and Physical Education in 2004 and graduate with BED degree in July 2006. Then he recruited by Ministry of Education as a member of teaching staff and served as a teacher in Sire werada preparatory school. In July 2016, he joined the school of graduate studies at Haramaya University to pursue MED for his further studies and to improve his qualification.

ACKNOWLEDGEMENTS

First and foremost, I thank the Almighty God who gave me the health, the stamina and strength to go through the rigor of graduate study and, helped me to finish the research work, thesis write up and led me to successful complete of the study

I would like to express my deepest gratitude to Dr. Shemelis Mekonnen, my major thesis advisor and Dr. Abnet Ayalew, my thesis co-advisor for their constructive comments and encouragements throughout this study. They generously devoted their time and knowledge to keep me on the right track through their valuable professional suggestions, comments and genuine guidance from the inception of the proposal to the final writes up of the thesis

My heart-felt thanks goes to Sire and Asella preparatory School students, School administrators, and academic staff members for their genuine cooperation and willingness to contribute to the study by being the source of necessary data and information in the undertakings of this study.

I would like to express also my deepest gratitude to Ato Fikre Abebe for giving genuine information by representing Sire Wereda Youth sport office and my colleague teacher Buzuwork Mekonnen and teacher Ketema Shibiru for their knowledge support and encouragement to undertaking of this study.

ACRONOMY AND ABREVATIONS

HB	Handball
HPE	Health and Physical Education
IAAF	International Association of Athletics Federation
IAFF	International Association of Football Federation
IAHF	International Amateur of Handball Federation
IHF	International Handball Federation
IOC	International Olympic Committee
MOE	Ministry of Education
NASPE	National Association for Sport and Physical Education
PA	Physical Activity
PE	Physical Education
PL	Practical Lesson
SPSS	Statistical Package for Social Sciences Software
TCs	Teacher Candidates
USA	United Stade of America

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ABSTRACT

This study aims to assessing the implementation of handball teaching learning process of the students in Asella city and Sire Wereda preparatory schools oromia regional state.. The implementation of students training handball approach with respect to students, interest and needs interpreted in the study. The availability of facility and equipment in the schools and practicing ability of PE teachers also interpreted. The study employed descriptive survey research method and the samples for the study were selected using stratified randam sampling technique and purposive sampling technique. The subject of the study were 175 students, 2 school principals, 2 supervisors, 2 sport experts and 9 PE teachers of Asella and Sire Wereda preparatory schools were include as sources of data. Questionnaire, interview and observation were the instrument of the data collection. The data were collected in Asella and Sire Wereda preparatory schools from the students, sport science teachers, the school principals, school supervisors and sport experts. The quantitative data were analized by using computerized Statistical package software (SPSS). Frequency, percentage, mean value and standard deviation were employed. The qualitative data was first organized in to meaningful information and the data should be described both as expressed by open-ended questionnaire, interviewees and observation by the researcher. This results implies that the participation and interst of the students were low in the handball learning, inadequate school facilities and handball teaching materials. Generally the researcher conclude that the student does not hint about training of handball at lower grade, inadequate handball materials and facilities and lack of motivation from the school administration and sport experts to organizing club in the school and not motivated to prepare handball competition at different levels were the main factors that affect on the participation and interest of the students in the preparatory school.

***KEY WORD**: Handball and physical education*

1. INTRODUCTION

This chapter presents background of the study, statement of the problem, scope of the study, significance of the study and objectives of the study.

1.1 Background of the Study

Education is very important and plays a great role in the development of one country. It enables individuals and societies to make all round participation in the development process by acquiring them with knowledge, ability, skills and attitudes; physically, mentally, psychologically and socially. Teaching is considered by modern pedagogues as "a process of facilitating individual's learning through motivation, coordination, guiding or directing the activities he or she performs and controlling or evaluating the learning results". According to the Gallahue's (1996) model of motor development walking, running, hoping, galloping, and sliding are some of the most important locomotors skills. The development of such a knowledge base facilitates children's motor engagement, decreasing errors in performance both in and out of the school setting Derri & Pachta (2007). Effective physical education teachers are those who not only master a wide variety of teaching styles and methods, but also able to manipulate them so as to increase students' learning in all the dimensions of the curriculum Garn & Byra (2002). Through the instruction of developmentally appropriate movement programs as well as through the implementation of effective teaching methods, students will improve their performance more than those who simply engage in free play activities Ulrich (1985).

However, in the researcher long experience the subject teaching physical education in Sire Wereda preparatory school many problems happened. Among these problem students were not enough awareness about the background, the basic rules and the importance of developing handball skill and also fewer interest in developing the fundamental techniques of the game.. There is no evidence where the game was played for the first times. But the research experts maintain that throughout the ages of man has displayed the great skills with his hand rather thanhisfeet.

It is important to note that this sport has been growing a lot more recently. In Rio 2016 Olympic Games, Handball was the second most popular sport after soccer USA Team Handball (2016). Since 1993, the European Handball Federation Champions League has attracted a growing number every year Velux Group (2015). The foundation of handball in Ethiopian was started in the 1960 by the contributors of foreign nation of Addis Ababa University. The first contributors of know ball in Ethiopian known as Ato Tekuame W/Tsadik he was introduced handball the military forces Mulugeta (2005).

Implementation of handball class is a continuous improvement of the sport calendar it's characterized by regularity and stability of organized big internal competition. This teaching learning process attended by our student should be practicable, achievements productive and responsible citizen in the society. Now a day handball is recognized as one of the major part of physical education in the preparatory school curriculum designed. Thus, this study attempted to assess the implementation of handball learning in specific reference to Asella City and Sire wereda preparatory schools, in oromia region.

1.2. Statement of the Problem

The attention given to handball sport and training of manpower has increasing implementation of teaching in the field of sport training in the sense of preparing sports man for the highest level of performances Harre (1982). To be effective and fruit full in their practice, the students should have to take their part in the development and implementation of handball learning that operating on them but our case this does not exist. The researcher initiate to study on this area has his own idea in order to identify the challenges of handball learning implementation in theory and practical. When the researcher observes in the school students were motivated to participate in volleyball, football and athletics sport, but they were less participation in handball activities.

Generally this research is tried to assess the properness and practicability of handball learning implementation in sampled schools with, the availability of training material, facility and equipments in the schools. The study was attempted to find out answers for the following research questions::-

1. What are the factors that affect the implementation of handball practical lesson in the preparatory schools?
2. How is the student's awareness towards the background, the rules and the benefits of developing handball skill?
3. Does the implementation of handball teaching consider the interest and the need of students?

1.3 Scope of the Study

This study was to focused on the implementation of handball learning in some selected preparatory schools of Asella city and Sire Wereda. The research work would be conducted on the problems of handball learning in order to come up with profound result the participation of the student in the preparatory school. The scope of this study focus on the challenges that affect methods of teaching learning process in the practical session and theoretical part in handball and the impact of this process on the student's achievement. In addition to this it focus how to improve the capacity of the student in handball technique. The study was designed to assess the implementation of handball learning in selected preparatory schools.

1.4 Limitation of the Study

This study was desired to emphasize the accurate results of the research. In the process of carry out this study, the researcher has faced with the following problem which contributed to the limitation of the study;

- Lack of handball materials and facilities during practical activities

1.5 Significance of the Study

Before employing the strategies we should find out the problem that hinders the students' effectiveness of handball skills and knowledge through scientific inquiries. The study has expected to contribute in the building of knowledge on the implementation of handball learning in selected preparatory schools. The outcome is believe to be further help full as an input to develop and to guide strategies intended to ward promoting the student handball

participation and aquiring the relevance and appropriateness. Thus, the researcher believes that results of this study can be significant at least for the following:

- It will help to the teacher to identify the student's problem and use appropriate strategies and methods to cope with the problem of handball learning.
- Give attention for the development of handball game in the school with concerned body.
- It will contribute to increase the interest of students to participate in handball training in the school.
- It provides important information to take measure on the problem that hinders the implementation of HB practical lesson and it help as input for better handball class.

1.6 Objectives of the Study

1.6.1 General Objective

The general objective of the study was to assess the implementation of handball learning in selected preparatory schools of Asella City, Sire Wereda in Oromia Region.

1.6.2 Specific Objectives

The specific objectives of this study include the following ways:

- To identify the factors that affects the implementation of handball practical lesson in selected preparatory schools.
- To assess the awareness of the students towards the background, the rules and the benefits of developing handball skill.
- To determain the students need and interest in handball learning.

Handball: Handball is one of the popular team games in which two teams of seven players each (six outfield players and a goalkeeper) pass a ball to throw in to the goal of the other team Dereje (2006).

Physical education: Physical education is the phases of total process of education which is concerned with the development, utilization of the individuals voluntarily, purposeful movement, emotional capacity and with directed mental and social response John E.Nixon and E. Jewet (1974).

2. REVIEW OF RELATED LITERATURE

This chapter focuses on review of related literature which lays the conceptual framework on the instructional approach in general and active learning methods in particular. Specifically, under this chapter the researcher gather some literature that related to the research some implementatiom of handball teaching in selected preparatory schools.

2.1 The History of Handball

Handball, also known as team handball or Olympic Handball, is a fast-paced game played in its modern conception in a seven-a-side contest of sixty minutes, divided into two periods of thirty minutes. The objective is to throw a ball into a goal and whichever team scores more goals wins. Handball's current configuration, however, is notably different from its original form.

2.1.1 Handball in Ancient Times

It is of general agreement that the ball is one of the most ancient items related to sport. It is reasonable to assert that throwing objects played an important role in human evolution, bearing direct connection to the differentiation between primates and the first hominids not only from a bipedal standpoint, but specifically to the use of the hands and tools Young (2003). Consequently, it is possible to infer that games played with the hands, conversely to those played with feet, appeared first in history. The ancient Greek played one 'Urania Game', a ball game mentioned in the *Odissey.* The game was described by Homer as being played with a ball made of wool in which players would throw it up to be caught by the opponent in mid-air, who would then, in its turn, throw it up again. A scene of this antique game engraved in stone was discovered in 1926 in the city of Athens, evidencing Homer's' tale International Olympic Committee (1986).

The Romans also had a ball game, called *Harpaston*, accordingly to the writings of Roman doctor Claudius Galenus (130-200 A.D). Descriptions of games using hands and balls were also found in France and Greenland. The latter dates of the late 1700s and was registered and illustrated by Eskimos, whilst the former's period is that of the turning of the 15th to the 16th

century, portrayed as a game played using a ball and the palm of the hands International Olympic Committee (1986).The forerunner of the present game of handball – to use the International Olympic Committee's expression – is perhaps the *Fangballspiel,* or 'catch ball game', described by German lyrical poet Walther von der Vogel wide (1170 - 1230). The game involved passing a decorated ball amongst players.

2.1.2 The Evolution of Handball Game

Despite the existence of old games involving passing and throwing a ball, handball only started to become the sport it is today in Europe in the end of the 19th Century. Three games are likely forbearers of handball and helped it to grow, although other similar but less popular or organized handball-like practices were being played around Europe at that time International Olympic Committee (1986).

The date on which Nielsen's invention happened is, however, controversial. While some documents issued by the IOC state that this happened in 1848 International Olympic Committee (1986), the British Columbia Handball Federation argues that it took place in the 1890s. Besides *Haandbold*, a game named *Hazena* was developing in Bohemia – a region that today comprises the territories of Germany and the Czech Republic – mainly in schools in the city of Prague. One of the teachers of the game, Vaclav Karas, published its rules in a Bernese journal in 1905 British Columbia Handball Federation (n.d.).

Haandbold and Hazena had similar rules, as both were played in a 45x30 meters court between two teams of seven players. In fact, the differences among the sports were merely on size of goals and shape of goal areas. In addition, both appeared around the same time in history. Haandbold was introduced in a student sport festival in Denmark in the early 1900s and its first rulebook was published in 1906. Hazena's own rulebook was published in 1908. British Columbia Handball Federation, n.d.. A third game would appear a few years later. Torball grew popular around 1915 and it was, conversely to Haandbold and Hazena, played in a 20x40 meters field. Although the IOC and the British Columbia Handball Federation disagree on the man responsible for introducing the sport Karl Schelenz (1890 - 1956) both agree that it was a women's game International Olympic Committee (1986). It was Karl Schelenz (1890 - 1956) that made Torball suitable for men's practice in British Columbia Handball Federation, n.d

(1919), which is why he is deemed the founder of handball as a modern sport International Olympic Committee (1986).

Handball was officially recognized as a sport in 1920 due to the efforts of Carl Diem, then Principal of the German High School for Physical Education with, however, a significant change: the game begun to be played in a 11-a-side variety instead of the original 7-a-side International Olympic Committee (1986). The growth of the sport led to the first application for handball's inclusion in the Olympic Program in 1927. The application's rejection by the IOC demonstrated the need of better organization, so the International Amateur Handball Federation – IAHF was founded on August 4, 1928, its first President a US Citizen, Avery Brundage International Olympic Committee (2015).

2.1.3 The Modern Handball Sport

Handball debuted as an Olympic sport in the XI Olympiad, in Berlin 1936 – yet under the auspices of the International Association of Athletics Federation – IAAF International Olympic Committee (2015). The first world championship took place in 1938. However, the game would only reappear in an Olympic event in Helsinki 1952, but solely as a demonstration sport International Olympic Committee (2015). From 1938 to the 1960s, the game developed in two formats: indoor, in a 7-a-side contest, and outdoor, with 11 players on each team International Olympic Committee (n.d.). Consequently, two separate world championships would take place.

The indoor version, however, started to prevail after 1952, due particularly to its popularity as a fast game that did not need large fields and could be played during winter, which was a great advantage in Scandinavia and other Northern countries such as Germany International Olympic Committee (1986) International Olympic Committee (2003) International Handball Federation (n.d.). This prevalence would ultimately lead to the disappearing of outdoor handball, whose last world championship took place in Austria in 1966 International Handball Federation, n.d. (1966). One year before, the IOC had decided to increase the number of sports on the program for the XXI Olympiad, featuring handball amongst the prospected sports. Consequently, in 1972, men's handball re-entered the Olympic Games, as well as women's handball for the following Olympiad International Olympic Committee (2015). Both

versions have been played in the Olympics since then, with world championships being held every two years.

Since 1972, the dominance of European teams is clear on men's handball, as no other nation outside Europe has claimed an Olympic gold medal or world champion title. In the women's variety, however, Brazil and South Korea have been able to beat the European supremacy and claim Olympic (South Korea) or world titles (Brazil). Finally, it is important to note that the sport has been growing a lot more recently. In Rio 2016 Olympic Games, Handball was the second most popular sport after soccer USA Team Handball (2016). The success is not only seen in national teams' championships but also in what refers to clubs. Since 1993, the European Handball Federation Champions League has attracted a growing number every year Velux Group (2015). This growth has also led to the creation of a new outdoor variation of the sport, Beach Handball, played on the sands of a beach. IHF accepts and recognizes this handball variety.

2.1.4 Ethiopian History of Handball

Handball in our country Ethiopia introduced by Ato Tekuame W/Tsadik and other Physical Education teacher in Addis Ababa University in 1960. According to Mulgeta (2005) at that time the game was played by few universities. After one year in 1961 establish rules and regulation by police force army and other participant with given training made a base line to participate others with the regions communities. Ethiopia handball federation was established in 1962 and asked to be a member of IHF and got temporary membership and in 1963 for the first time ten clubs Participated Ethiopia champion ship. From1964 – 1967 the game of handball goes to different region got famous and interested by different solders with different computation held. Ethiopia handball participation for the first time attention level was 1968 by male handball players in Egypt the participant countries are Egypt, Uganda and Ethiopia. And also in this year female friendship game was held between Uganda team and Ethiopian Flege Yordanse school players and the winner was Uganda.

In 1981 Ethiopian national team participate West Africa central Africa champion and got cap. And Ethiopia participate variety competition in Africa. The recent is 2002 held in Djibouti female national team between Djibouti, Somalia, Sudan and Ethiopia. And Ethiopia was the

winner. Know a day's handball mainly participated in all Ethiopian game started from 2nd and 3rd of 2002 cup to know also. It is famous in Higher education sport that held every year between higher educational institutes of Ethiopia other than clubs and projects of the country. The perception and observation are the basic function of human information taking process. They are connected with motored action and will be clear with unity of consciousness as activity Mebratu (1986)

2.2 The Meaning of Handball

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

On the other handball is a team sport in which two teams of seven players each (six outfield players and a goalkeeper) pass a ball to throw in to the goal of the other team. The team with the most goals after two periods of 30 minutes wins. Modern handball is usually played indoors but outdoors variants exist in the form of field handball/which was more common in the past/ and beach handball.

2.3 Handball as an Academic Discipline

Educators in the field like Bucher (1972) argue that; Physical education and hand ball passing through a period of change and transformation from traditional roles to modern, purposive roles in accordance with the increased productivity of today's word through competition and production. Besides, isolation and segregation of physical activities has had many unhealthy setbacks like developing an inferiority complex in the physical educators with members from other teaching faculties usually referring to them as non-teaching staff. It is suggested that any organization of physical education should start with developing a positive attitude and self-confidence among physical educators themselves and make them feel that physical education

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

Hand ball is a field of action, rules and of persons Siedentop (1998). The significance of self involving physical participation and movement is really a planned exercise in growth and awareness not possible in other areas of learning. Khtese facts are theoretically known to many people but are not explicitly expressed them or teach them to other. In other words physical activities needs a theoretical framework where ideas can be collected, judged and then formulated in to laws; hence we need a strong theoretical orientation for physical education so that the accumulated information can be consolidated and stabilized. In our interest of helping the student to the maximum improving our own Images, and cutting down the routine and traditional curriculum of the school. The amount the knowledge is not the criterion of successful life but the way in which an individual faces the physical realities of the world and problem of life. There is no doubt, offers and educational dimension to the activity and tries to bridge the gap between school and the physical world Ram, et.al. (1996).

2.3.1. The Characteristics of Handball Teachers

Teachers that are many exciting directions in secondary school physical education today. Outstanding programs and exemplary teachers provide direction for young professionals seeking to provide their students with quality physical education Debobah Wuest (1994). The teacher's efforts are coordinated and focused on fulfilling their programs mission. These teachers reflect a strong commitment to their students and a sense of pride.

They are effective spokespersons for handball teaching because of their quality programs. There is congruence between what teachers say physical education can accomplish and contribute to the total development of the individual and what actually happens in handball class. Students achieve in handball and are excited about their accomplishments furthermore, these students communicate in positive image of handball to their parents, school, and community. Handball teachers involved in the programs serve as positive role models for students to emulate. They are active, fit, and enthusiastic, and they "practice what they reach" and share their experiences with their students. They are excited about teaching, are genuinely

concerned about their students as well as their achievements, and put forth that extra effort that so often makes a difference they are committed to excellence.

2.3.2. Effective Teaching in Handball

Teaching can be defined as those interactions of the teacher and the learner that make learning more successful. Although it is possible for learning to occur without a teacher's involvement, it is generally accepted that teachers facilitate the acquisition of knowledge skills, and attitude Wuest Bucher (1994). Teachers who are effective use a variety of pedagogical skills and strategies to ensure that their students are appropriately engaged in relevant activities a high percentage of the time, hold positive expectations for their students, and create and maintain a classroom climate that is warm and nurturing. Expertise in the use of various instructional media techniques is a quality of effective teachers use of transparencies, slides, movie projectors, and videotape equipment are skills that should be mastered early in one's career.

Appropriate use of media can enhance and accelerate student learning. Effective teachers are able to maintain an orderly, productive learning environment, handling discipline problems appropriately while encouraging and providing opportunities for students to learn responsibility and to be accountable for their actions, wide variety of teaching methods and instructional strategies are judiciously employed to maximize students' active and successful engagement in relevant tasks. The ability to present clear explanations and offer accurate demonstrations contributes to learning. The communication of high expectations for each student is also important.

Teachers should hold high expectations for both student learning and behavior positive expectations, including the belief that all students are capable of learning, are important in establishing a warm, nurturing classroom climate and a productive learning environment. The ability to motivate students to perform to their potential is the goals of every teacher. Skillful teachers use a variety of teaching techniques to stimulate interest in participation and seek creative techniques to involve students in the learning process. These may include checklists, contacts, award system, and verbal and nonverbal feedback. Praise is used thoughtfully; it is contingent on the correct performance, specific in its nature and intent, and sincere**.** The aim of the physical education program is clearly identified as developing students who lead a

physically active lifestyle Rink (2003). Successful teachers continually update their lessons in an effort to meet students' needs and to make the materials.

2.3.3. The Major Problems of Handball Teaching

Problems are numerous in all areas of teaching handball as one major part of the physical education program shares the advantages, disadvantages and the problems in all respects equally Deborah Wuest (1994). "Secondary school physical education programs have been criticized by the public and professionals. Criticism has focused on the worth of the subject matter, the outcomes realized, the manner in which the program is conducted, and its contribution to the education of students. Unfortunately, this criticism obscures the fact that there are many outstanding programs of secondary school physical education being conducted throughout the nation. Dedicated teachers work hard toward achieving the desired outcomes for their programs, using a variety of approaches that adhere to the basic tenets of curriculum and instruction and are sensitive to the context in which they teach". To teaching and practical activity of handball in the selected preparatory schools .there are some basic influence that impede it such as do the implementation of training consider the interest and need of the students ? Are the facility and equipment available in the school environment appropriate with the training /practice subject that students toward the subject and other related factors. Thus can be human factor and facility and equipment factors. The following are the main problems of Handball teaching.

1. Lack of Proper Facilities
2. Effects of Time and Contextual Circumstances
3. Student Interests
4. Student Motivation
5. The Skill Progressions of Students and the Planning

2.3.3.1 Lack of Proper Facilities

Physical education learning experience becomes more memorable through the proper use of supplementary teaching aid each teacher should have a variety of good instructional materials but should remember that the more exposure to them will insure learning. All such materials should assist students to learn and should not be used as a means of entertainment where

properly used such aids can increase the depth and speed of teaching learning activity. In regard to the above concepts Horne (1985) noted that "the physical education program needs dictate the quality and quantity of the facilities needed" On the influence that shortage of facilities can play claim they Ibid: (441) further suggests, when facilities are lacking or merge as in innumerable schools then class in physical education are held in classrooms corridors and basements. Such places limit the program and when facilities are lacking children do not learn the skill and coordination that is essential for their development.

When handball fell shortage of the facilities required teachers will also be in a problem on this issue they (Ibid) write it follows inevitably that luck of facilities has its effect up on the moral of teachers as well as on the teaching learning process the problems can in part be tackled if the necessary materials are available. As explained by Sidentop (1991) a major responsibility of every handball teacher is to provide a safe learning environment for students. Safety should be considered when planning but it is in the implementation of a lesson that safety must be foremost Daryl Sidentop (1991).

2.3.3.2 Effects of Time and Contextual Circumstances

The mastery of role playing duties increased the time available for students' active engagement in the learning tasks with a positive effect in their success rates Pereira, et al. (2015). In every lesson of the present study, the students practiced the main game form within which their Game Performance and Involvement were assessed during the pre and post-test sessions. It could be argued that such increased time of game practice was beneficial to students' development of game play performance Pritchard, et al. (2008).

The tactical reflections inherent to regular participation in debates-of-ideas helps students develop deeper knowledge of each team member's strengths and weakness Gréhaigne, et al. (2010). It is hypothesized in this study that the extended time granted to students for tactical reflection as members of the same cohort helped them develop increasingly efficient game routines and plans of action with an impact on game-play improvement. The time advantage can be achieved by longer period Bucher and Koenig (1974). "In some situations it may be advisable to have physical education on fewer days with longer periods" Bucher and Koenig Ibid: (212). The longer the periods the higher the percentage of time available for handball

activity no program of activities can operates successfully unless a proper amount of time is allotted to it" Voltmer and Esslinger (1967). Voltmer and Esslinger, further suggests that; the time requires by most school physical education laws is totally inadequate for a well balanced program. When engaged time is far less than allotted time, the teacher usually has a problem managing and organizing students. Research has shown that there is large range of student's engaged time, as low as 10-15% to a high as 70-80% of class time. The average amount of engage time is 25-30 percent. But the amount of engaged time that is actually functional for learning is always lower, sometimes a great deal lower.

Research findings has reported, and average class of students gets no more than 10-20% of class in functional engagement in activity Daryl Siodentop (1991). In a recent study of effective high school physical education specialists Jones, et al (1989) it was found that weekly allotted class time was between 45-80 minutes will below what is through to be appropriate for the high school. However each teacher studies have found way to extend his or her program to non attached time Daryl Siedentop (1991). Teachers often plan a certain amount of time for students to be engaged in lesson activities they also no doubt expert most of that engaged time will be functional for their learning. But time planned by the teachers does not always translate will in the functional learning time for the students Daryl Siedentop (1991).

2.3.3.3 Student Interests

Different students have different interests towards handball teaching. Some students believe that psychological education has great benefit for them Bucher (1975) states as follows "… in learning physical skills, the exercise it supplies for becoming physical fit, the social contributions such as the development of sports man ship qualities learning hero to get along with others and team work this psychological benefit is the form of self confidence and out let for mental frustration; improvements of personality and development of qualities coverage and self discipline and the knowledge learned inter respect to the role of sport in the culture of world …" Even though some students accept the importance of physical education as mentioned in above paragraph education negligible number of students think that physical education has very little value for them. This may be because of a bad experience, like poor

instruction; absence of planning and organization, large number of students in one class and poor availability of facilities and equipment.

All evidence suggests that students who experience success in meaningful activities in physical education in a nurturing learning environment will improve their attitudes towards themselves, towards school, and towards the subject matter/dary/ sedentop (1991) beyond that most set circumstance, teachers can promote self-growth by helping students undertaken new learning experiences with positive expectation for achievement. If students are interested in a particular activity, they will be more motivated to learn student's interests vary widely Deberha Wuest (1994). Physical ability may also be important for being included in a desired peer group a desire to learn skills for leisure time pursuits, to maintain one's health, or to improve one's appearance are other reasons students may be interested in an activity. In many secondary schools, elective programs are offered in the upper grades so students may select activities according to their interests.

Teachers must not only be concerned with the development of positive interest, but also with changing negative interest held by some students. Interest encompass one's feelings toward a particular situation, one's like and dislikes, ones beliefs. Interest are reflected in one's behaviors, especially ones tendency to act in a certain manner positive interests are expressed when an individual chooses to come involved in a specific activity and skills Doherha Wuest (1994).

2.3.3.4 Student Motivation

Promoting Intrinsic Motivation such as freedom to make choices (both in activities and within lessons), "allow students to choose between either a drive or a wrist shot in a hockey unit achieves the desired outcome of having them practice striking skills while providing them freedom in which striking skill to practice, allow students to modify activities, "providing a choice of slower moving or larger balls in a handball unit or a lowered basket in a basketball unit are ways to increase a youngster's intrinsic motivation to participate. The most important point is that the successful outcome."Alderman, et, al. (2006).

Enhancing motivation in physical education: promoting intrinsic motivation, enhancing perceived physical competence, and creating a mastery-oriented environment will increase

students' enjoyment of physical activity. The results revealed that the girls in the choice group reported more intrinsic motivation, experienced less external control, and felt less motivated in the physical education setting. The authors reported that these results are supported by a number of other studies indicating that students are more motivated and self-determined when they think the environment supports autonomy. Johnson, D. (2005).

Teacher observation, self-observation, checklists, peer observation, and event task were the most commonly used forms of authentic assessment; portfolio and essay were the least commonly used techniques. Public school physical education teachers in this study perceived that authentic assessment use enhanced positively the self-concept, motivation, and skill achievement of their students. Communicate fitness results and grades to parents. Mintah, J. (2003). Authentic assessment in physical education: Prevalence of use and perceived impact on students' self-concept, motivation, and skill achievement.

Other Motivational Factors: - Teams (sport), Social environmental factors included supportive/non-judgmental classmates and school athletic facilities. If the facilities are run-down, it gives the impression PE is not important Hassandra, M., & Goudas, M. (2003). Examining factors associated with intrinsic motivation in physical education:

Barriers to Motivation:-

- Humiliation
- Changing
- Sweating (1st period especially)
- Gender appropriateness (boys = basketball, girls = dance)
- Lack of or non-stylish clothing/sneaker

2.3.3.5 The Skill Progressions of Students and the Planning

Planning has been a challenge for teacher candidates (TCs) to not only comprehend, but to demonstrate in both their course work and their preserves teaching Rink (2014). To assist with this challenge, teacher preparation programs continue to provide TCs with content knowledge to augment their ability to design and implement developmentally appropriate learning environments. Physical education teacher education programs are specifically looking at using this training to meet the requirements and standards established by SHAPE. America Society

of health and Physical Educators. One of those standards, and the focus of this article, states that TCs are expected to "plan and implement progressive and sequential instruction that addresses the diverse needs of all students"

The purpose of this article is to illustrate key steps to augment physical education TCs' ability to develop their lessons following a more appropriate progression of movement tasks which is aligned with SHAPE America's standards regarding planning and implementation. Instead, TCs need to establish an environment where students will learn and perform based on their levels of proficiency. Clumpner suggested using interachaining (combining two or three skills during the same movement task) to break down the skill and then put it back together. As the lesson progresses, TCs should increase the complexity of the tasks by utilizing extensions and by refining the application of game-like drills Clumpner (2002); Rink (2014). The following movement tasks (five totals) are presented as an example for a lesson on passing a ball. These movement tasks could be used for a variety of sport activities such as basketball, hockey, soccer and team handball, to name a few. For the purposes of this article, handball is used as the example. Progression from a basic two-person movement task focusing mainly on passing (interachaining) followed by receiving, to a three person movement task (interchanging) focusing on passing and receiving (while moving) and additionally moving to open spaces.

3. MATERIALS AND METHODS

This chapter deals with description of the study area, study design, source of data, population of the study, sample size and sampling techniques, Data collection instruments, methods and procedure of data collection, method of analysis and ethical issues and considerations.

3.1 Description of the Study Area

Asella (Amharic: አሰላ), is a town and separate woreda in central Ethiopia. Located in the Arsi Zone of the Oromia Region about 175 kilometers from Addis Ababa, this city has a latitude and longitude of 7°57′N 39°7′E, with an elevation of 2,430 meters. Asella was the capital of Arsi Province until that province was demoted to a Zone of Oromia with the adoption of the 1995 Constitution. The 2007 national census reported a total population for Asella of 67,269 of whom 33,826 were men and 33,443 were women. The majority of the inhabitants said they practised Ethiopian Orthodox Christianity, with 67.43% of the population reporting they observed this belief, while 22.65% of the population were Muslim, and 8.75% of the population were Protestant. The 1994 national census reported this town had a total population of 47,391 of whom 21,993 were males and 25,398 were females.

Sire (also translated "Sirie") is a town in south-western Ethiopia. Located in the Arsi Zone of the Oromia Region, this town has a latitude and longitude of 08°17′N 39°27′E Coordinates: 08°17′N 39°27′Ewith an altitude of 1793 meters above sea level C.W. Based on figures from the Central Statistical Agency in 2005, Sire has an estimated total population of 10,977 of who 5,404 are men and 5,573 women. The 1994 census reported this town had a total population of 6,141 of whom 2,931 were men and 3,210 women.

From Wikipedia, the free encyclopedia: https://en.wikipedia.org/wiki/Asella
Source: Oromia National Regional State, Office of the President

3.2 Study Design

The purpose of this study was to assess the implementation of handball learning in the preparatory schools of Sire Wereda and Asella City and to suggest some possible solutions for

the challenges. To meet this purpose, both qualitative and quantitative techniques were applied. Using mixed research method could neutralize or cancel the biases of any single method, and it is used as a means for seeking convergence and integrating qualitative and quantitative data Creswell (2009). The descriptive survey design was employed in this study for its appropriateness to gather adequate and relevant data on the actual implementation of the handball training in the area under the study. In line with this, Leedy and Ormrod (2005) pointed out that descriptive survey involves acquiring information about one or more groups of people, perhaps about their characteristics, opinions, attitudes or previous experience by asking those questions and tabulating their answer.

Similarly, Best and Kahan (2003) noted that descriptive research design helps to describe and interpret the current condition. It is concerned with the conditions or relationships that exist; opinions that are held, processes that are going on, the effects that are evident, or trends that are developing. In addition, in order to collect comprehensive data that would help to get valid findings, qualitative data gathering methods also used to complete the data to be obtained through quantitative data gathering method.

3.3 Sources of Data

The data were gathered from different respondents who have adequate exposure to the implementation of the handball learning in the selected preparatory schools. The source of data to used was primary data source. This primary data we collected from preparatory school students, PE teachers, Sport experts, school principals, school supervisors and classroom and field observations.

3.4 Population of the Study

The target population of the study were grade 12 students who attend regular education in preparatory schools of Asella City and Sire Wereda in 2018/19 academic year. PE teachers, sport experts, school principals and school supervisors are also the target population. Generally, the total population of sample schools is 1600 students and 9 PE teachers, 2 sport experts, 2 school principals and 2 school supervisors. The total of 1615 population.

3.5 Sample Size and Sampling Techniques

Since it was difficult and unmanageable to conduct a study in all preparatory schools of Asella City and Sire Wereda by including all students and staff members it is necessary to limit the number of sample schools and the number of respondents. Consequently, out of the total preparatory schools, sire preparatory schools and Asella number-1 preparatory schools are selected based on accessibility and proximity to researcher as a sample. It was because the number is manageable to the researcher with the time and the resources. To develop the sample size of the students, sample were selected from the total population by using stratified random sampling technique. Depending on their homogeneity dividing the population in to two strata. Kothari (2004) sample size determination formula were used to determine the sample size from the total population. n = Total sample size from the study population Kothari (2004). Based on this formula sample size from each stratum is:

$$n = \frac{z^2.\,p.\,q.\,N}{e^2\,(N-1) + z^2.p.q}$$

Where N = total population (1600)

n = size of sample

e = acceptable error (the precision error (0.07)

p = standard deviation of population (0.5)

z = standard variant at a given confidence level (1.96)

q= 1-p

n= 175

From the above two stratum, proportionate sample size was used. The reason for using proportionate sample was to give equal chance for all respondents. To determine sample size from each stratum, the sample size determination formula is:

$$nh = \frac{n\,N_h}{N} \qquad n = 175,\ N1 = 200,\ N2 = 1400$$

Where: nh = sample size from each stratum

Nh = Total population in each stratum

N =Total population of the sum of strata for study(x) and

$$n_1 = \frac{n\,N\,1}{N}\ ,\quad 175 * 200 \div 1600 = 21.9 \approx 22$$

Where n_1 was sample size to be taken from Sire preparatory school.

$n_2 = \frac{nN2}{N}$, $175 * 1400 \div 1600 = 153.1 \approx 153$

Where n_2 was sample size to be taken from Asella number-1 preparatory school.

The researcher put sample size in table below:

Table: 1 Sample Size of Students

No	**Name of the Preparatory School**	**Number of Grade 12 tudents**	**Sample Taken**
1	Asella number- 1	1400	153
2	Sire Wereda	200	22
	Total	1600	175

Table: 2 Sample Sizes of PE teachers, Sport Experts, School Principals and School Supervisors were also Selected by Using Purposive Sampling Technique

No	**Respondent**	**Asella number- 1**	**Sire Wereda**	**Sample Taken**
1	Number of School Principals	1	1	2
2	Number of School Supervisors	1	1	2
3	Number of PE Techears	6	3	9
4	Number of Sport Sxperts	1	1	2
	Total	9	6	15

In general, from Sire preparatory school and Asella number one preparatory school 175 students and 9 PE teachers, 2 sport experts, 2 principals and 2 School supervisors a total of 190 respondents were selected as a sample for the course of the study. The sample size was

limited due to the time and the resources that the researcher has and it can represent the total population.

3.6 Data Collection Instruments

Quantitative and qualitative data were gathered by using appropriate data collection tools in order to obtain sample information from respondents and the school environment. Questionnaire was the major data collection tool in the study. Interview, classroom and field observation also the other data gathering tools which help the researcher to provide in depth information on the issue under investigation.

3.6.1 Questionnaire

The main data gathering tools for this study were questionnaire, interview, and observation which have to be developed by the researcher on the basis of related literature and basic questions. Questionnaire is a highly appropriate data collection tool, to get wider information from widely dispersed sample population and make possible an economy of time and expense and it provides a high proportion of usable responses Best and Kahn (2003). Both closed-ended and open-ended questionnaires were employed for data collection. Closed-ended questionnaires consists questions that offer respondents a set of answers to choose the one that reflects their views. Open-ended questionnaire consists of questions which invite respondents to write their ideas, views, and beliefs. Both types of questionnaires were developed to be used in providing clear understanding to the knowledge of sampled respondents related to the problems of handball teaching and student interests. The content of each questionnaire was composed of statements related to handball teaching problems, student interests, lack of facilities and materials.

Besides, the questionnaire was found to be more advantageous in the sense that participants can respond to questions with assurance that their response was anonymous, and so they may be more truthful than they would be in a personal interview, particularly when they were talking about sensitive or controversial issues Leedy and Ormrod (2005). The relative advantage was prompting the researcher to employ questionnaire, the major data gathering tool in this study. The questionnaire in this study was too developed based on the research

questions and review of available related literature. The questionnaire includes issues that the researcher designed to assess in relation to the actual practices in the schools and items that inquire the implementation of the plan curriculum in handball teaching in preparatory schools of Asella city and Sire wereda.

3.6.2 Observation

Observation was data gathering tool designed in this study, to check the availability of different school facilities, functionality of handball club, play grounds or fields, usage of materials and equipment's and teaching and learning materials in the sample schools. As to Best and Kahn (2003), the information obtained through observation is more accurate, more valid, and more reliable than any information gathered through other means.

In this regard, the implementations of handball teaching with respect to students' learning environments were to be observed and registered by using observation checklist. It helps to see the availability of essential materials and facilities in the sample schools and to check the extent to which the school environment is the best places for students' training of handball.

3.6.3 Interview

Interview is the major tool in which a qualitative evaluator seeks to understand the perceptions, feeling and knowledge of people in programs through in-depth, intensive interviewing Leedy and Ormrod (2005). The interview items were mainly focused on the problems of handball teaching and student interests, handball facilities, the relationship of teachers and students regarding the teaching learning process in the handball lesson, the involvement of society and implementation of handball teaching to promote and facilitate for the successful participation of handball students. The data obtained from the interview consists of responses of the PE teachers, sport experts, principals and school supervisors about their knowledge, experience, opinions, perception, and intervention concerning the development and promotion of handball.

3.7 Pilot Study

The purpose of data analysis was used to validate and check the consistency of the data which have to be obtained through questionnaire. To ensure the appropriateness of the items, a pilot study was carried out in one selected preparatory school for 18 students. Based on the response obtained from the pilot study, correction and revision was made in order to avoid ambiguity of the questionnaire items and to maintain the validity and reliability of the language coherence. After that the questionnaire were distributed to students of the 2 preparatory schools of Arsi Zone in Oromia Region who were selected for the study. When the document analysis is used as descriptive research, current documents and issues are foci Best and Kahn (2003).

3.8 Methods and Procedures for Data Collection Tools

The main data gathering tools for this study were questionnaire, interview and observation which are developed by the researcher on the basis of related literature and basic questions. To gather data, the questionnaire is distributed to the selected respondents with the brief orientation about the purpose of the study and with serious follow up collaboratively with the researcher assistants.

The research assistants at each sample school help the researcher by distributing and collecting the questionnaire from students with the researcher. The researcher distributed 20 questionnaires for 175 students and collects data from the interview of the 9 PE teachers, 2 sport experts, 2 school principals and 2 school supervisors. Handball teaching observation check-list also implemented in the two sampled schools.

3. 9 Method of Data Analysis

In order to achieve the objectives of the study the data obtained from different sources through different data gathering instruments was analyzed based on the nature of the data. Therefore, both quantitative and qualitative techniques were used to analyze and interpret the obtained data.

Quantitative data was analyzed by using computerized Statistical package software (SPSS). Frequency, percentage, mean value and standard deviation were analyzed and checking the consistency and reliability of data by using scale reliability (cronbach's alpha). The qualitative data was first organized in to meaningful information and the data should be described both as expressed by interviewees and observation by the researcher.

3.10 Ethical Issues and Considerations

The main purpose of this study was to assess the implementation of handball class in Asella City and Sire wereda preparatory schools. This questionnaire was filled by individuals who are concerned. This study was deal with the ethical issues related to the investigation. It can make guarantees and confidentiality of the information that is given to the study and risk of harm due to participation. Therefore, the study should be conduct all actions based on the University rules, code of conduct and policies concerning to research ethics. The protocol should be approved by the University guide lines and written consent should given and inform the concerned bodies.

4. RESULT AND DISCUSSION

4.1 Overview

Presentation and analysis is the arrangement and implementing of fragmented data in to tangible and meaningful outcome of information in base of the available study. This deals with analysis discussion and interpretation of gathered data through the questionnaire, interview, class room and field observation from a variety of sources followed by discussion of the findings. All copies of the questionnaires were filed and collected from the respondents or subject of the study.

The main findings of this study were presented with the help of tables followed by descriptive statements for analysis to give answers to the basic questions set in the study. In the interpretation, attempts were made to describe the findings interpratively to draw conclusions, show implications, and make recommendations. Therefore, data from different sources were treated together and integrated in various methods in order to arrive at suitable conclusions and recommendations. Thus, data from the questionnaire, observation and interviews were interpreted and analyzed in the following ways.

The total population of this study were 175 grade12 students, 9 PE teachers, 2 sport experts, 2 School supervisors and 2 school principals in Sire Wereda and Asella number one preparatory schools. The respondents of questionnaires were selected by using stratified random sampling technique. The researcher distributed 20 questionnaires for 175 students. The interview respondents also selected by using purposive sampling technique from PE teachers, sport experts, school principals, and school supervisors. Classroom and field observation also the other data gathering tools which help to provide in depth information on the issue under investigation

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4.2. Background of the Respondent

Table: 3 Characteristics of the Respondent's Information

Sex				**Age**				**Grade 12 Students**	
Female		**Male**		**15-18**		**19-22**			
No	**%**	**No**	**%**	**No**	**%**	**No**	**%**	**No**	**%**
86	49.1%	89	50.9%	120	68.6%	55	31.4%	175	100%

Concerning to the students response as shown on the above table three (3) indicates that 86 (49.1%) of the respondents were female students and 89 (50.9%) of the respondents were male students. According to the age of students 120 (68.6%) of respondents were, from 15-18 years and 55(31.4%) of the respondents also from 19-22 years.

Table: 4 PE Teachers, Sport Experts, School Principals, and Supervisors

Qualification	**Female**		**Male**		**Degree**		**Masters**		**Total**	
	No	**%**	**No**	**%**	**No**	**%**	**No**	**%**	**No**	**%**
PE Teachers	2	22.2	7	77.8	5	55.6	4	44.4	9	100
School Principals	-	-	2	100	-	-	2	100	2	100
Supervisors	-	-	2	100	-	-	2	100	2	100
Sport Experts			2	100	2	100			2	100

According to table 4, 2(22.2%) of the respondents are female PE teachers, 7 (77.8%) of the respondents are male PE teachers and 2(100%) of each respondents were male sport experts, principals and school supervisors. Moreover, out of the total respondents, 5(55.6%) of PE teachers and 2(100%) of sport experts were first degree holders Whereas, 4(44.4%) of PE teachers and 2(100%) of School Principals and school supervisors were master holders.

4.3 Handball Class Implementation Process

Table: 5 Response on Handball Learning Implementation Process

No	Questions	Name of the Preparatory School	Responses									
			SDA		DA		UND		A		SA	
			F	%	F	%	F	%	F	%	F	%
1	The average number of students to instructional materials are balanced for Physical Education practical classes	Sire	10	45.5	10	45.5	2	9.1	-	-	-	-
		Asella	41	25.5	71	44.1	38	23.6	2	1.2	1	0.6
2	Have positive attitude towards learning handball practical and theoretical lesson compared with other ball games	Sire	5	27.7	13	59.1	7	31.8	1	4.5	-	-
		Asella	31	19.3	61	37.9	44	27.3	15	9.3	2	1.2
3	You have sufficient awareness about the background and the rules of handball.	Sire	4	18.2	10	45.5	7	31.8	1	4.5	-	-
		Asella	16	9.9	77	47.8	51	31.7	9	5.6	-	-

Key: SDA=Strongly Disagree, DA=Disagree, UND = Undecided, A=Agree, SA=Strongly Agree F= Frequency, %= Percentage

According to table 5, item 1 the researcher requested the respondents the ratio of students to instructional materials is balanced for Physical Education practical classes from the respondents, 10(45.5%) of Sire and 41(25.5%) of Asella preparatory school students rated as strongly disagree and 10(45.5%) of Sire and 71(44.1%) Asella preparatory school students rated as disagree. Whereas, out of the total respondents, 2(9.1%) of Sire and 38 (23.6%) of

Asella preparatory school students rated as undecided. In the same item only 2(1.2%) and 1(0.6%) of Asella preparatory students were responded as agree and strongly agree respectively.This shows the ratio of students to instructional materials in Asella and Sire preparatory school is not balanced for handball practical classes.

In response to tables 5 item 2 and the researcher requested the respondents the students have a positive attitude towards learning handball practical and theoretical lesson compared with other discipline. Accordingly, 5(27.7%) of Sire and 31(19.3%) of Asella preparatory students rated as strongly disagree and 13(59.1%) of Sire and 61(37.9%) of Asella preparatory students also rated as disagree. In the same item, 7(31.5%) of Sire and 44(27.3%) of Asella preparatory students rated as undecided. Moreover, out of the total respondents, only 1(4.5%) of Sire and 15(9.3%) of Asella preparatory school students rated as agree and 2(1.2%) of Asella preparatory students rated as strongly agree. This shows that the students have not positive attitude towards learning handball practical and theoretical lesson compared with other discipline.

In response to tables 5 item 3 and the researcher requested the respondents Students have sufficient awareness about the background and the rules of handball. Accordingly, 4(18.2%) of Sire and 16(9.9%) of Asella preparatory school students rated as strongly disagree and 10(45.5 %) of Sire and 77 (47.8%) of Asella preparatory school students rated as disagree. In the same item from the responses 7(31.8%) of Sire and 51(31.7%**)** of Asella preparatory school students rated as undecided**.** Moreover, out of the total respondents, only 1(4.5%) of Sire and 9(5.6%) of Asella preparatory school students respondents rated as agree. This result indicates that most of the Students have not sufficient awareness about the background and the rules of handball.

Generally From the bove tables students response result indicates 20(91.0%) of Sire and 112(69.6%) of Asella preparatory schools students average number of students to instructional materials were not balanced for handball practical class. 18(86.8%) of Sire and 92(57.2%) of Asella preparatory school students were no positive attitude towards learning handball practical and theoretical lesson compared with other ballgame. 14(63.7%) of Sire and 93(57.7%) of Asella preparatory school students are no sufficient awareness about the background and the rules of handball.

Table: 6 Response on Handball Learning Implementation Related to the Teachers

No	Questions	Name of the Preparatory School	Responses									
			SDA		DA		UND		A		SA	
			F	%	F	%	F	%	F	%	F	%
1	The teachers highly encouraged to your success in handball theoretical and practical activities compared with other ball games	Sire	9	40.9	7	31.8	8	36.4	5	22.7	-	-
		Asella	12	7.5	73	45.3	47	29.2	18	11.2	3	1.9
2	Your handball participation is successful compared with other ball games .	Sire	6	27.3	11	50.0	5	22.7	-	-	-	-
		Asella	30	18.6	64	39.8	48	29.8	10	6.2	1	0.6
3	Do You have interested to develop handball skills in your future	Sire	1	4.5	8	36.4	9	40.9	2	9.1	2	9.1
		Asella	17	10.6	71	44.1	42	26.1	23	14.3	-	-

As per table 6, item 1, and the researcher requested the respondents the teachers highly encouraged to your success in handball theoretical and practical activities compared with other discipline. Accordingly, 9(40.9%) of Sire and 12(7.5%) of Asella preparatory school students respondents rated as strongly disagree and 7(31.8%) of Sire and 73(45.3%) of Asella preparatory school students respondents rated as disagree. Whereas, out of the total respondents, 8(36.4%) of Sire and 47(29.2%) of Asella preparatory school students respondents rated as undecided. In the same item, 5(22.7) of Sire and 48(29.8%) of Asella preparatory school students respondents rated as agree. Only 3(1.9%) of Asella preparatory

school students respondents rated as strongly agree. Which shows the size of play grounds cannot serve the teachers highly encouraged to student's success in handball theoretical and practical activities compared with other discipline.

In response to table 6 item 2, and the researcher requested the respondents the student's participation, forwarding idea and self confidence is successful compared with other discipline. Accordingly, 6(27.3%) of Sire and 30(18.6%) of Asella preparatory school students respondents rated as strongly disagree and 11(50%) of Sire and 64(39.8%) of Asella preparatory school students rated as disagree. In the same item from the responses, 5(22.7%) of Sire and 48(29.8%) of Asella preparatory school students respondents rated as undecided. Moreover, out of the total respondents of Asella preparatory school students, only 10(6.2%) and 1(0.6%) rated as agree and strongly agree respectively. This show Student's participation, forwarding idea and self confidence is not successful compared with other discipline.

In response to table 6 item 3 and the researcher requested the respondents Students have interested to develop handball skills in their future. Accordingly, 1(4.5%) of Sire and 17 (10.6%) of Asella preparatory school students respondents rated as strongly disagree and 8(36.4%) of Sire and 71(44.1%) of Asella preparatory school students respondents rated as disagree. In the same item from the responses, 9(40.9%) of Sire and 42(26.1%) of Asella preparatory school students respondents rated as undecided. Moreover, out of the total respondents, 2(9.1%) of Sire and 23(14.3%) of Asella preparatory school students respondents rated as agree. Only 2(9.1%) of Sire preparatory school students rated as strongly agree. These shows, Students have not enough confidence to develop the skill of handball in their future.

Generally 16(72.7%) of Sire and 85(52.8%) were rated as stronronly disagree and disagree for teachers highly encouraged to your success in handball theoretical and practical activities compared with other ball games. 17(77.3%)of Sire and 94(58.4%) rated as their handball participation were not successful compared with other ball games.

4.4 Availability and Adequacy of Resources and Facilities in Implementing Handball Learning

Table: 7 Responses on Availability and Adequacy of Resources and Facilities in Implementing Handball Learning During Practical Period

No	Questions	Name of the Preparatory Schools	Responses									
			SDA		DA		UND		A		SA	
			F	%	F	%	F	%	F	%	F	%
1	Suitable handball field	Sire	7	31.8	8	36.4	6	17.3	1	4.5	-	-
		Asella	47	29.2	68	42.2	33	20.5	5	3.1	-	-
2	Water were available befor and after training	Sire	4	18.2	10	45.5	4	18.2	4	18.2	-	-
		Asella	21	13.0	59	36.6	49	30.4	24	14.9	-	-
3	Enough handball, net, whistle, cone and other practical work materials	Sire	9	40.9	9	40.9	4	18.2	-	-	-	-
		Asella	28	17.4	62	38.5	51	31.7	12	7.5	-	-
4	Suitable Clinic and room for changing clothes	Sire	10	45.5	11	50.0	-	-	1	4.5	-	-
		Asella	28	17.4	67	41.6	46	28.6	9	5.6	3	1.9

As per table 7, item 1, the researcher requested from the respondents there are Suitable handball field or not. Accordingly, 7(31.8%) of Sire and 47(29.2%) of Asella preparatory school students respondents rated as strongly disagree. In the same item, 8(36.4%) of Sire and

68(42.2%) of Asella preparatory school students respondents rated as disagree. Whereas, out of the total respondents, 6(17.3%) of Sire and 33(20.5%) of Asella preparatory school students respondents rated as undecided. Only 1(4.5 %) of Sire and 5(3.1%) of Asella preparatory school students respondents rated as agree. This shows inadequate handball field in the schools.

In response to table 7 item 2, the researcher requested the respondents there are adequate water facilities or not. Accordingly, 4(18.2%) of Sire and 21(13.0%) of Asella preparatory school students respondents rated as strongly disagree and 10(45.5%) of Sire and 59(36.6%) of Asella preparatory school students respondents rated as disagree. In the same item from the responses, 4(18.2%) of Sire and 49(30.4%) of Asella preparatory school students respondents rated as undecided. Moreover, out of the total respondents, only 4(18.2%) of Sire and 24(14.9%) of Asella preparatory school students respondents rated as agree. This shows there is shortage of water facilities in the school. Even if there is water in the school, the administrators are not volunteer to use the students after practice. There is no shower in both schools for the student.

In response to table 7 items 3, and the researcher requested the respondents there are enough handball, net, whistle, cone and other practical work materials. Accordingly, 9(40.9%) of Sire and 28(17.4%) of Asella preparatory school students rated as strongly disagree. In the same item from the responses, 9(40.9%) of Sire and 62(38.5%) of Asella preparatory school students rated as disagree. Moreover, out of the total respondents, 4(18.2%) of Sire and 51(31.7%) of Asella preparatory school students rated as undecided. Whereas, out of the total respondents, only 12(7.5%) of Asella preparatory school students rated as agree. This shows that there is inadequate handball, net, whistle, cone and other practical work materials in the schools to implementing handball practical lesson effectively.

As per table 7, item 4 and the researcher requested the respondents there are Adequate Clinic and room for changing clothes. From the respondents, 10(45.5%) of Sire and 28(17.4%) of Asella preparatory school students respondents rated as strongly disagree. Whereas, out of the total respondents, 11(50.0%) of Sire and 67(41.6%) of Asella preparatory school students respondents rated as disagree. In the same item from the responses 46(28.6%) of Asella preparatory school students respondents rated as undecided. Out of the total respondents, only

1(4.5%) of Sire and 9(5.6%) of Asella preparatory students rated as agree and 3(1.9%) of Asella preparatory students rated as strongly agree. This shows there is no adequate clinic and changing cloth room in both schools during handball practical activities.

Generally 15(68%) of Sire and 115(71.4%) of Asella preparatory school students were not get Suitable handball field for handball training. 14(63.7%) of Sire preparatory school students were not get enough water facility before and after training. 21(95.5%) of Sire and 95(69.%) of Asella preparatory school students not get Suitable Clinic and room for changing clothes during practical period. During practical period18(81.8%) of Sire and 90(55.9%) of Asella preparatory school students were not get adequate handball, net, whistle, cone and other necessary handball practical work materials. As a result, 9(40.9%) of Sire and 88(54%) of Asella preparatory school students were not interested to develop handball skills in their future. The remaining 9(40.9%) of Sire and 42(26.1%) Asella preparatory school students were not able to decide for their future about handball games**.**

Table: 8 Responses on Availability of Resources in Implementing Handball Learning During Theoretical Period

No	Questions	Name of the Preparatory School	Responses									
			SDA		DA		UND		A		SA	
			F	%	F	%	F	%	F	%	F	%
1	Chalk board in the school is suitable	Sire	-	-	1	4.5	3	13.4	8	36.4	10	45.5
		Asella	2	1.2	30	18.6	32	19.9	63	39.1	26	16.1
2	Balanced number of Physical Education text book in the school	Sire	-	-	6	27.3	6	27.3	8	36.4	2	9.1
		Asella	1	0.6	26	16.1	32	19.9	78	48.4	16	9.9
3	Enough handball reference in the library	Sire	1	4.5	7	31.8	8	36.4	5	22.7	1	4.5
		Asella	3	1.9	63	39.1	52	32.3	34	21.1	1	0.6
4	Balanced number of teachers for teaching PE subject.	Sire	2	9.1	6	27.3	7	31.8	7	31.8	-	-
		Asella	1	0.6	42	26.1	67	41.6	48	29.8	3	1.9

In response to table 8, item 1 and the researcher requested the respondents there are adequate Chalk board in the school or not. Accordingly, only 2(1.2%), of Asella preparatory school students respondents rated as strongly disagree. 1(4.5%) of Sire and 30(18.6%) of Asella preparatory school students respondents rated as disagree. In the same item from the responses, 3(13.4%) of Sire and 32(19.9%) of Asella preparatory school students respondents rated as undecided. Moreover, out of the total respondents, 8(36.4%) of Sire and 63(39.1%) of Asella preparatory school students respondents rated as agree and 10(45.5%) of Sire and

26(16.1%) of Asella preparatory school students respondents rated as strongly agree .This show that the availability of chalk board in these two preparatory schools is satisfactory.

In response to table 8 item 2 and the researcher requested the respondent's balanced number of Physical Education text book in the school or not. Accordingly, only 1(0.6%) of Asella preparatory school students respondents rated as strongly disagree. and 6(27.3%) of Sire and 26(16.1%) of Asella preparatory school students respondents rated as disagree. In the same item from the responses, 6 (27.3%) of Sire and 32(19.9%) of Asella preparatory school students respondents rated as undecided**.** Moreover, out of the total respondents, 8(36.4%) of Sire and 78(48.4%) of Asella preparatory school students rated as agree and 2(9.1%) of Sire and 16(9.9%) of Asella preparatory school students rated as strongly agree**.** These shows the ratio of students to physical education text book are balanced that means PE text book was distributed to most of the student's satisfactorily in both selected preparatory schools.

In response to table 8 item 3, and the researcher requested the respondents there are sufficient hand ball reference in the library related to PE subject or not. Accordingly, 1(4.5%) of Sire and 3(1.9%) of Asella preparatory school students responded as strongly disagree. In the same item from the responses, 7(31.8%) of Sire and 63(39.1%) of Asella preparatory school students responded as disagree. Moreover, out of the total respondents, 8(36.4%), of Sire and 52(32.3%) of Asella preparatory school students rated as undecided. Whereas, out of the total respondents, 5(22.7%) of Sire and 34(21.1%) of Asella preparatory school students rated as agreed. Only 1(4.5%) of Sire and 1(0.6%) of Asella preparatory school students rated as strongly agreed. This shows low rate of sufficient reference books in the library related to PE subject. This implies that reference books in the library related to PE subject, especially in Sire preparatory school were not enough and updated.

In response to table 8 items 4 and the researcher requested the respondent's balanced number of teachers for teaching Physical Education subject? Accordingly, only 2(9.1%), of Sire and 1(0.6%) of Asella preparatory school students responded as strongly disagree and 6(27.3%) of Sire and 42(26.1%) of Asella preparatory school students rated as disagree. In the same item from the responses, 7(31.8%) of Sire and 67(41.6%) of Asella preparatory school students rated as undecided.. This implies that teachers for teaching Physical education subject in Sire and Asella preparatory school were satisfactory.

4.5 Other Factors that Affecting the Implementation of Handball Learning

Table: 9 Responses on other Factors Affecting the Implementation of Handball Learning

No	Questions	Name of the Preparatory School	Responses									
			SDA		DA		UND		A		SA	
			F	%	F	%	F	%	F	%	F	%
1	The size of play grounds can serve large number of students in your school	Sire	6	27.3	10	45.5	6	27.3	-	-	-	-
		Asella	2	1.2	59	36.6	31	19.3	56	34.8	13	8.1
2	The teachers clarify the objectives of learning handball	Sire	-	-	8	36.4	5	22.7	7	31.8	2	9.1
		Asella	7	4.3	44	27.3	39	24.2	61	37.9	10	6.2
3	The teacher gives constructive feedback to you.	Sire	-	-	9	40.9	3	13.8	9	40.9	1	4.5
		Asella	3	1.9	50	31.1	49	30.4	52	32.3	2	4.3
4	Teacher associate, relate and match the lesson with your real life experience.	Sire	10	45.5	10	45.5	4	18.2	8	36.4	-	-
		Asella	1	0.6	69	42.9	32	19.9	51	31.7	8	5.0
5	There is enough time to actively involved in practical class	Sire	-	-	11	50.0	3	13.6	6	27.3	2	9.1
		Asella	-	-	77	47.8	15	9.3	65	40.4	4	2.5
6	Your participation in handball activities can not contribute for your health.	Sire	-	-	10	45.5	5	22.7	4	18.2	3	13.6
		Asella	-	-	78	48.4	24	14.9	49	30.4	10	6.2

According to table 9 item 1 and the researcher requested the respondents the size of play ground can serve large number of students in your school. From the respondents, 6(27.3%) of Sire and 2(1.2%) of Asella preparatory school students rated as strongly disagree and 10(45.5%) of Sire and 59(36.6%) of Asella preparatory school students rated as disagree. Whereas, out of the total respondents, 6(27.3%) of Sire and 31(19.3%) of Asella preparatory school students also rated as undecided. In the same item 56(34.8%) and 13(8.1%) of Asella preparatory school students were rated as agree and strongly agree respectively. This shows the size of play ground was not serve large number of students. Especially in Sire Wereda both preparatory and high school students use the same field during any practical activities so that the size play ground and the number of students were not balanced.

In response to table 9 items 2 and the researcher requested the respondents the teachers clarify the objectives of learning handball. Accordingly, out of the total respondents, only 7(4.3%) of Asella preparatory students rated as strongly disagree and 8(36.4%) of Sire and 44(27.3%) of Asella preparatory students rated as disagree. In the same item, 5(22.7%) of Sire and 39(24.2%) of Asella preparatory students rated as undecided. Whereas, 7(31.8%) of Sire and 61(37.9%) of Asella preparatory school students rated as agree and 2(9.1%) of Sire and 10(6.2%) of Asella preparatory school students rated as strongly agree. These shows the teachers clarify the objectives of learning handball but the lack of facilities in the school affect on implementing the objectives in to practice.

In response to tables 9 item 3 and the researcher requested the respondents the teacher gives constructive feedback to you. Accordingly, 3(1.9%) of Asella preparatory school students rated as strongly disagree and 9(40.9%) of Sire and 50(31.1%) of Asella preparatory school students rated as disagree. In the same item from the responses 3(13.8%) of Sire and 49(30.4%**)** of Asella preparatory school students rated as undecided**.** Moreover, out of the total respondents, 9(40.9%) of Sire and 52(32.3%) of Asella preparatory school students respondents rated as agreed at different level. Only 1(4.5%) of Sire and 2 (4.3%) of Asella preparatory school students respondents rated as strongly agree. This result indicates that most of the teacher has not given sufficient and constructive feedback to the student concerning on handball lesson.

As per table 9, item 4 and the researcher requested the respondents teachers associate, relate and match the lesson with your real life experience. Accordingly, from the respondents 10(45.5%) of Sire and 1(0.6%) of Asella preparatory school students respondents rated as strongly disagree and 10(45.5%) of Sire and 69(42.9%) of Asella preparatory school students respondents rated as disagree. Whereas, out of the total respondents, 4(18.2%) of Sire and 32(19.9%) of Asella preparatory school students respondents rated as undecided. In the same item, 8(36.4%) of Sire and 51(31.7%) of Asella preparatory school students respondents rated as agree and only 8(5.0%) of Asella preparatory school students respondents rated as strongly agree. This shows the teacher associate, relate and match the lesson with your real life experience which helps to the student's highly encouraged their success in handball theoretical and practical activities is not satisfactory compared with other discipline.

In response to tables 9 item 5, and the researcher requested the respondents there is lack of time to actively involve students in practical class. Accordingly, 11(50.0%) of Sire and 77(47.8%) of Asella preparatory school students respondents rated as disagree. In the same item from the responses, 3(13.6%) of Sire and 15(9.3%) of Asella preparatory school students respondents rated as undecided. Moreover, out of the total respondents, 6(27.3%) of Sire and 65(40.4%) of Asella preparatory school students respondents rated as agree. Whereas only 2(9.1%) of Sire and 4(2.5%) of Asella preparatory school students respondents rated as strongly agree. This show the given period for handball practical lesson is not enough to effectively applying the techniques.

In response to item 9 tables 6 and the researcher requested the respondents your participation in handball activities can not contribute for their health and improvement of the country? Accordingly, 10(45.5%) of Sire and 78(48.4%) of Asella preparatory school students respondents rated as disagree. In the same item 5(22.7%) of Sire and 24(14.9%) of Asella preparatory school students respondents rated as undecided. Moreover, out of the total respondents, 4(18.2%) of Sire and 49(30.4%) of Asella preparatory school students respondents rated as agree and 3(13.6%) of Sire and 10(6.2%) of Sire preparatory school students rated as strongly agree. These shows Students participation in handball activities can contribute for their health and improvement of their country.

Table: 10 The Mean Value and Standard Deviation of Learning Implementation Process of Handball

No	Questions	Name of the Preparatory School	Responses	
			GM	SD
1	The ratio of students to instructional materials are balanced for Physical Education practical classes	Sire	1.6	0.7
		Asella	2.0	0.8
2	You have positive attitude towards learning handball practical and theoretical lesson compared with other ball games	Sire	2.2	0.8
		Asella	2.3	1.0
3	You have sufficient awareness about the background and the rules of handball.	Sire	2.0	0.7
		Asella	2.4	0.7

Key: GM= Grand Mean, SD= Standard Deviation

In response to tables 10 item 1 the mean value is 1.6 of Sire and 2.0 of Asella preparatory school. In the same item standard deviation is 0.7 of Sire and 0.8 of Asella preparatory schools. This shows the ratio of students to instructional materials in Asella and Sire preparatory school is not balanced for handball practical classes. In response to tables 10 item 2 the mean value is 2.2 of Sire and 2.3 of Asella preparatory school. In the same item standard deviation is 0.8 of Sire and 1.0 of Asella preparatory schools. These shows the students have not positive attitude towards learning handball practical and theoretical lesson compared with other discipline. In response to tables 10 item 3 the mean value is 2.0 of Sire and 2.4 of Asella number one preparatory school. In the same item standard deviation is 0.7 of Sire and 0.7 of Asella preparatory schools. This result indicates that most of the Students have not sufficient awareness about the background and the rules of handball.

Table: 11 The Mean Value and Standard Deviation of Learning Implementation Process of Handball Related to the Teachers

No	Questions	Name of the Preparatory School	Responses	
			GM	SD
1	The teachers highly encouraged to your success in handball theoreticall and practical activities compared with other ball games	Sire	2.8	1.0
		Asella	2.5	0.9
2	Your participation, forwarding idea and self confidence is successful compared with other ball games	Sire	2.1	0.9
		Asella	2.3	0.9
3	You have interested to develop handball skills in their future	Sire	2.4	1.0
		Asella	2.5	0.9

In response to tables 11 item 1 the mean value is 2.8 of Sire and 2.5 of Asella preparatory school. In the same item standard deviation is 1.0 of Sire and 0.9 of Asella preparatory schools. Which shows the size of play grounds cannot serve the teachers highly encouraged to student's success in handball theoretical and practical activities compared with other discipline. In response to tables 11 item 2 the mean value is 2.1 of Sire and 2.3 of Asella number one preparatory school. In the same item standard deviation is 0.9 of Sire and 0.9 of Asella preparatory schools. This show Student's participation, forwarding idea and self confidence is not successful compared with other discipline. In response to tables 11 item 3 the mean value is 2.4 of Sire and 2.6 of Asella number one preparatory school. In the same item standard deviation is 1.0 of Sire and 0.9 of Asella preparatory schools. These shows, Students have not enough confidence to develop the skill of handball in their future.

Table 12: The Mean Value and Standard Deviation of Availability and Adequacy of Resources in Implementing Handball Learning During Practical Period

No	Questions	Name of the Preparatory School	Responses	
			GM	SD
1	Suitable handball field	Sire	2.1	0.9
		Asella	2.0	0.8
2	Water were available befor and after training	Sire	2.4	1.0
		Asella	3.5	0.9
3	Enough handball, net, whistle, cone and other practical work materials	Sire	1.8	0.8
		Asella	2.3	0.9
4	Suitable Clinic and room for changing clothes	Sire	1.6	0.7
		Asella	2.3	0.9

In response to tables 12 item 1 the mean value is 2.1 of Sire and 2.0 of Asella number one preparatory school. In the same item standard deviation is 0.9 of Sire and 0.8 of Asella preparatory schools. This shows inadequate handball field in the schools. In response to tables 12 item 2 the mean value is 2.4 of Sire and 3.5 of Asella number one preparatory school. In the same item standard deviation is 1.0 of Sire and 0.9 of Asella preparatory schools. This shows there is shortage of water facilities in the school. Even if there is water in the school, but the administrators are not volunteer to use the students after practice.

In response to tables 12 item 3 the mean value is 1.8 of Sire and 2.3 of Asella number one preparatory school. In the same item standard deviation is 0.8 of Sire and 0.9 of Asella preparatory schools. This shows that there is inadequate handball, net, whistle, cone and other practical work materials in the schools during handball practical period. In response to tables

12 item 4 the mean value is 1.6 of Sire and 2.3 of Asella number one preparatory school. In the same item standard deviation is 0.7 of Sire and 0.9 of Asella preparatory schools. This shows there is no adequate clinic and changing cloth room in both schools during handball practical activities.

Table 13: The Mean Value and Standard Deviation of Availability and Adequacy of Resources in Implementing Handball Learning During Theoretical Period

No	Questions	Name of the Preparatory School	Responses	
			GM	SD
1	Chalk board in the school is suitable	Sire	4.2	0.9
		Asella	3.5	1.0
2	Balanced number of Physical Education text book in the school	Sire	3.3	1.0
		Asella	3.5	0.9
3	Enough handball reference in the library	Sire	2.9	1.0
		Asella	2.8	0.8
4	Balanced number of teachers for teaching Physical Education subject.	Sire	2.7	1.0
		Asella	3.1	0.8

In response to tables 13 item 1 the mean value is 4.2 of Sire and 3.5 of Asella preparatory school. In the same item standard deviation is 0.9 of Sire and 1.0 of Asella preparatory schools. This shows that the availability of chalk board in these two preparatory schools is satisfactory. In response to tables 13 item 2 the mean value is 3.3 of Sire and 3.5 of Asella number one preparatory school. In the same item standard deviation is 1.0 of Sire and 0.9 of Asella preparatory schools. These shows the ratio of students to physical education text book are balanced. This indicates that PE text book was distributed to most of the student's satisfactorily in both selected preparatory schools.

In response to tables 13 item 3 the mean value is 2.9 of Sire and 2.8 of Asella number one preparatory school. In the same item standard deviation is 1.0 of Sire and 0.8 of Asella preparatory schools. This implies that reference books in the library related to PE subject were not satisfactory. In response to tables13 item 4 the mean value is 2.7 of Sire and 3.1 of Asella number one preparatory school. In the same item standard deviation is 1.0 of Sire and 0.8 of Asella preparatory schools. This implies that teachers for teaching Physical Education subject in Sire and Asella preparatory school were satisfactory.

Table 14: The Mean Value and Standard Deviation of Other Factors that Affecting the Implementation of Handball Learning

No	Questions	Name of the Preparatory school	Responses	
			GM	SD
1	The size of play grounds can serve large number of students in your schools	Sire	2.0	0.8
		Asella number-1	3.1	1.0
2	The teachers clarify the objectives of learning handball	Sire	3.0	1.0
		Asella number-1	3.1	1.0
3	The teacher gives constructive feedback to you.	Sire	3. 1	1.0
		Asella number-1	3.1	0.9
4	Teacher associate, relate and match the lesson with your real life experience.	Sire	2.9	0.9
		Asella number-1	3.0	1.0
5	There is enough time to actively involve students in practical class	Sire	3.0	1.1
		Asella number-1	3.0	1.0
6	Your participation in handball activities can not contribute for your health and improvement of the country.	Sire	3.0	1.1
		Asella number-1	2.9	1.1

In response to tables 14 item 1 the mean value is 2.0 of Sire and 3.1 of Asella preparatory school. In the same item standard deviation is 0.8 of Sire and 1.0 of Asella preparatory schools. This show the size of play ground was not serve large number of students. In response to tables 14 item 2 the mean value is 3.0 of Sire and 3.1 of Asella preparatory school. In the same item standard deviation is 1.0 of Sire and 1.0 of Asella preparatory schools. These shows the teachers clarify the objectives of learning handball but not implementing the objectives in to practice. Because lack of material availability.

In response to tables 14 item 3 the mean value is 3.1 of Sire and 3.1 of Asella preparatory school. In the same item standard deviation is 1.0 of Sire and 0.9 of Asella preparatory schools. This result indicates that most of the teacher has not given sufficient constructive feedback to the student. In response to tables 14 item 4 the mean value is 2.9 of Sire and 3.0 of Asella number one preparatory school. In the same item standard deviation is 0.9 of Sire and 1.0 of Asella preparatory schools. This shows the teacher associate, relate and match the lesson with thier real life experience which helps to the student's highly encouraged their success in handball theoretical and practical activities is not satisfactory compared with other discipline.

In response to tables 14 item 5 the mean value is 3.0 of Sire and 3.0 of Asella number one preparatory school. In the same item standard deviation is 1.1 of Sire and 1.0 of Asella preparatory schools. This show there is lack of time to actively involve students in practical class and to practice with their understanding. In response to tables 14 item 6 the mean value is 3.0 of Sire and 2.9 of Asella preparatory schools. In the same item standard deviation is 1.1 of Sire and 1.1 of Asella preparatory schools. These shows Students participation in handball activities can contribute for their health and improvement of their country.

4.6 The Interview Response by PE Teachers, Sport Experts , School Principals and Supervisors.

The idea of the interview obtained from PE teachers, sport expert, principals and school supervisors were nearly similar to the response of the students questionnaire, concerning about the implementation of handball learning with the availability of teaching material and facility. Most of the PE teachers in selected schools believed that:

- There is greater difference between the method of teaching, the materials availability and the recommended time period. The given 40(fourteen) minute period is not enough to give equal opportunity to all students to applying the techniques step by step.
- There are no enough handballs, goal net and other facilities for implementing handball practical lesson effectively.
- Most teachers in the sampled preparatory schools believe that the implementation of teaching handball lesson cannot consider the student in developmental level because, during practical period the training is not depend on the age, the skill, the performance and interest of the students. The main objective is how to show the techniques by forty minute (40') not depend on the progression of their performance. So, the given 40(fourteen minute) period is not enough to give equal opportunities to the students to applying the techniques step by step.
- There is no handball competition prepared in the intramural, interscholastic or at Wereda champion like other ball games. Even, when at zonal schools champion which held every two years Sire Wereda school was not participated by handball game rather than football, volleyball or athletics, because of budget limited. For these reasons Sire preparatory students were not interested to participate in handball practical lesson or training at all.

The interview also made with Asella and Sire wereda preparatory school principals, supervisors and sport expert concerning with the factors that affecting the implementation of teaching handball with the availability of teaching material and facility. As they responded as, there is a shortage of teaching sport facility and equipment so the concerned body should take responsibility. But, handball game is not familiar in our school compared with other ball games. The students are not get opportunities to join in club, to participating in zone or wereda champion like football, volleyball, athletics and other sport events. So, the students target is not more than to score a good result by handball lesson in the class. As a result their interest about handball game participation is decrease. Similarly, Sire Wereda and Asella City sport expert responded as, related to shortage of budget handball champion is not prepare in our wereda and there is no handball club in sire, and Asella preparatory school like other ball games but handball game is not need match resource compared with other ball games, we will plan to organize handball club for the future by discussing with our colleague.

Generally all teachers in the sampled preparatory schools believed that the implementation of handball learning in the school need a great consideration about training that they practice and training material, facility and equipment available in the school.

4.7 Presentation and Analysis of Data Obtained Through Observation

The analysis and presentation of the data collected through classroom and field observation are presented below. To fulfill the purpose of the observation, the researcher was observed totally 10 sections. That means 3 sections from Sire preparatory school and 7 sections from Asella preparatory school. The selection of the observed sections were based on simple random sampling (lottery method), because the researcher wants to give equal chance for each section to be observed. Accordingly, the 10 selected classes were observed one times each. Hence, a total of 10 observations were marked using the check list developed for the purpose. The observations were focusing on teacher- student interaction in relation to active learning, facility, teacher's and student's activities. The data based on the requirement of the classroom checklist were collected and analyzed in separate tables. The data obtained from classroom and field observation proved that the classroom condition/ play grounds such as handball field, Water facilities, Chalk board in the classroom, Clinic and room for changing clothes, Student PE text book, handball, net, whistle, cone and other practical work materials, Desk and chair in the class etc. Among these the major problems that observed are presented as follows:

In Sire preparatory school:

- There is no enough water facility during and after practical activities
- Have no shower in the school for the student
- Have no clinic and room for changing cloth before and after training in the school
- Inadequate necessary handball materials such as balls, cone and goal net.
- There is no handball club in the school but athletics, football and volleyball clubs are organized with planed training program.
- There is no specific handball field in the school

In Asella preparatory school:

- Have no shower in the school for the student
- Have no clinic room and changing cloth before and after training in the school

- There is no handball club in the school but athletics, football and volleyball clubs are organized with planed training program.
- There is no specific handball field in the school

Generally, the observation of researcher idea is the teachers were not use clear and appropriate teaching methods. As a result the students were not interested and need to perform the activity provided by their teacher because in my understanding the way they perform and its benefits are not clearly demonstrate. Actually the teachers face many problems. Some of them are the lack of training materials, the student background and other personal related factory like, lack of motivation, interest and lack of managing skill are some major problem that faces the teacher to use clear and appropriate teaching methods. It was very difficult to implement the teaching learning process concerning on handball lesson in a situation where there is lack of these resources and faclities.

4.8 Discussion

Results of the analysis were discussed in this section. Cronbach's alpha value was found to be 0.07 for Asella and 0.06 for sire preparatory shool respondents result and this value showed that the scale had high reliability level in this study. Balcikanli (2010) found Cronbach's alpha value as 0.08. This result is parallel to the researcher findings. Handball is a team sport in which players compete against each other and are in close contact during games. Despite this, athletes playing for a team reported higher scores than others. It can be said that playing for a team, participating in competitions can provide individuals an environment to learn sportsmanship, unless a reward is not the main concern.

The initiation stage (6–12 years old) is characterised by playing handball among other sports, enjoying handball but not thinking about a handball career. A local club with a safe environment, local tournaments, support from family, friends, and volunteer coaches help the players to explore the game and own abilities, to have fun, and to develop (so far) generalised athletic identity. But, handball game is not familiar in our area compared with other ball games the selected school student does not hint about training of hand ball at lower grade.

The development stage (13–18 years old) with three sub-stages (i.e. early youth, youth, and junior) is characterised by increased demands in handball practice and tournaments, and also at school and in social life. Many players receive signs that they are talented and decide to narrow their focus on handball (usually at youth) and begin to set handball related goals. Participation in the events organised by SHF (e.g. national tournaments, player education, national camps) and new resources provided by elite sports school (e.g. professional coaches) help players to gain competences, take prominent roles in their teams, and also to develop identity as handball players. At the same time, dual career difficulties and sacrifices in social life add to players' stress e.g. Brown et al. (2015).

The majority of the students 75(65.83%) are not enjoy and interested to participate in handball activities and the main factors that affects for the students intereste mostly were (45.83%) lack of materials in handball practical sessions Afewerki (2014). Similarly thise study indicate 15(68%) of Sire and 115(71.4%) of Asella preparatory school students were not get Suitable handball field for handball training. During practical period18(81.8%) of Sire and 90(55.9%) of Asella preparatory school students were not get adequate handball, net, whistle, cone and other necessary handball practical work materials. As a result, 9(40.9%) of Sire and 88(54%) of Asella preparatory school students were not interested to develop handball skills in their future. Thus the implementation of learning handball lesson cannot consider in developmental level of the students.

5. SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with summary, conclusion and recommendations made on the finding of the research.

5.1 Summary

The purpose of this study was to assessing the implementation of handball class in selected preparatory school of Asella City and Sire Wereda. To this end, descriptive survey research design was adopted to carry out the study. In addition, the study was utilized mixed method approach through collecting and analyzing both qualitative and quantitative data. In order to solve the mentioned problems the following basic questions were raised in the study:

1. How to give the teaching learning process of handball lesson in selected preparatory schools?
2. What is the attitude and interest of students towards the course of handball learning?
3. Do teachers' believe that the instructional materials are conducive for implementing active learning of handball lesson?
4. Does the selected schools have sufficient facilities for implementing active learning approach in handball lesson?

The study was used primary data sources. Data that are essential for the study were collected by using questionnaire, personal observation and interview as data gathering tools. The subjects of the study were PE teachers, students, sport experts, school principals and school supervisors. The samples were selected from the 2 preparatory schools by using stratified random sampling techniques. Students were selected to fill questionnaire through stratified random sampling. The Physical education teachers, the school principals, sport experts and supervisors were also selected by using purposive sampling technique to respond the interview. Out of the total number of questionnaires distributed to students, 175 (100 %) were properly filled, and returned thus used in the analysis of data. Both quantitative and qualitative data gathered through tools of data obtained were analyzed by using mean scores, frequency and percentage. The educational backgrounds of the sampled interview respondents were BA/BSC degree and MSC holders. From the total interview respondents 5 PE teachers and 2 sport experts were BA degree holders in PE. The rest were master holder.

After conducting the research the researcher get some problems those affect the students' performance on practicing and learning the handball lesson. To conduct these problems the researcher and his assistance were distributed questionnaires, interview and observation to the students, PE teachers, sport experts, principals and supervisors. After the data gathered the researcher were analyzed and interpreted the data and the following pertinant findings are identified:

- The given 40(fourteen) minute period per week is not enough to give equal opportunities for all students depending on the age, the skill, the interest and the progression of their performance.
- A minimum value of the school principals towards the student's participation in handball learning.
- There is no well organized handball club in both preparatory schools
- Handball competition held activities in the school and out of the school is not properly holding.
- The majority of students have low attitudes and not interested to learn handball. Because most of them feel that it's not planned for them and it has low attention given from lower principles up to higher administration
- School facilities and resources including playing area, water facility and room for changing cloth and hand ball training materials such as hand ball, goal net, cone, and other training materials are inadequate.

5.2 Conclusion

Education is the main means to employ resource in our natural environment. But there are problems which become obstacles to employ everything in our environment through handball learning. Based on the finding that obtained data collected through questionnaire, interview and observation the following conclusion were drawn:

- ✓ The student does not hint about training of handball at lower grade. As aresult the lack of experience and awernesas about the background and the rules of handball affect on the students practical session to improve the techniques and skills of handball game.
- ✓ There is inadequate handball, net, cone and other necessary handball practical work materials and facilities were affect on the interest and the need of students.
- ✓ The given time for practical period per week is not enough for the PE teachers to give equal opportunity for all students depending on their performance progression.
- ✓ Lack of motivation from the school administration and sport experts to organizing club in the school and preparing handball competition at different levels compared to other sporting events, and environmental influence in handball training session are the main factors.

5.3 Recommendation

The final outcome of any research is to come up certain recommendations. Based on the finding the following recommendation was put forwarded. .

- Giving relevant awareness and understanding to helps the student's participation in the practice of handball activities.
- The PE teachers should decrease the challenge of handball game by discussing with sport experts, school administration, students, solve the environmental influence and encouraging student to increase their participation by preparing hand ball competition and organizing club in the school like other ball games.
- The PE teachers, school administration should allocated budget to purchase handball materials, to construct handball field and give attention for motivating to prepare handball competition at Wereda and zonal schools champion like other ball games.
- To develop positive attitude of student; the handball teaching should be related to their needs and interest, should give attention and motivate the student according to their own needs participation in the practical and theoretical part of the handball lesson.

The shortages of period should be solved by discussing with concerned body. Generally the researcher applied the above methods to solve the problems that faced during in the teaching learning process and practicing the techniques of handball in the school. So the researcher recommended that the PE teachers, the societies, the school administration and sport experts should take responsibility to solve such problems in the environment in order to improve the performance of the students and their skills in handball game.

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7. APPENDICES

Appendix –I

7.1 Questionnaires for Grade 12 Preparatory School Students

Dear Students:-

This questionnaire is designed to collect information for research purpose only. Its objective is to assess your opinions a study on the problems of handball teaching and students interest in selected preparatory schools of Asella City and Sire Wereda. I kindly request you to give your genuine response for each of the questions. All information and data you provide will be used only for the purpose of this academic study.

It is not necessary to write your name in this paper

Thank you for your cooperation**.**

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

Name of the school _____

Sex _____

Grade level _____

Age _____

Region _____ Zone _____ Town _____Woreda/ kebele _____

Part One

Items related to the student interest and attitude in implementing handball teaching learning process. Using the rating scales below, please rate the following statements using a tick '√' mark. SDA=Strongly Disagree, DA=Disagree, UND = Undecided, A=Agree, SA=Strongly Agree

Table: 1 Active Learning Implementation Process of Handball

No	Items	SDA	DA	UND	A	SA
1	The average number of students to instructional materials is balanced for Physical Education practical classes					
2	You have a positive attitude towards learning handball practical and theoretical lesson compared with other ball games					
3	You have sufficient awareness about the background and the rules of handball.					

Table: 2 Handball Learning Implementation Related to the Teachers

No	Items	SDA	DA	UND	A	SA
1	The teachers highly encouraged to your success in handball theoretically and practical activities compared with other ball games					
2	Your participation, forwarding idea and self confidence is successful compared with other ball games					
3	You have interested to develop handball skills in their future					

Table: 3 Availability of Resources and Facilities in Implementing Handball Learning During Practical Period

No	Items	SDA	DA	UND	A	SA
1	Suitable handball field					
2	Water were available befor and after training					
3	Enough handball, net, whistle, cone and other practical work materials					
4	Suitable Clinic and room for changing clothes					

Table: 4 Availability and Adequacy of Resources in Implementing Handball Learning During Theoretical Period

No	Items	SDA	DA	UND	A	SA
1	Chalk board in the school is suitable					
2	Balanced number of Physical Education text book in the school					
3	Enough handball reference in the library					
4	Balanced number of teachers for teaching PE subject.					

Table: 5 Factors Affecting Implementation of Handball Learning

No	Items	SDA	DA	UND	A	SA
1	The size of play grounds can serve large number of students in your school					
2	The teachers clarify the objectives of learning handball					
3	The teacher gives constructive feedback to you.					
4	Teacher associate, relate and match the lesson with your real life experience.					
5	There is enough time to actively involved in practical class					
6	Your participation in handball activities can not contribute for your health.					

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

_____

Write if there is any additional idea about Availability and adequacy of Resources in implementing active learning of handball lesson

_____

_____

_____

Appendix –II

7.2 Interview Questions for Preparatory Schools PE Teachers

Dear Teachers: - The main purpose of this interview is to gather information for the study to investigate how to reduce the challenges of handball teaching and participating in the school. For this research to be effective, your kind and genuine response is highly appreciated.

Thank you in advance for your cooperation.

1. What is your opinion about student interests in handball activities both theoretically and practically?
2. Does your school participate in handball competition in any level?
3. Is there enough handball playing area during practical lesson?
4. How did students perceive the discussion, question and answering held in the classroom and practical work during handball lesson?
5. To what extent is the participation of students compared handball activities with other ball games.
6. What is your recommended number of students per class?
7. How often hold department meeting in relation to the teaching learning of handball lesson?
8. Is there a comfortable place for students where they can change their cloths wash their body, toilets and other necessary materials in your schools to make them participating in handball activities and enough water facility?
9. In your school, what are the major challenges that hinder the effective teaching learning process of handball?
10. What do you recommend to improve the teaching learning process of handball and to change student interest in your school?

Appendix- III

7.3 Interview Questions for Sport experts, the School principals and Supervisors

Dear: Interview questions for the school principals and supervisors.

The main purpose of this interview is to gather information for the study to investigat how to reduce the challenges of handball teaching and participating in the school. For this research to be effective, your kind and genuine response is highly appreciated.

Thank you in advance for your cooperation.

1. What are the major factors affecting for the implementation of teaching handball?

2. What do you suggest with regards to students activities and necessary materials for the teaching learning process of handball lesson?

3.Is there a comfortable place for students where they can change their cloths wash their body, toilets and other necessary materials in your schools to make them participating in handball activities and enough water facility?

4.Do you think that the society, family, school administration workers, teachers principals have the roles to motivate the participation of handball students in school and out of the school competition?

5.What do you suggest as a solution to those problems affecting handball teaching learning process?

6.Do you have additional comments or suggestions on the overall learning process handball in preparatory grade level?

7. Does handball championship prepare at any level similar to other discipline?

Appendix- IV

7.4 Observation Check List

N.B:- 1= Excellent, 2= Very good, 3= Good , 4= Poor

Name of the school _____

Region _____ Zone _____ Wereda/town _____ Kebele_____

Subject _____

Grade _____ No of class observed _____

Table: 6 Check List I Classroom/field Condition

No	Classroom/filed Condition	1	2	3	4
1	Adequate equipment and facilities in the school				
2	Is there sufficient sitting/field space for the student?				
3	Practical group work activity participation				
4	The class size/field suitable?				

Table: 7 Check List II. Teacher's Activity

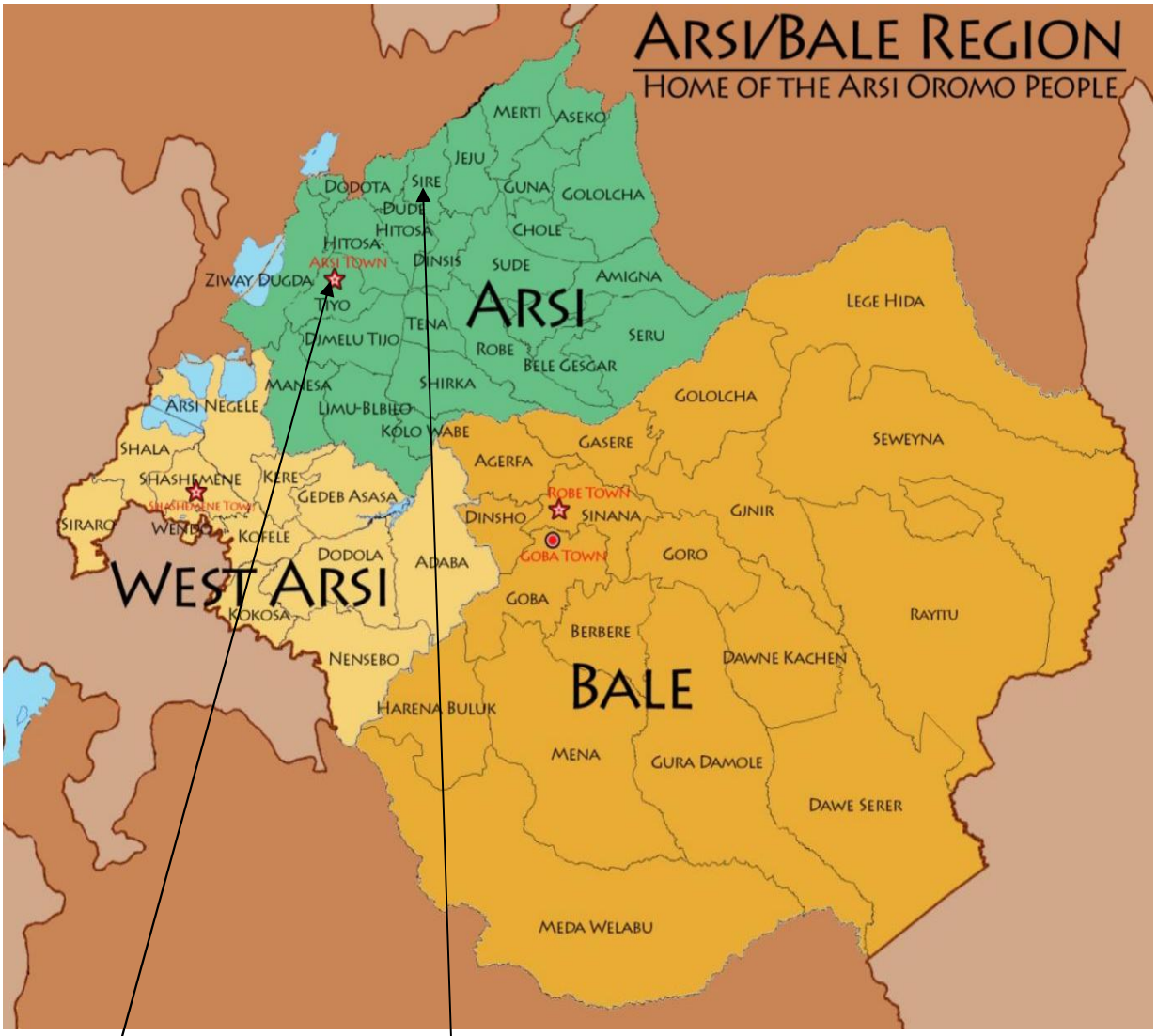
No	Teachers Activity	1	2	3	4
1	The ability of the teacher to relate the students' skill and knowledge with the training of the handball lesson				
2	Method of teaching that the teacher used to make the lesson attractive and participative.				
3	The techer encouraging students to become active participant				
4	The ability of teacher to provide expected in depth and diverse hand ball training with the need and interest of students				

Table: 8 Check List III. Activity of Students During the Lesson

No	Student Activity	1	2	3	4
1	Students are discussing in problem solving activities				
2	Participation of students towards the theoretical and practical part.				
3	Students are practicing handball game				

Appendix-V

7.5 Map of Study Site



From Wikipedia, the free encyclopedia: https://en.wikipedia.org/wiki/Asella

Figure: 1 Map indicating Arsi zone Asella town and Sire Wereda (indicated by arrow)

Source: Oromia National Regional State, Office of the President