

**CHALLENGES OF FEMALE STUDENTS' PARTICIPATION IN
HANDBALL CLASS IN YEJUBE PREPARATORY SCHOOL, BASO
LIBEN WOREDA, EAST GOJJAM ZONE, AMHARA REGIONAL
STATE, ETHIOPIA**

MEd THESIS

ZELALEM GETNET GUADIE

MARCH 2019

HARAMAYA UNIVERSITY, HARAMAYA

**Challenges of Female Students' Participation in Handball Class in Yejube
Preparatory School, Baso Liben Woreda, East Gojjam Zone, Amhara
Regional State, Ethiopia**

**A Thesis Submitted to 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**

Zelalem Getnet Guadie

March 2019

Haramaya University, Haramaya

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

As thesis research advisors, we hereby certify that we have read and evaluated this Thesis entitled: *“Challenges of Female Students’ Participation in Handball Class in Yejube Preparatory School, Baso Liben Woreda, East Gojjam Zone, Amhara Regional State, Ethiopia.”* prepared by *Zelalem Getnet Guadie*. We recommend that it can be submitted as fulfilling the thesis requirement.

Desta Enyew (PhD)

Major Advisor

Signature

Date

Abinet Ayalew (PhD)

Co-Advisor

Signature

Date

As members of the board of Examiners of the Master of Education, Thesis Open defense Examination, we certify that we have read and evaluated the Thesis prepared by Zelalem Getnet Guadie and examined the candidate. We recommend that the Thesis be accepted as fulfilling the Thesis requirement for the degree of Master of Education in Teaching Physical Education.

Name of Chairperson

Signature

Date

Name of Internal Examiner

Signature

Date

Name of External Examiner

Signature

Date

DEDICATION

This thesis is dedicated to my father Getnet Guadie for his constant physical, emotional, and financial support throughout my educational career and life.

STATEMENT OF THE AUTHOR

By my signature below, I declared and affirm that this Thesis is my genuine/own work and that all sources of materials used for the thesis have been dully acknowledged. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and compilation of this Thesis.

This thesis has been submitted in partial fulfillment of the requirement for the MEd degree in Teaching Physical Education at Haramaya University. I solemnly declare that this thesis is not submitted to any other institution anywhere for the award of any academic degree, diploma, or certificate.

Brief quotations from this Thesis are allowed without special permission if accurate acknowledgment of source is made. Requests for permission for extended quotations from or reproduction of this Thesis in whole or in part may be granted by the head of the major department of the dean of the Postgraduate Program Directorate when in his or her judgment the proposed use of the material is in the interest of scholarship. In all other instance, however, permission must be obtained from the author of the Thesis.

Name of Author: Zelalem Getnet Guadie

Signature: _____.

Department: Sport Science

Date of submission: _____.

BIOGRAPHICAL SKETCH

The Author was born in April 30, 1992 in East Gojam Zone, Amhara Regional State. He started his elementary education at Den primary school and he attended his secondary and preparatory education at Yejube preparatory and senior secondary school.

Then he joined Bahir Dar University, Academy of Sport Science in 2010 and graduated with Bachelor of Degree in Sport Science (BSc) in 2012.

Soon after, he joined Bahir Dar University for learning pedagogy of teaching physical education and he was employed as a health and physical education teacher in Yejube Preparatory and Senior Secondary School. After three years of service, he joined Haramaya University, Department of Sport Science for perusing his MEd in Teaching Physical Education in 2016.

ACKNOWLEDGEMENTS

First and for most I would like to express my special thanks and sincere appreciation to my major Advisor Dr. Desta Enyew and co-advisor Dr. Abinet Ayalew for their constructive suggestions, critical comments, continuous support and scholarly advices that have shaped this thesis immovably without his proper guidance, the study would never have seen in the light of today.

I would also like to extend my gratitude to Minster of Eduction for sponsoring my MEd study. I offer my sincere appreciation to my beloved friends Ato Wubliker Abebaw and Tagele Demilew for their constructive comments and suggestions on this study from the designing of the research proposal up to its completion. And I would like to thank my parents for their valuable support and encouragement, blessing and love which has always been a source of inspiration and strength in accomplishing this academic task.

I would also like to thank all my research participant of Yejube Preparatory School for their willingness in providing valuable information and support to undertake this study. Without their assistance, it would difficult to be realized in its present form.

Last but not least, I offer to my grand's to all those who supported me in any respect in completion of the study.

ACRONYMS AND ABBREVIATIONS

AAHF	Addis Ababa Handball Federation
CSA	Central Statistical Agency
EHF	Ethiopian Handball Federation
IAHF	International Amateur Handball Federation
IHF	International Handball Federation
IRERC	Institutional Research Ethics Review Committee
P E	Physical Education
PR	Principals Response
TR	Teachers Response
YMCA	Young Men's Christian Association

TABLE OF CONTENTS

DEDICATION	iv
STATEMENT OF THE AUTHOR	v
BIOGRAPHICAL SKETCH	vi
ACKNOWLEDGEMENTS	vii
ACRONYMS AND ABBREVIATIONS	viii
TABLE OF CONTENTS	ix
LIST OF TABLES	xii
LIST OF TABLES IN THE APPENDIX	xiii
LIST OF FIGURES IN THE APPENDIX	xiv
ABSTRACT	xv
1. INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statement of the Problem	2
1.3. Scope of the Study	3
1.4. Significance of the Study	4
1.5. Objectives of the Study	4
1.5.1. General Objective	4
1.5.2. Specific Objectives	4
2. REVIEW OF RELATED LITERATURE	6
2.1. Introduction	6
2.2. Definition of Physical Education	6
2.3. History of Physical Education	7
2.4. The Roles and Objectives of Physical Education	8
2.5. Modern History of Handball	8
2.6. History of Handball in Ethiopia	10
2.7. Handball in School	11

TABLE OF CONTENTS (Continued)

2.8. Characteristics of Handball	11
2.9. Effective Teaching in Handball	12
2.10. Females' Participation in Sport	14
2.11. Major Challenges on the Teaching Learning Process of Handball	15
2.12. Challenges Affecting Female Participation	16
2.12.1. Challenges Related to Teachers	17
2.12.2. Challenges Related to Parents	17
2.12.3. Challenges Related to School Environment	18
2.12.4. Challenges Related to Students Behavior and Interest	18
2.12.5. Challenges Related to Socio-Culture	19
2.12.6. Challenges Related to Facilities in the School	19
2.12.7. Challenges Related to Class Size	20
3. MATERIALS AND METHODS	21
3.1. Description of the Study Area	21
3.2. Research Design	21
3.3. Data Sources	22
3.4. Population of the Study	22
3.5. Sampling Techniques and Sample Size	22
3.6. Data Collection Instruments	23
3.6.1. Questionnaire	23
3.6.2. Interview	24
3.6.3. Observation	24
3.7. Data Collection Procedure	24
3.8. Methods of Data Analysis	25
3.9. Ethical Consideration	25

TABLE OF CONTENTS (Continued)

4. RESULTS AND DISCUSSIONS	26
4.1. Interpretation and Analysis of Female Students Response on Closed Ended Questionnaires	28
4.2. Interpretation and Analysis of PE Teachers Response to the Closed Ended Questionnaire	38
4.3. Interpretation and Analysis of Data Obtained from PE Teachers and Female Students with Observation Checklist	42
4.4. Interpretation and Analysis of Data Obtained from PE Teachers and School Principals through Semi Structured Interview Questions	44
5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	48
5.1. Summary	48
5.2. Conclusions	49
5.3. Recommendations	50
6. REFERENCES	52
7. APPENDICES	57
Appendix –A. Questionnaire to be Filled by Female Students	58
Appendix- B. Questioniar to be Filled by PE Teachers	59
Appendix- C. Obeservation Checklist Female Students and Teachers	61
Appendix- D. The Interview to be Answered by PE Teachers and School Principales	62
Appendix-E. Mape of the Study Site	63

LIST OF TABLES

Table	Page
Table 1: Background of Female Students	26
Table 2: Background of Physical Education Teachers and Principals	27
Table 3: Female Students' Response on Teacher Motivation and the Main Challenges on Handball Participation.	28
Table 4: Attitude and Participation of Female Students in Handball Class	29
Table 5: Time Allocations for Handball	30
Table 6: Teachers Demonstration Ability in Handball Lesson	30
Table 7: Good Relationship Between Physical Education Teachers and Female Students	31
Table 8: To Improve Female Students' Participation Physical Education Teachers Should Give Handball Training	31
Table 9: The Adequacy of Ball and Other Fundamental Handball Materials in the Handball Practical Session	32
Table 10: Your Participation in Handball Lesson without Being Absent	32
Table 11: Opinion of Respondents on School Environment Related Factors	33
Table 12: Opinion of Respondents on Teacher Related Factors	34
Table 13: Collaboration of School Principals and Teachers to Organize Sport Programs in the School	35
Table 14: Ways of Learning Handball in their Grade Level	36
Table 15: View of Respondents on School Community and Parents Related Factors that Affect Student's Participation	37
Table 16: Female Student's Interest and Motivation Factors and the Extent to which they Come on Time in the Field During Handball Practice	38
Table 17: View of Respondents on Time Allocation, Student- Class Ratio and Attitude of Female Students on Handball Learning	39
Table 18: View of Respondents on Teachers Related Issues	40
Table 19: View of Respondents on School Related Issues	41

LIST OF TABLES IN THE APPENDIX

Table	Page
Table 1: Observation Checklist for Female Students and Teachers	61

LIST OF FIGURES IN THE APPENDIX

Appendix Figure	page
1. Map of the Study Site	63

**Challenges of Female Students' Participation in Handball Class
in Yejube Preparatory School, Baso Liben Woreda, East Gojjam Zone,
Amhara Regional State, Ethiopia**

ABSTRACT

The main objective of this study was to investigate a study on the challenges of female student participation in handball class in Yejube Preparatory School, Baso Liben Woreda, East Gojjam Zone, Amhara Regional State Ethiopia. From the total of 340 grade 12th female students, 184 female students were selected by using simple random sampling technique and 3 subject teachers and 2 school principals were selected by using available sampling techniques. The study was carried out with descriptive survey method and both qualitative and quantitative approaches were used to analyze the information that was collected using different instruments from different sources. The major finding indicated that economy and attitude influence, lack of materials, family and peer influence, and culture were the major challenges that result in low participation of female students. Female students have low attitude and interest towards handball learning and they didn't study handball like other subjects. Therefore, based on the findings of the study, it is recommended that to allow female students to participate in handball learning the school should prepare and have adequate material and facilities for handball lesson; the school community and parents would support and encourage female students. PE teachers would create relevant awareness, encourage and motivate female students.

Key words: Handball, Challenges, Physical Education, Female Students

1. INTRODUCTION

1.1. Background of the Study

Handball also known as team handball or Olympic handball, is a team sport in which two teams of seven players each (six field players and one goalie/goal keeper) pass a ball using their hands with the aim of throwing it in to the goal of the other team. A standard /official match consists of two periods of 30 minutes, separated by an intermission of 10 minutes and the team that scores more goals is declared as winner. Modern handball is played on a court 40 by 20 meters with a goal in the center of each end. The goals are surrounded by a 6-metre zone where only the defending goalkeeper is allowed; the goals must be scored by throwing the ball from outside the zone or while "diving" into it. The sport is usually played indoors, but outdoor variants exist in the forms of field handball. The game is quite fast and includes body contact, as the defenders try to stop the attackers from approaching the goal (Team Handball, 2013).

Team handball was founded at the end of the 19 century in the northern parts of Europe, specifically in Germany and in Scandinavia. It was played with seven players per team on an indoor field, in other parts; it was played outdoors with 11 players per team. Most describe the sport as a cross between basketball, hockey, soccer, and water polo. The modern set of handball rules was published in 1917 in Germany and had several revisions since. The first ever international handball game where played under these rules for men in 1925 and for women in 1930. The amateur handball federation was formed with 11 countries in 1925, and an Olympic committee was formed in 1936 in Berlin. Interests in the sport grew rapidly during these early years and the international handball federation (IHF) was formed in 1946 with 54 nations and as of 2016, has 197 member federations. Handball as an international sport was organized by the international Olympic committee in 1965, and it was included as a new Olympic event for men in 1972 at Munich and for women in 1976 at Montreal. Hand ball is now permanent Olympic event for both men and women (Herb, M, 2014).

The game of handball was introduced to Ethiopia during the 1967 via university instructors. After two years, participants consisting of members from the police, military forces and various sections /organs have been provided with the relevant course on the subject sport, the arrangement of which firstly laid the ground for frequenting the said sport among the countries citizens. The EHF was established in 1969. One year's later 10 clubs were established. The AAHF was formed in 1993 under the Addis Ababa sport commission. Then Ethiopian championship competition were organized and conducted in the case of which Ethiopia has been accredited as one of the international handball federation members in 1971. And the number of women clubs was only ten from 1975 up to 1982. However, starting from 1982 to 2011 the practice and the popularity of handball in Ethiopia had been significantly lowered and this was the time such sporting practices were treated with a high frigidty (Addis Ababa Sport Commission Website, 2014).

As indicated in the above short history, there has been given no focus for the development of Ethiopian handball especially for women. This may affect the sport development to spread out throughout the country and also may affect the participation of females in handball lesson in the school. The researcher tried to assess ways of practicing handball at school and explore the challenges that hinder the participation of female students in Yejube Preparatory Schools, Baso Liben Woreda, East Gojjam Zone, Amhara Regional State, Ethiopia.

1.2. Statement of the Problem

Students in Ethiopia have received several years of physical education teaching. Physical education has been given as a vital and unique subject among all, it is because of that provides movement as a primary means to give the lesson. Handball game is one part of physical education program that can be performed by boys and girls at different age levels. Handball is focused on the development of mental, social, intellectual, physical, emotional and acquisition of knowledge and development of attitude through movement to contribute the education process. Different researchers and concerned bodies showed that females can have a low participation record towards handball. This is may be resulted from lack of interest or motivation on the side of student, physical education

teachers, class size, students personal and family back ground ,the time allotted for the subject or with other certain reasons. On the other side physical education teachers and instructors are expected to have great experience in their work with children and female students in order to accomplish the teaching learning process. Even if different researchers were tried to explore the challenges that affect the participation of students in learning handball, they miss the school environment and the peers' related challenges. So to fill the gap the researcher of this research is initiated to explore additional challenges like school environment and peer related challenges and try to examine the above challenges really hinders the participation of female students in handball learning in Yejube Preparatory School of Baso Liben Woreda, East Gojjam Zone, Amhara Regional State and suggest possible solutions regarding with that of the identified challenges. Therefore, the study would attempt to answer the following research questions:

1. What are the major challenges that affect female students' participation in handball?
2. What is the major role of PE teachers for effectiveness of female student's participation in handball?
3. What is the attitude of female students towards handball learning?
4. What should be done to improve female students' participation in handball class?

1.3. Scope of the Study

It is difficult and unmanageable to conduct research on the problems of handball teaching and student interests in many preparatory schools because of resource, time and other constraints. Therefore, this study was confined in its scope to Yejube Preparatory School of Baso Liben Woreda. Additionally the study also delimited only to assess the major challenges of female students participation in handball class. So to this affect the study delimited grade 12 female students, PE teachers, and the 2 school principals as population of the study.

1.4. Significance of the Study

The finding of the study would contribute to identify the major challenges that affect female students' participation in handball learning. Therefore, the outcome of the study had be seen as useful to contribute for making effective participation and development towards handball for female students in Yejube Preparatory School of Baso Liben Woreda. So to this effect the significance of the study are:

- ✓ To provide information on what will be expected from female students, teachers, school and communities for young generation.
- ✓ It will help physical education teachers, to follow effective way of conducting physical education classes while they are dealing with handball activities by informing policies and practices.
- ✓ It is expected to minimize challenges of students learning fundamental handball activities.
- ✓ It will contribute the interest of female students to the teaching learning process of handball in the preparatory school.
- ✓ This study will show the obstacles of handball teaching and the attitude of female students.
- ✓ It will generate information on the challenges of handball which hinder in teaching and practicing of the techniques, tactics and rules.

1.5. Objectives of the Study

1.5.1. General Objective

The General Objective of the Study is to:

- Assess the challenges that contribute to the low participation of female students in handball class in Yejube Preparatory School of Baso Liben Woreda, East Gojjam Zone, Amhara Regional State Ethiopia.

1.5.2. Specific Objectives

The Specific Objectives of the Study are:

- To identify the major challenges that hinder female students' participation in teaching learning process of handball content.
- To examine the main role of physical education teachers for effectiveness of female student's participation in handball.
- To identify female students' attitude towards learning handball activities.
- To recommend some possible solution to the problem of female student participation in handball learning in schools.

2. REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter is organized to include the findings of past researchers' and how various scholars have look at the problems of participation of females in handball learning.

2.2. Definition of Physical Education

Education is the purpose full process for effectively on all sided interests of human being. The aim of a given education is important of physical capacity of man and critical for such improvement as the health condition, working capacity and creative longer life of the people (Choudhuri, 2005).

Physical education cannot be defined in a very few words which means it has many definitions defined by different scholars. Physical education is the sum of person physical activities selected as a kind and conducted as to outcomes. Explained his definition as when minds and body more thought of the physical need understanding of the nature of human organism (Jesse and William, 2005).

Physical education is the phases of total process of education which is concerned with the development, utilization of the individuals voluntarily, purposeful movement, and emotional capacity and with directed mental and social response. Physical education is by which changes in the individual are brought about through movements, experiences, and aims not only physical development but also with education of the whole person through physical activities. It describes, analyzing, facilitating and examines the effect of movement and attends to both mind and body (Chappell, 2001).

Physical education is the systematic ways to develop man physically, emotionally and socially through the medium of physical activity. Physical education is a learning process designed to foster development of motor skill, health related fitness and attitude. Physical education involves physical and mental wellbeing (Ann Jewett, 2009).

2.3. History of Physical Education

The history of physical education frequently shows a pattern of military, social, and political influence. Athenian Greeks came to the fore front in the era 700 to 600 BC With their quest for physical and intellectual perfection. Athenians honored the gods of Olympus, especially Zeus, with the first Olympic Games. Many historians regard Athenian culture as the height of early physical education, but like their Chinese predecessors, the Athenians felt the competing influence of intellectualism. The middle ages saws the fall of the Roman Empire brought about a denial of physical activity for anything other than manual labor. In 19th century Europe, Sweden and Germany developed systems of gymnastics that were adapted internationally with Germany building the first in door gymnasium. Physical education fulfilled a political role in early 20th century Russia after the rise of communism. Physical fitness helped insure military strength, productivity, and nationalism. Sports were viewed as a way of achieving international fame. The (YMCA) opened its first American chapter in 1851. Many sports gained in popularity around this time (Daryl Siedentop, 2007).

"Historically, physical education programs focused on teaching children and youths in the school setting. The expansion of physical education beyond its traditional realm to non-school settings and people of all ages requires a more inclusive definition to encompass the diversity of programs and the wide range of goals achieved by participants." Siedentop asserts that "there is probably less agreement today on the basic meaning of physical education than there has been at any time in our education than there has been at any time in our professional history". However, he states that the mostly widely accepted meaning for physical education is based on the developmental model. This model is based on the belief that all school subjects, including physical education, should contribute to the development of the whole child. Carefully structured physical activity is recognized as a means through which educational goals can be achieved. Physical education uses physical activity to enhance the development of the whole person since the early 1970s; there has been an enormous interest in the scholarly study of sport (Daryl Siedentop, 2007).

2.4. The Roles and Objectives of Physical Education

The five objectives of physical education are:

- Physical or organ development.
- Mental/ emotional development
- Neuromuscular development.
- Social development
- Spiritual development

Physical education have a great contribution to the development of social competencies, promoting physical growth, development and maintenance, emotional development, to provide health and to establish balance between work play exercise, rest, recreation and relaxation in daily living. In general, the role of physical education is:

- To help children move in a skill full and effective manner in all the selected activities in which they engage, in the physical education program and also those situations that they will experience during their life time.
- To develop participation of movement in children and youth, so that their lives will become more meaning full, purposive and productive.
- To develop an understanding and appreciation of certain principles concerned with movement that relate to such factors as time, space, force and mass energy relationships.
- To develop through the medium of games and sport better interpersonal relationships
- To develop the various organic systems of the body, so that they will respond in a healthy full way to the increased demands placed on them (Nixon, 2001).

2.5. Modern History of Handball

The real handball started with the same rules and regulations in Germany, before Germany the exact organ of court handball played by Greek and Roman in the school. An international handball match for the first time was played in Germany. It was highly popular among country, but after some years the participant countries developed and

used the modern handball and regulation and a head than Germany in the Olympic Games (Herb, M. 2014).

The team handball game of today was codified at the end of the 19th century in northern Europe primarily in Denmark, Germany, Norway and Sweden. The first written set of team handball rules was published in 1906 by the Danish gym teacher, lieutenant and Olympic medalist Holger Nielsen from Ordrup grammar school north of Copenhagen. The modern set of rules was published on 29 October 1917 by Max Heiser, Karl Schelenz, and Erich Konigh from Germany. After 1919 these rules were improved by Karl Schelenz. The first international games were played under these rules, between Germany and Belgium for men in 1925 and between Germany and Austria for women in 1930. Handball is a team sport in which two teams of seven players each (six outfield players and a goalkeeper on each team) pass a ball to throw it into the goal of the other team. A standard match consists of two periods of 30 minutes, and the team that scores more goals wins. Modern handball is played on a court 40 by 20 meters with a goal in the center of each end. The goals are surrounded by a 6-metre zone where only the defending goalkeeper is allowed; the goals must be scored by throwing the ball from outside the zone or while "diving" into it. The sport is usually played indoors, but outdoor variants exist in the forms of field handball. The game is quite fast and includes body contact, as the defenders try to stop the attackers from approaching the goal. Goals are scored quite frequently; usually both teams score at least 20 goals each, and it is not uncommon for both teams to score more than 30 goals. The game was codified at the end of the 19th century in northern Europe, chiefly in Scandinavia and Germany. The modern set of rules was published in 1917 in Germany, and had several revisions since. The first international games were played under these rules for men in 1925 and for women in 1930. Men's field handball was first played at the 1936 Summer Olympics in Berlin, and the next time at the 1972 Summer Olympics in Munich, and has been an Olympics sport since. Women's team handball was added at the 1976 Summer Olympics (Team Handball, 2013).

Modern handball is a fast game, characterized by incredible athletic performances by athletes. In fact, modern handball players are able to perform many different moves like jumping, running, change of directions and technical movements in very short time and

with an order determined by the tactical situation. Players run with and without the ball, in line and with different paths, jumping, throwing, passing and receiving in motion or during flight represent the technical characteristics of a modern top handball player. Then, to excel at the highest levels, it is important that training methodologies are developed on simple basis specificity (IHF, 2013).

International handball match for the first time was played in Germany. It was highly popular among others country, but after some years the participant countries develop and used the modern handball and regulation and a head than Germany in the Olympic Games. The International Handball Federation (IHF) is the administrative and controlling body for international handball. In 1926, the Congress of the International Association Athletics Federation nominated a committee to draw up international rules for field handball. The International Amateur Handball Federation (IAHF) was formed in 1928, and the International Handball Federation was formed in 1946 (IHF, 2013).

The International Handball Federation organized the men's world championship in 1938 and every 4 (sometimes 3) years from World War II to 1995. It is the highest governing body. The International Handball Federation was formed in 1946, and as of 2013 has 174 member federations. The sport is most popular in continental Europe, whose countries have won every single medal in men's world championships since 1938, and all women's titles until 2013, when Brazil broke the series. The game also enjoys popularity in Far East, North Africa and Brazil. Since the 1995 world championship in Iceland, the competition has been every two years. The women's world championship has been played since 1957. The IHF also organizes women's and men's junior world championships. By July 2009, the IHF listed 166 member federations approximately 795,000 teams and 19 million players (Didactics of handball, 2002).

2.6. History of Handball in Ethiopia

The game of handball was started in Ethiopia in Addis Ababa University in 1960. The Ethiopian handball game was introduced by physical education teachers in Addis Ababa University. Today the game of handball has been spread throughout the school in Ethiopia. It has become one of the popular sports in our country interschool sport competition and national federation. Although it has long since the handball was

introduced in Ethiopia, the understanding and actual under taking of the people in general and the young generation in particular to be success full as a professional in handball game is very low. Participation of students at the school is very weak for various reasons such as culture, religion, family influence, low devotion of sport science teacher's etc. for the game and which contribute for unsuccessful life in handball game at national level in general and in the school particular.

The Ethiopian Handball Federation (EHF) founded in 1962EC, despite its long journey and effort that have been made as compared to other ball games. The handball game is less popular and less development. This due to the fact that the number of clubs in the country has been decreasing over the past year: our performance in the international competition has not been satisfactory and insignificant. The reason for the low development of this type of sport are said to be: shortage of trained man power, less finance allotted to this sport and less attention given to this sport (Addis Ababa Sport Commission Website, 2014).

2.7. Handball in School

Many children participating in sport for a variety of reason for involvement, some of the reasons are for fun, for playing with the friends and to win the game, to play as part of a team and also to learn new skills.

Physical education teachers should introduce handball to the pupils. Pupils should have the opportunity to play handball and learn basic handball skills, and be evaluated based on their improvement and knowledge. Handball is part of the official school list and pupils should have the opportunity to play handball in their school once a week. Unfortunately, handball sport is not present as it should be. There are a few schools including handball in the curriculum (Milan Petronijevic, 2010).

2.8. Characteristics of Handball

In the ancient time mostly used for recreational activity, physical preparation, physical fitness, even if it was not rules and regulations designed. The modern characteristics of handball are: the rules and regulations are designed, is a dynamic movement, One of the

permanent Olympic Games, Play by both male and female, It increases to adopt the rules and regulation, it enhance interest and confident, It has high performance and played in door, One handball player can play in volleyball and basketball, The handball goal keeper is more appropriate to the football game goal keeper, The handball can be taught in a small area, For the competition of handball use gymnasium and It has individual better performance (Mebrahtu, 2005).

“Outstanding programs and exemplary teachers provide direction for young professionals seeking to provide their student's with quality physical education" the teachers efforts are coordinated and focused on fulfilling their programs mission. These teachers reflect a strong commitment for 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 about physical education and it's contribute to the total development of the individual and what actually happens in handball class. Students achieve in handball and are excited about their accomplishments furthermore, these students communicate in positive image of handball to their parents, school, and community. Handball teachers involved in the programs, serve as positive role models for students to be efficient. They are excited about teaching, are genuinely concerned about their students as well as their achievements, and put fourth that extra effort so often makes a difference they are committed to excellence (Deborch Wuest, 2004).

2.9. Effective Teaching in Handball

Physical education teachers need to implement effective teaching methods, because applying effective teaching method in the content handball may provide for improvement of female students participation in learning handball. Educating girls has benefits not just for themselves but for their families, communities and countries. With a quality education, girls can make informed choices, improving their country's social and economic wellbeing by promoting the health and welfare of the next generation (Ontario, 2010).

Communicating in a good manner with female students is especially important at the beginning of units and during the lesson because presenting the content would increase students' participation, since each student has different needs and interests, the more

relevant and meaningful benefits present, the more students will be creative. “Teaching can be defined as those interactions of the teacher and the learners that make learning more successful. Although it is possible for learning to occur without a teacher’s involvement, it is generally accepted that teachers facilitate the acquisition of knowledge skills, and attitude” (Wuest Bucher, 1999).

During handball lesson physical education teachers who are effective use a variety of pedagogical skills and strategies to ensure that their students are appropriately engaged in relevant activities a high percentage of the time, hold positives expectations for their students, and create and maintain a classroom climate that is warm and nurturing. Checking for understanding is a quick way to know that the teacher is communicating the instruction with his students in clear manner. In order to point out the basic types for checking for understanding are: recognition check, verbal check and performance check. In order to give handball lesson for female students clearly fully get attention from them during the practical time, the physical education teachers should demonstrate according to the condition of the learners with may help to enhance female participation level and increase their interest and motives (Wuest Bucher, 1999).

The identification of possible factors which contribute to female students overall participating towards handball has varied. As the activity is very fast and intense, it requires a good physical preparation, so the competitors playing handball have a good physical ability because all the body’s muscles are involved in a game and permanent motion where all the joints of upper and lower limbs work. So it indicates that it requires a hard ship and strong work in handle all movement and activity ([http://www.Supportrealteachers .org/](http://www.Supportrealteachers.org/)).

Demonstration plays a significance role in achieving the objective of health and physical education. If demonstration employed wisely physical education teachers can increase the effectiveness of the lesson by maximizing the students conceptualization of the nature of the skill, thereby enhancing student learning. Demonstrations' in physical education are both motivational and instructional. Seeing a specific skill or combination of skills in action can motivate the students to want to learn the skill or combination of skills. Breaking the skill down instructs the students on how to perform the skill.

Effective demonstration incorporates memorable cues that remind students of the skill's key components. Congruent feedback is another effective teaching strategy. Feedback should match the cues that were giving and be specific to each student. Feedback can also be given using the sandwich approach tell them one thing they did well, one thing to improve, and end with another positive comment. Therefore in handball lesson theoretical issues are presented in class rooms for students, it is practical proved that students get the most out of them when they are supported by teaching materials (Wuest and Lombardo, 2005).

2.10. Females' Participation in Sport

Regardless the number of women and girls accounts for more than half of the world's population and although the percentage of their participation in sport varies between countries, in every case it is less than that of men and boys. However, it can be anticipated that due to socio-economic and social development status, the participation of females in sport is not comparable in the developing and developed world (Bailey *et al.*, 2005; Messner, 2002).

In the developed world there has been a remarkable move in the discourse from requesting "gender equity in sport", to pushing "sport for gender equity". This paradigm change goes beyond including women in different sport activities. This shift describes gender equity as an objective in sport for development initiatives, rather than simply promoting the participation of women and girls in sport (Marianne, 2005; Saavedra, 2008).

The participation of females in different sporting activities increasing from time to time and the involvement of women in sport is a method of empowering women from a broad and diverse set of backgrounds (Hargreaves, 2002).

The increase in female participation has significant implications for the status of women globally. Because, females participation in sports is integrated to the totality of relations of culture power which include those between men and women; those between different groups of women; and those which are tied to economic, political and ideological

relations of power (Chappell, 1999; Claussen, 2008; Coleman *et al.*, 2008; Hargreaves, 2002).

Several studies showed that, participation in sports provides women an opportunity to form friendships and intensify peer networks and to engage in more frequent and meaning full contact with peers (Chalabaev *et al.*, 2012; Collins and Kay, 2003; Greendorfer *et al.*, 2002).

Thus, team membership can offer girls a chance to learn how to communicate, cooperate, and negotiate on and off the playing field. Being belonging to a publicly recognized team of sport offers a valuable sense of affiliation and it provides girls with their own space, both physically and mentally (Chalabaev *et al.*, 2012).

2.11. Major Challenges on the Teaching Learning Process of Handball

Challenge is one of the major obstacles in teaching learning process of handball. And handball is a part of physical education programs that advantage, disadvantage and the problem in all respects equally. The physical education programs in the secondary school have been criticized by the public and professionals. Criticism has focused on the worth of the subject matter, the outcomes realized, and the manner in which the program is conducted and its contribution to education of student.

Teaching the subject makes teachers and students being physically active and smart but there are problems with physical education teachers having too many classes to teach in a week/day and very large classes that makes so difficult to determine the teaching strategies and methods especially at the secondary level. Sometimes there is a lack of respect from others about the profession of physical education. Therefore, the strategies and other important things are mentioned in handball positively for the effective teaching learning process task to be accomplished (West Deborach, 2004).

There might have been so many problems that hinder handball teachers to not implement the teaching and learning process effectively. Lack of proper facilities could be one problem for physical education teacher to teach handball lesson. Physical education learning experience becomes more memorable through the proper use of supplementary

teaching aid; each teacher should have a variety of good instructional materials and teaching equipment. All such materials should assist female students to learn and should not be used as means of entertainment where properly used such aids can increase the depth and speed of teaching learning activity with handball lesson. Also he describes that any discussion of classroom organization must begin with some attention to resources and facilities that specific set up demands for its implementation. When there is no lack of equipment and materials that appear geographically to the understanding of the people, teaching cannot be challenged indeed. In some high schools the shortage of facilities are very real. They also explain that there remain many communities and institutions with the most limited facilities. On the influence that shortage of facilities can play claim they further suggests, when facilities are lacking or merge as in innumerable schools, then 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 (Azeb, 1998).

Time allotment for physical education is also a problem for PE teachers in handball lesson. The time advantage can be achieved by longer period. So, time allotment is one of the most important factors that influence the female students during handball lesson to participate efficiently (Bucher and Koeing, 2008).

2.12. Challenges Affecting Female Participation

As indicated in several studies, in most developing countries at all educational levels, girls' enrollment and participation was usually below that of boys. While the benefits of educating girls for sustainable social and economic development are numerous, African still lags behind other continents in terms of provision of participation to all children and particularly for girls (Kasente, 2000). The reasons for females' low enrollment and participating can be attributed to different factors. Current studies in sub Saharan African countries also indicated that obstacles to girls' participation are low public expenditure on education, lack of commitment to implement gender related interventions, school related constraints and demand side constraints (Ibid). Therefore one of the reasons for low participation of females in handball could be come from their gender related or school related problems. The implication of girls' participation in education systems both

concern economic, house hold, and socio-cultural and school system factors (Sutton, 2009).

Therefore, the factors inhibiting girl's access for participation are family factors, individual which is personal factors, community factors, school factors and cultural factors. Thus it implies that there may be many factors that affect the participation of female students in teaching handball. That could be come from family, school, community, culture and student's personal conditions (Okojie, 2000).

2.12.1. Challenges Related to Teachers

Physical education teachers are basic elements for the development of sport activities and for enhancing student's participation in different sport games and activities. Therefore in order to implement the teaching learning process, teachers play a decisive role, which also the same for physical education teachers that, they are a role model for their own students to enhance the participation level (International Bureau of Education, 2003).

Teachers play crucial role in determining the success or failure of curriculum implementation. Thus the teacher with his or her skill and experience is the most important of all in determining the success or failure for the process of teaching and learning with enhancing female students' participation in it. PE teacher's attitude is the basic ground to act in a positive or negative way towards the participation of female students in handball. They are very responsible in giving a good lesson for their students in the school (Posner, 2002).

2.12.2. Challenges Related to Parents

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

size, parent's educational level and background, and area of residence, family income and so on (Kasente, 2000).

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

2.12.3. Challenges Related to School Environment

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

2.12.4. Challenges Related to Students Behavior and Interest

Students' attention is also drawn to sports which are of their own favorite. Students do not want to participate on activities whose abilities, need and interest may be different from their own. Students are not aware of the objective of physical education. They would rather prefer to play than to learn. Different students have different interest towards handball teaching. Some students believe that education has a great benefit for them and some have not. In learning physical skill, the exercise it supplies to be physically fit, the social contributions such as the development of sportsmanship, to get along with others and team work are found to be important to maintain psychological advantages for active participation of female students. This psychological benefit is a form of self-confidence and outlet for mental function; improvements for personality and development of qualities coverage, self-discipline and the knowledge learned inter respect to the role of sport in the culture of world (Wuest Bucher, 2005).

2.12.5. Challenges Related to Socio-Culture

The socio cultural beliefs and practices are the main factors that affect the participation of female students in different ball games like football, basketball, volleyball and handball. In most culture and societies (in both developed and developing countries), alliances between femininity and sport are often still considered incomputable. In some socio cultural settings natural maturation processes and physical signs are excluding girls' from public life (Saavedra, 2008).

Insufficient information, fear, shame, and lake of adequate materials related to the menstrual cycle are also drawback which preventing many female teenagers from taking part in social and sport activities (Marianne, 2005).

The Middle East and North Africa, religious or socio cultural traditions such as early marriages and child bearing explain low participation in education. Therefore socio cultural factors that, may affect the participation of female students in learning hand ball. Early marriage, abduction, lack of female role models, religion, beliefs, priority for boy's education, awareness of parents towards female's participation in physical activities and attitudes of females themselves towards physical activity and education can affect female student participation (Pennycuick, 2011).

Moreover, Women face many barriers to sports and exercises. One of the biggest barriers originates from within their own communities. Participating in both sport and culture activities has available role in promoting mental health and wellbeing (Bungay, 2013).

2.12.6. Challenges Related to Facilities in the School

In order to offer an extensive school sport, the schools have to fulfill sport equipment that aids teaching and learning of physical education in class. Since sporting facilities helps to inculcate the students in participate in intramural competition. When those school facilities do not fulfilled the general teaching and learning of physical education will be affected. Not only their existence but also their quality has a great impact on teaching learning process. The qualities of school facilities are a factor in the students and teacher attendance, retention and recruitment, students and teachers' health and the

quality of the curriculum. Especially for physical education classes field sport facilities should take special consideration. Since the practical activates which is learned in the field is more of concrete than in class. Though generally speaking for those lessons to be take place especially in physical education, specifically handball activity those sporting facilities are must (Jing Cheng and E.J Filado, 2005).

2.12.7. Challenges Related to Class Size

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

3. MATERIALS AND METHODS

3.1. Description of the Study Area

The study area is known as Baso Liben woreda. Baso Liben is one of the woredas in the Amhara Region of Ethiopia. A triangular shaped district at the southernmost point of the Misraq Gojjam Zone, Baso Liben is bordered on the south by a bend of the Abay River which separates it from the Oromia Region, on the northwest by Gozamin, and on the northeast by Aneded; the Chamwaga River defines parts of its western border. The major town in Baso Liben is Yejube. Yejube has a latitude and longitude of 10°09'N37°45'E/10.150°N37.75°E and an elevation of 2211 meters above sea level. It is the largest town in Baso Liben woreda.

Based on the 2007 national census conducted by the Central Statistical Agency of Ethiopia(CSA), this woreda has a total population of 138,332, an increase of 22.74% over the 1994 census, of whom 68,034 are men and 70,298 women, 6,439 or 4.65% are urban inhabitants. The map of the study area is located on page 63. (Source: https://en.m.wikipedia.org/wiki/Baso_Liben)

3.2. Research Design

A descriptive survey method was employed to perform this research. This method allows getting in-depth understanding of the research problems. In Addition to this, it permits the researcher to gather information from respondents quickly and inexpensively. Using the descriptive survey method, the researcher also was tried to undertake the investigation on students, teachers and principals with regard to teaching and learning process of handball and to identify the challenges of handball teaching. The researcher was also used both quantitative and qualitative design method to analyze data which were collected from questionnaires, interview and observation checklist.

The basic assumption behind using this approach is that using both quantitative and qualitative approaches provide better understanding of the research problem and answer the research questions than any other approach (Creswell, 2014).

3.3. Data Sources

In order to gather sufficient information related to the problem under study, the researcher used primary data sources. The primary sources of data were obtained from female students, PE teachers and school principals from Yejube Preparatory Schools through questionnaire, interview and observation. Those groups were believed to have adequate information to the study because of their mandate to run and develop the schools handball teaching and learning activities. .

3.4. Population of the Study

The subject of the study would have been all grade 12 female students which is 340, 3 physical education teachers, and 2 school principals of Yejube Preparatory School in 2011 academic year.

3.5. Sampling Techniques and Sample Size

Yejube Preparatory School consists of 720 grade 12th students in 2011 academic year. Among these students 340 was females. So from the total populations of grade 12th female students the researcher took 184 female students as a sample by using simple random sample techniques. The investigator also used Slovin's formula to take the number of sampled population from the given populations.

Slovin's formula is used to calculate the sample size (n) given the population size (N) and a margin of error (e). So the researcher was applied the following scientific formula to estimate sampling size from the total population.

It is computed as follows:

The total population was 340 female students. Based on this the sample size is calculated as follows:

Slovin's Formula
$$n = \frac{N}{1 + Ne^2}$$

Where: n = is the sample size

N = is the population size

e = is the margin of error (where the margin of error is 5%)

$$n = 340 / (1 + 340(0.05)^2)$$

$$n = 340 / (1 + 340(0.0025))$$

$$n = 340 / 1.85 = 184$$

Sources: <https://www.google.com/search?q=slovin%27s+formula&ie=utf-8&oe=utf-8&aq=t&rls=org.mozilla:en-US:Official&client=firefox-beta&channel=fflb>.

In addition to that, from the total of 3 physical education teachers and 2 principals in the school all of them were taken using available sampling method.

3.6. Data Collection Instruments

In order to examine the challenges of handball in teaching and forward the realistic interpretation or analysis, the researcher would decide to employ three kinds of instruments: questionnaire, interview and observation.

3.6.1. Questionnaire

Questionnaire is a popular research tool it can be used at the place of research and it offers the researcher considerable, flexibility in the administration of data. The researcher was prepared as the major data gathering instrument both close ended and open ended questions and it was employed for both female students and physical education teachers.

The closed ended items were prepared in order to obtain the realistic data that offer the respondents a set of answers to choose the one that reflects their views. The open ended questionnaire consists of questions which invite the respondents to write their ideas and views.

3.6.2. Interview

Semi structured interview questions were employed as an instrument to collect the significance and relevant information. The reason for using semi structured interview is that it can permit the exploration of issue, which flexibility for the interviewer and interviewee has better chance to explain more explicitly what he or she knows the issue. Semi-structured interviews were administered to PE teachers and school principals to carefully examine their feelings and opinions about the challenges and difficulties that hinder female student's participation in handball learning. This helps the researcher to cross check the data collected through the questionnaire.

3.6.3. Observation

Observation has a crucial role of investigate the condition of or purpose of the class room and field observation in handball activity /exercise. Observation gives the firsthand account of situations under study; and combined with other data collecting tools, it allows for a holistic interpretation of the situations which are being studied (Robson, 2002).

Bearing this in mind, the researcher used observation during the teaching learning process of handball practical lesson, because observation is used to have a direct experience on identifying what challenges really hinders female students participation in handball learning especially in practical session in the schools and triangulate the information gathered through the questionnaire and interview.

3.7. Data Collection Procedure

To gather the necessary data and ease of understanding, questionnaires are prepared in English languages. After this, the researcher was dispatching the questionnaires directly to female students and physical education teachers. And then the researcher collected the questionnaires from the participants after they finished. Secondly the interview was made to Yejube Preparatory School PE teachers and school principals so as to carefully examine their feeling about the challenges and difficulties that hindering female student's participation during the teaching learning process of handball. Following this, observation was made to the sample representative female students and PE teachers during the practical class, in order to see the way the teachers teach and the reaction of

the students in the actual handball practical class situations and also the teachers tries to observe all the necessary things that the researcher thinks crucial to the entire research process based on observation checklist.

3.8. Methods of Data Analysis

In the study, both quantitative and qualitative methods were used to analyze the information that was collected using different instruments from different sources. The quantitative data obtained from questionnaires were analyzed and interpreted by using percentage and frequency.

On the other hand, the qualitative data obtained from interview and observation was interpreted by words.

3.9. Ethical Consideration

Efforts were made to make the researcher process professional and ethical. To this end, the researcher was tried to clearly inform to the respondents about the purpose of the study which is purely academic; as he introduced its purpose in introduction parts of questionnaires and interview guide. The respondent; would be conformed that subject's confidentiality had protected. In addition to this, they have been informing that their participation in the study has been based on their consent. Therefore the study were conducted all action based on the university rule, code of conduct and policies concerning research ethics. Ethical approval was obtained from Institutional Research Ethics Review Committee (IRERC) of Haramaya University.

4. RESULTS AND DISCUSSIONS

This chapter deals with the presentation, analysis and interpretation of data collected from respondents through questionnaire, interview and observation checklist from the sample population of the study.

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.

A total of 187 questionnaires have been prepared and distributed to 184 female students 3 physical education teachers which is selected from Yejube Preparatory School. All copies of the questionnaires were filed and collected from the respondents or subject of the study.

All the data gathered from the questionnaires were organized in tabular form and are interpreted using percentages and frequencies. The information collected through interview and observation checklist is qualitatively described in order to give appropriate answers for the basic question set in the study.

Table1: Background of Female Students

Applying the percentage and frequency were employed in the analysis of data collection. The data collections are summarized using tables.

Sex		Families occupation						Student Age			
No	%	No	%	No	%	No	%	No	%	No	%
184	100	120	65.2	44	23.9	20	10.9	160	87	24	13

According to the students response as shown on the above table 1: 184 (100%) of the student respondents were female. The main reason for this is that the researcher thinks that female students are highly exposed to this low participation in handball learning as compared to male students which is found in Yejube Preparatory Schools due to different challenges.

On the above presented table one (1) concerning to the families occupation of respondents 120 (65.2%) the students were responded farmers, 44 (23.9%) of the students said that merchants and 20 (10.9%) of them said that government employment. Thus, it assumed that family's occupational difference has its own effect on female students' participation in handball.

Concerning to the age of student respondents 160(87%) their age is between 15-19 years and 24(13%) is between 20-23 years. With regarding to the educational level of the student respondents all are grade 12 (twelve) students. This is due to handball is given only at grade 12 as a topic in preparatory level in which the researcher purposely selected as the sample of the study.

Table 2: Background of PE Teachers and Principals

Qualification	Female		Male		Diploma		Degree		Masters		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
Physical education teachers	-	-	3	100	-	-	3	100	-	-	3	100
Principals	-	-	2	100	-	-	-	-	2	100	2	100

As the data collected from the respondents, 100% the principals and vice principals were male. Similarly to this the percentage of teacher respondents 100% was male in terms of gender. Thus, it assumed that female students miss some sex related advice from their correspondent female teachers.

Concerning to the educational qualification details shown in table 2 above, the principal respondents 2(100%) are master's degree holder. In addition, as depicted in the above table 2 regarding the educational level of respondents, all 3(100%) of teachers are first degree holder in physical education. Thus, it is assumed that there was no problem of educational background in case of physical education teachers even though there is limitation to handball specialization.

4.1. Interpretation and Analysis of Female Students Response on Closed Ended Questionnaires

Table 3: Female Students' Response on Teacher Motivation and the Main Challenges on Handball Participation.

No	Items	Alternatives	frequency	Percentage
1	Do your handball teachers encourage and motivate you to learn attentively in your class in the practical and theoretical part?	S/Agree	-	-
		Agree	17	9.3
		Some Extent	53	28.8
		Never	114	61.9
		Total	184	100
2	What are the main challenges that affect female students to participate in handball practical session?	Economy and attitude influence	50	27.2
		Lack of materials	70	38
		Family influence	41	22.3
		Due to the culture	23	12.5
		Total	184	100

According to the above presented table three (3) question number one (1) indicates that, 17 (9.3%) of the respondents were said that agree, 53 (28.8%) of them were responded that some extent and 114 (61.9%) of the students were responded that physical education teachers never motivate female students to learn attentively in the class. From this response we can conclude that most of the time physical education teachers could not motivate female students to learn attentively in their class.

Concerning to question number two (2) of table 3, majority 70 (38%) of the respondents said to be lack of materials, 50 (27.2%) of them were responded that economy and attitude, 41 (22.3%) of the students responded that family influence and 23 (12.5%) of them were said that due to the culture. This result implies that lack of materials, economy and attitude, family influence and culture are the main challenges that affect female students to participate in handball practical class.

Early marriage, abduction, lack of female role models, religion, beliefs, priority for boy's education, awareness of parents towards female's participation in physical activities and attitudes of females themselves towards physical activity and education can affect female student participation (Pennycuick, 2011).

Table 4: Attitude and Participation of Female Students in Handball Class

No	Items	Alternatives	Frequency	Percentage
1	What are the attitudes of students towards handball learning in the class?	Very high	-	-
		High	12	6.5
		Medium	60	32.6
		Low	76	41.3
		Very low	36	19.6
		Total	184	100
2	Do the students study handball like the other subject out of the school?	Yes	41	22.3
		No	143	77.7
		Total	184	100

On the above presented table 4 in question number one, 12(6.5%) of the students were responded that they have high attitudes of handball learning in the class, 60(32.6%) of them were responded that medium, 76 (41.3%) of the students were responded that low and 36(19.6%) of the students were responded that very low. This result implies the attitude of students toward the handball learning is not good in the class.

In question number two on the above table 4, 143 (77.7%) of the students were responded that they didn't study handball like the other subject out of the class and 41(22.3%) of them were responded they study handball like other subject out of the class. This result implies that female students are not interested to study the handball subject as compare with the other subject out of the class.

Table 5: Time Allocations for Handball

Items	Alternatives	Frequency	percentage
How do you think their time allocation for handball subject?	Less than any other subject	182	98.9
	Equal with other subject.	2	1.1
	More than any subject	-	-
	Total	184	100

According to the above table five (5), 182 (98.9%) of the students were responded that less than any other subject and 2 (1.1%) of the students were said that equal with other subject. This result implies that, there is no enough time allocation as compare with the other subject.

Table 6: Teachers Demonstration Ability in Handball Lesson

Rating scale	Frequency	Percentage
Very good	17	9.2
Good	28	15.2
Medium	78	42.4
Poor	61	33.2
Total	184	100

According to the above table six 17(9.2%) of the students responded that teacher demonstration ability in handball practical class is very good, 28(15.2%) of the respondents responded good and 78(42.4%) of the respondents replied that teacher demonstration ability in handball practical class is medium and also 61(33.2%) of the respondents replied that his demonstration ability is poor. So from this we can conclude that most of the students 78(42.4%) and 61(33.2%) replied that teacher have low and moderate ability to demonstrate different techniques during handball practical class.

Demonstration plays a significance role in achieving the objective of health and physical education. If demonstration employed wisely physical education teachers can increase the effectiveness of the lesson by maximizing the students conceptualization of the nature of the skill, thereby enhancing student learning (Wuest and Lombardo, 2005).

Table 7: Good Relationship between PE Teachers and Female Students

Responses	Frequency	Percentage
Yes	64	34.8
No	120	65.2
Total	184	100

This table shows that 65.2% of the students responded as there are no good relationship between physical education teachers and female students but 34.8% of them replied there is a good relationship. Therefore, according to the respondents there had been some problems regarding to the interaction of females with their physical education teachers.

Table 8: To Improve Female Students' Participation PE Teachers should Give Handball Practice

Rating scale	Frequency	Percentage
Regularly	159	86.4
Sometimes	20	10.9
Never	5	2.7
Total	184	100

As indicated in the above table eight 86.4% sample respondents replied that to improve the female students participation physical education teacher should give the training regularly but the rest 10.9% and 2.7% of them responded that it is enough to do training sometimes and never respectively. So this showed that doing the training regularly could make a difference to the low participation of handball for female students in Yejube Preparatory School of Baso Liben Woreda.

Table 9: The Adequacy of Ball and Other Fundamental Handball Materials in the Handball Practical Session

Responses	Frequency	Percentage
Yes	10	5.4
No	174	94.6
Total	184	100

The above table shows that 94.6% of respondents agreed that there is no enough ball and other fundamental handball materials, but 5.4% of them only responded that the distribution of ball and other fundamental handball materials for handball practical lesson is enough. So it implies that the ball distribution and availability of other fundamental handball materials for practical session during handball lesson is almost none.

The schools have to fulfill sport equipment that aids teaching and learning of physical education in class. When those school facilities do not fulfilled the general teaching and learning of physical education will be affected (Jing Cheng and E.J Filado, 2005).

Table 10: Your Participation in Handball Lesson Without Being Absent

Rating scale	Frequency	Percentage
Always	25	13.6
Sometimes	92	50
Never	67	36.4
Total	184	100

As indicated in table 10: 25(13.6%) of the respondents replied that they always attend during handball lesson, 92(50%) of the respondents responds that they sometimes attend during handball lesson and 67(36.4%) of the respondents replied that they never attend the handball practical lesson regularly. From this we can analyzed that most of the respondents 92(50%) participated sometimes and 67(36.4) never attend during handball lesson. So this really increases their low participation in handball learning. So to enhance their participation they must attend regularly during handball lesson.

For the open ended questions the reasons of female students for never attend the handball lesson were, because of handball requires physical challenge, because of the teachers, parents, culture and because of the boys lough at me. So it implies that due to certain reasons female students were totally absent from handball lesson.

One of the reasons for low participation of females in handball could be come from their gender related or school related problems. The implication of girls' participation in education systems both concern economic, house hold, and socio-cultural and school system factors (Sutton, 2009).

Therefore, the factors inhibiting girl's access for participation are family factors, individual which is personal factors, community factors, school factors and cultural factors. Thus it implies that there may be many factors that affect the participation of female students in teaching handball. That could be come from family, school, community, culture and student's personal conditions (Okojie, 2000).

Table 11: Opinion of Respondents on School Environment Related Factors

No	Items	Alternatives	Frequency	Percentage
1	The school environment is conducive for handball practical class.	Agree	24	13
		Average	62	33.7
		Disagree	98	53.3
		Total	184	100
2	Handball is well communicated in the school compound	Agree	19	10.3
		Medium	31	16.9
		Disagree	134	72.8
		Total	184	100

As indicated in table 11 item 1, 24(13%) respondents respond that the school have conducive environment for handball practical class and 62(33.7%) were respond that the school environment is not that much suitable or is not that much bad and also 98(53.3%)

of the respondents replied that the school environment is not conducive or comfortable for handball practical class. From this we analyzed that the school have not convenient environment. So this can be one factor for female student's low participation in handball learning.

It also indicated in item 2 of table 11, 134(72.8%) of student shows handball is not well communicated as an international sport not only Yejube Preparatory School but also throughout East Gojjam Zone schools. This indicates the awareness that the students have regarding handball is low which is fatal to the development of the countries handball clubs. In other case the attention given to handball in the school is too low which requires solution. So it needs to advocate the benefit of handball to all preparatory schools. In addition schools need volunteers who have the capacity to develop handball sport in their compound. To sum up stakeholders relationship can be a building block of the school overall development.

Table 12: Opinion of Respondents on Teacher Related Factors

No	Items	Rating scale	Frequency	Percentage
1	Teacher's initiation to teach handball than football and volleyball.	High	25	13.6
		Medium	51	27.7
		Low	108	58.7
		Total	184	100
2	Teacher's ability in using different grouping methods during handball practice.	High	35	19
		Medium	50	27.2
		Low	99	53.8
		Total	184	100

Concerning to item one (1) of table 12, the majority of the respondents shows their opinion as teachers do not initiated to teach handball topics in their physical education subject. The total of 108(58.7%) respondents put their opinion as teachers' initiation to teach handball lies at lower level.

Additionally, it also indicated in item 2 of table 12, 99(53.8%) of the respondents replied that their teachers different teaching method usage in handball practical class is low and 50(27.2%) of the respondents their response is moderate and also 35(19%) of the respondents respond that their teacher use different teaching methods during handball practical class. From this we can conclude that this can be one factor for female student's low participation in handball learning.

Physical education teachers are basic elements for the development of sport activities and for enhancing student's participation in different sport games and activities. There-fore in order to implement the teaching learning process, teachers play a decisive role, which also the same for physical education teachers that, they are a role model for their own students to enhance the participation level (International Bureau of Education, 2003).

Table 13: Collaboration of School Principals and teachers to organize Handball Sport in the school

Rating scale	Frequency	Percentage
High	18	9.9
Medium	40	21.7
Low	126	68.4
Total	184	100

According to the above table most of 126(68.4%) of the respondents replied that the school principals and teachers are not cooperative to organize handball sport programs in the school and 40(21.7%) respond moderate and the remaining 18(9.9%) of the respondent replied high. From this we can analyzed that the school principals and teachers are not cooperative to organize and conduct sport programs in the school so this can greatly affects female students participation in learning handball.

So members of the school teachers, students and principals must increase their working relationship in order to eliminate the bad and develop a good for better success. Too many principals, however, consider sport activities as an extra burden which is wrong. (Barbara Yardley 2008)

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

Table 14: Ways of Learning Handball in their Grade Level

Rating scale	Frequency	Percentage
Only theoretically	51	27.7
More of theoretically	69	37.5
More of practically	-	-
Mix of the theoretically and practical	64	34.8
Total	184	100

As indicated the above table 14, students show their opinion in different categories; 51(27.7%) of them shows as they learn only theoretically, 69(37.5%) as they learn more of theoretically and the rest 64(34.8%) of them as they learn handball in a mixed way theory and practice. From this we analyzed that this is the one challenge of female student participation in handball practical class.

Table 15: View of Respondents on School Community and Parents Related Factors that Affect Student's Participation

No	Items	Rating scale	Frequency	Percentage
1	Poor understanding of the school community about the role of handball.	Agree	138	75
		Disagree	46	25
		S/ disagree	-	-
		Total	184	100
2	Parent's material support and volunteer to their female students to practice handball.	High	21	11.4
		Moderate	46	25
		Low	117	63.6
		Total	184	100

As illustrated in the above table 15 item 1, 46(25%) of the respondents replied that they do not agree about the poor understanding of the school communities about the role of handball and the remaining 138(75%) of the respondents agreed that school communities have poor understanding about the role of handball learning. From this we can infer that poor understanding of the school communities about the role of handball learning may affect female students less participation in handball learning.

Concerning to item two (2) of table 15, 21(11.4%) of the respondents replied that their parents support and allow them to practice in different ball game activities especially handball game and 46(25%) of them respond moderate and the rest 117(63.6%) replied that parent's willingness to support and send their daughter to participate in handball sport is very low. From this table we can infer that parent's material support and volunteerism to allow females students to participate in different sports is low. This is true because of the fact that since the societies have low understanding of the handball they do not help their students to fulfill sporting equipment. So this really affects female student's participation in handball learning.

Family plays a very important role in determining the degree of access that female students have good education and their level of achievement in the area they are participated. Thus, there are many family related factors including parental schooling, house hold responsibilities, family size, parent's educational level and background, and area of residence, family income and so on (Kasente, 2000).

4.2. Interpretation and Analysis of PE Teachers Response to the Closed Ended Questionnaire

Table 16: Female Student's Interest and Motivation Factors and the Extent to which they come on Time in the Field Dewing Handball Practice

No	Items	Rating scale	Frequency	Percentage
1	Did you agree that female students' interest and motivation can be affected by their families, teachers and friends?	Yes	2	66.7
		No	1	33.3
		Total	3	100
2	To what extent female students come on time in the field dewing hand ball practice	High	-	-
		Medium	1	33.3
		Low	2	66.7
		Total	3	100

As illustrated in the above table 16 item 1, 66.7% of the teachers responded yes and 33.3% of them said No. so it indicated that majority of the teachers agreed with that of interest and motivation of female student participation to handball can be affected by their families, teachers and friends.

It also indicated in item 2 of table 16, 2(66.7%) of the teachers responded that the extent of female students come on time in the field dewing handball practice is low and 1(33.3%) of the teacher responded medium. From this we can analyzed that female students have a low trained to come on time in the field dewing handball practice. This may the anther challenges that contribute to the low participation of female students in handball class.

Table 17: View of Respondents on Time Allocation, Student- Class Ratio and Attitude of Female Students on Handball Learning

No	Items	Rating scale	Frequency	Percentage
1	How do you think their time allocation for handball subject?	Less than any other subject.	3	100
		Equal with other subject.	-	-
		More than any subject	-	-
		Total	3	100
2	Does the maximum number of students per class have affected the quality of teaching in handball?	Yes	3	100
		No	-	-
		Total	3	100
3	What is your opinion about the attitudes of female students practically and theoretically in handball learning?	High	-	-
		Medium	1	33.3
		Low	2	66.7
		Total	3	100

According to the above table 17 item 1, 3 (100%) of the teachers were responded that less than any other subject. This result implies that, there is no enough time allocation for physical education subject as compare with the other subjects.

Time allotment for physical education is also a problem for PE teachers in handball lesson. The time advantage can be achieved by longer period. So, time allotment is one of the most important factors that influence the female students during handball lesson to participate efficiently (Bucher and Koeing, 2008).

Concerning to question number two (2) of the above table 17 shows, 3(100%) of the physical education teachers were responded that the maximum number of students per class affected the quality of teaching learning process in the class. This implies that all

the respondents show that the maximum number of students in the class be affected the quality of teaching.

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

Additionally, in question number three (3) on the above table 17, 1 (50%) of the physical education teacher were responded that the attitude of students in handball class is medium and 2 (66.7%) of them were said that low. This result implies that most of the physical education teacher's opinion on the attitude of female students to participate in the hand ball subject is low.

Table 18: View of Respondents on Teachers Related Issues

No	Items	Rating scale	Frequency	Percentage
1	To what extent your initiation to teach handball than football and volleyball.	High	-	-
		Medium	1	33.3
		Low	2	66.7
		Total	3	100

As indicated in the above table, majority 2(66.6%) of the respondents have low initiation to teach handball than football and volleyball and 1(33.3%) of the respondents have medium. From this we analyzed that teacher initiation was the one challenge that effect on low participation of females on handball.

Table 19: View of Respondents on School Related Issues

No	Items	Rating scale	Frequency	Percentage
1	There is conducive environment to practice handball in the school	Agree	-	-
		Average	1	33.3
		Disagree	2	66.7
		Total	3	100
2	The school encouragement in terms of incentives to students and teachers well performance of handball	Enough	-	-
		Medium	-	-
		Low	1	33.3
		Too low	2	66.7
		Total	3	100
3	Poor understanding of the school community about the role of handball	S/ agree	2	66.7
		Agree	1	33.3
		Disagree	-	-
		Total	3	100
4	Availability of fundamental handball materials in the school	Enough	-	-
		Medium	-	-
		Low	1	33.3
		Too low	2	66.7
		Total	3	100

As indicated in item 1 of table 19, majority 2(66.7%) of teacher respondents show as their school do not have convenient environment to develop handball sport. This implies the school didn't have convenient environment to practice handball techniques and may result in low participation of female students in handball.

As it can also been seen in item 2 of the above table 3(100%) of teacher respondents suggested as it needs incentives for the batter performance of the school handball practice. This intern will have advantages for initiation and countable involvement of teachers and students in handball sport.

Accordingly as item 3 of above table, 3(100%) of teacher respondents agreed that school community have poor understanding about the role of handball sport. From this we can analyzed that most of the stake holders lack the crucial role of handball sport, specifically to the students.

Additionally, in question number four (4) on the above table 19, 2(66.7%) of teacher respondents agreed that there is no enough numbers of fundamentals materials to practice handball in the school. From this it is possible to say that our preparatory schools have a serious problem against striving for the development of handball practice.

“Facilities should be planned for the different implementation of sport program.”
(Earthman, Galen I. 2002)

M. Jenkins (2003) added to the point by saying “Sport equipment’s such as ball, t-shirts, foot wears are very essential needs to be supplied by considering the number of trainees.” This implies that sport materials must be arranged according to the number of trainees. This helps to give proper and attractive training to the students.

4.3. Interpretation and Analysis of Data Obtained From PE Teachers and Female Students with Observation Checklist

1. Are there sufficient materials which are used to teach handball subject?

- ✓ At the observation time the researcher observed that there is no adequate equipment and facilities in the school. Even there is no adequate student text book, sport shoe and cloth, ball, cone and totally there is no hand ball court, first aid (clinic), handball net, handball posts, and reference book to handball course in the school.

2. Does the teacher give equal opportunity for boys and girls during handball lesson?

- ✓ When the subject teachers give the lesson they was mostly appreciate and admire boys rather than girls. This was observed by the researcher during the practical lesson.

3. Does the teacher give correction and feedback at the right time for female students while they practice handball techniques?

- ✓ During the observation time the researcher observed the following points, some physical education teachers was give correction and feedback for female students when they perform different techniques of handball but on the contrary most teachers are not interested to supervise and they does not give correction and feedback at the right time for students especially females.

4. Do the students follow attentively when the teacher teach and demonstrate different activities of handball?

- ✓ At the observation time the researcher was observed that most students have low motivation and encouragement to perform different techniques of handball given by their teacher and they does not follow attentively when their teacher teaches and demonstrate different techniques of handball like passing, dribbling and shooting.

5. Does the teacher motivate female students during handball practice?

- ✓ During the observation time the researcher observed that some physical education teachers try to motivate their students but most physical teachers in the schools does not encourage and motivate their students especially female students while they tried to perform different techniques of handball game during practical class.

6. Do female students are interested to participate in handball session?

- ✓ Even if it is not easily observable to understand female interest but sometimes when they are coming to the field of play they delayed and also ask permission to not participate in the exercise.

7. Does the teacher give more time for female students?

- ✓ During the practical session physical education teachers are expected to give more time for female students but except one teacher no one given such opportunity during the observation.

8. Do the school environment and playing field is well structured and comfortable to perform handball practice?

- ✓ Even if the school has a good football field and volleyball field of play, but the playing area (court) necessary to perform different techniques of handball is not available at all.
- ✓ Because of this most teachers were not willing to teach and demonstrate well and most female students have low participation in learning handball.

9. Does the teacher use tutorial class only for female students?

- ✓ Majority of the teachers use tutorial class for all of the students. Even if it needs to be given also for females this could also not early shown in the school compound, except other subject teachers.

4.4. Interpretation and Analysis of Data Obtained from PE Teachers and School Principals through Semi Structured Interview Questions

Question 1: What factors forced you to teach students more of handball theoretical concepts than practical instruction? /only for teachers/

Physical education teachers respond that the followings are the main factors forced them to teach their students more of handball theoretical concepts than practical one.

- Lack of /unavailability/ of handball field in the school.
- Inadequacy of time allotted for handball class.
- The scarce of handball equipment's and large class size push teachers to teach their students more of theoretical concepts.

Question2: In your opinion what are the main challenges that contribute to female student's low participation to handball learning?

Teachers and principals in their interview pointed out the following factors that contribute to female students less participation in learning handball.

- Lack of proper facilities and equipment's and handball field in the school.
- Weak existence of the counties handball sports activity.
- Lack of encouragement and motivation of the school communities.
- Poor understanding of students about the role of handball activities.
- Parents low attitude about the role of handball game
- Lack of motivation and interest of the students itself.
- Un conducive environment of the school
- Shortage of reference book in the libraries.
- Culture, friend/boys/ and society influence.
- Low attention given by PE teachers
- Due to PE subject is not included in their national grade 12 leaving certificate exam.
So from this we can analyze that those factors pointed out by teachers and principals can be one cause for female students less participation in learning handball.

Question3: What is your role for the effectiveness of female student participation in handball?

TR: Physical education teachers replied regarding their role for the effectiveness of female student participation in handball is in the following ways:

- By creating awareness about the role of handball class.
- By creating smooth teaching learning methods.
- By delivering the lesson in a best manner either theoretically or practically.
- By showing different techniques of handball in good demonstration ability during their practical class.
- By giving tutorial class for female students.
- By changing the negative attitude of female students about handball class.

PR: The schools principals respond that even if they do not highly contribute for the effectiveness of female students to engage in physical education class especially in learning handball but partially they were motivate and encourage female students by:

- Constructing playing area (court) of handball
- Fulfilling materials needed for handball class like ball, cones, goalposts, etc.
- Creating good relationship between teachers and students.
- Creating conducive environment.

Question4: Do you think that the school provides available equipment's and facilities for the teaching learning process of handball?

All teachers and principals replied regarding the school facilities and equipment's needed for handball learning that their school does not have adequate facilities and equipment's. From this we can infer that this can greatly affects female students participation in different ball games especially handball learning. So to enhance female student's participation in handball learning the school must provide adequate facilities and equipment's necessary for handball learning.

Question5: Do you think that the school environment can affect female student's participation towards handball learning?

All teachers and principals replied that school environment can affect female student's participation in learning handball and they screen out different reasons. Because school environment involves the following factors:

- Uncomfortable handball field.
- Negative attitude of students and school societies.
- Lack of equipment and facilities to learn handball.
- Imbalance of students' number and teachers.
- Inadequate time allotment to physical education course etc. So from this we can infer that the school environment really affects female student's participation in handball learning.

Question 6: what solutions do you suggest to foster students interest towards handball learning?

All teachers and school principals replied regarding the solutions and recommendations to enhance female students participation in handball learning is that female student's participation can be developed by the following ways:

- By creating good awareness for the students and school societies about the role of handball.
- Communicating school administrators and try to fulfill equipment and facilities that helps to teach/learn handball.
- Use tutorial class to avoid shortage of time /to give special emphasis for female students.
- Give or prepare intramural competitions and try to make them compete each other
- Give different rewards for female students who have good performance in handball learning
- Give advice female students.
- By motivating and encourage female students while they try to perform different handball activities.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary, conclusion and recommendation that drawn from the major findings of the study.

5.1. Summary

The purpose of the study was to investigate the challenges of female student participation in handball class in Yejube Preparatory School, East Gojjam Zone, Amhara regional state. In order to achieve the purpose of this study, the following questions were raised.

- ✓ What are the major challenges that affect female students' participation in handball?
- ✓ What is the major role of PE teacher for effectiveness of female students' participation in handball?
- ✓ What is the attitude of female students towards handball learning?
- ✓ What should be done to improve female students' participation in handball class?

The study employed a descriptive survey method and the study employed for both quantitative and qualitative research approach and it was conducted in Yejube Preparatory School grade 12th female students. A total of 184 female students were selected with simple random selection technique and 3 PE teachers and 2 schools principals were selected with available sampling technique. Thus the subject of the study was 184 female students, 3 PE teachers and 2 schools principals. The information was obtained from sample respondents through questionnaires, observation, and semi structured interview. Observation checklist was prepared and conducted during handball practical class. Additionally semi structured interview were prepared and asked to principals and PE teachers as supplementary to the questionnaires.

The data gathered through questionnaires were organized and analyzed using frequency and percentage and qualitative method was employed for interview, and observation. Thus based on the data analysis the following major findings were obtained.

- According to the result of the analysis most of the students replied that their teacher encouragement and motivation and demonstration capacity, during practical class were low.
- Female students were agreed to the idea that lack of materials, family and peer influence, economy, attitude and interest of students were also seen as the main cause for the low participation of female students in handball class.
- Most of the female students agreed that the reason not attend handball class is because of handball requires physical challenges and the boys lough at me.
- The uncomfortable school environment and poor understanding of the school societies about the role of handball were also seen as a problem for the low participation of female students in handball learning.
- The result of the finding also confirmed that most of female students showed handball is not well communicated in the school compound; parent's willingness to support and send their daughter to participate in handball sport was very low.
- Most PE teachers agreed that maximum number of students per class affects the quality of teaching handball and this result in low participation of female students in handball class.

5.2. Conclusions

Based on the above summary of the study, the following conclusions were drawn:

- Physical education teachers' encouragement and motivation level for their female students and usage of different teaching methods in handball lesson were less.
- Economy and attitude influence, lack of materials, family and peer influence, and culture were the major challenges that result in low participation of female students.
- Handball is not well communicated in the school compound and the school couldn't have a conducive environment for handball learning.
- Poor understanding of the school societies and parents about the role of handball were also seen as a problem for the low participation of female students in handball learning.
- The female students have low attitude and interest towards handball learning and they didn't study handball like other subjects.
- There is lack of teacher's initiation to teach handball than football and volleyball and lack of encouragement and motivation of the school societies.
- The maximum number of students per class and the period allotted for PE affects the quality of teaching handball and this result in low participation of female students in handball class.

5.3. Recommendations

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

- To increase female students' participation in handball lesson, the school should prepare and have adequate material and facilities for handball lesson; the school community and parents would support and encourage female students.
- Female students should be aware of the importance of learning handball and should give equal emphasis for handball with other subjects.
- PE teachers may create relevant awareness, encourage and motivate female students, showing positive relation with their female students and may change the negative attitude of the school society towards female students' participation in handball. .
- The school principals and PE teachers may take crucial role in making the school climate conducive for handball sport participation by properly coordinate the community to provide support for the success of the school handball activities.

6. REFERENCES

- Addis Ababa Sport Commission Website Launched. AAHF Retrieved in 2014.
- Ann E. Jewett (2009). Introduction to physical Education 8th edition. Philadelphia: Soundars College. 19(1), pp. 2-7.
- Azeb Desta (1998). A Look at the Concept and Application of Self-Contained Classroom organization in Ethiopia Primary Education. Addis Ababa. Pp 93-96.
- Baily, R. (2005). Evaluating the Relation Ship between Physical Education, Sport and Social Inclusion. *Educational Review*, 57(1): 71-90 DOI: 10. 1080/0013191042000274196 Accessed on September 22, 2013
- Barbara Yardley (2008). Methods of Organization in Teaching. Anna middle school. Pp. 71- 73
- Bucher C. A. and Koeing R. (2008). Methods and materials for secondary school physical education the C.V. mosby Co. Saint Louis. Pp. 74-78
- Bungay. 2013. Participating in variety of sport activities. Bulgaria. Pp:133-141
- Chalabaev, A., Sarrazin, P., Fontaye, P., Boiche, J. and Clement Guillotin, C. (2012). The influence of sex stereotypes and gender roles on participation and performance in sport and exercise: Review and future directions. *Psychology of sport and exercise*. pp. 45-47.
- Chappel R. (1999). Sport in Developing Countries Opportunities for Girls and Women. *Women in Sport and Physical Activities Journal*. Las Vegas: Vol. 8, Iss. 2.
- Chappl, R. (2001). The Problems and Prospects of Physical Education in Developing Countries: *International Sport Students journal*. Las Vegas: Vol 23. Iss. 23.
- Choudhuri, Indranath. (2005). Promoting Value Education through children's literature, *Journal of Value Education*, 5, 29-36.

- Claussen, C. L. (2008). Promoting gender equity in physical activity and sport in eastern Asia, Egypt and Qatar. *Chronicle of Kinesiology and Physical Education in Higher Education*. 19(1), pp. 5-7.
- Coleman, L., Cox, L. and Roker, D. (2008). Girls and young women's participation in physical activity: psychological and social influences. *Health Education Research*. Pp:87- 95.
- Collins, M. and Kay T. (2003). Sport and Social Exclusion. *Health Education Research*. Pp: 1111 – 1123.
- Cresswell, J. W. (2014). *Quantitative, qualitative & mixed method approaches*. Thousand oaks, CA: sage. 3rd edition London, United Kingdom. Pp 27-29.
- Daryl Siedentop, (2007). *Introduction to PE, fitness, and sports. Six Traditions Published* Mcgraw. Companies USA New York. Pp 27-29.
- Deborah Wuest. (2004). *The characteristics of teaching handball. USA*. Pp 12-14.
- Didactics of Handball. (2002). *Historical Background Rule and Education Peculiarities for Handball Tournament*. Bahir Dar University, Department of Physical Education and Sport. Pp 66-89.
- Earthman, Galen I. (2002). *School Facility Conditions student academic achievement*. wood-head publisher. Pp 123-125.
- George Shiffelton. (2008). *Challenges of female students in a Class of Their Own*. Carleton College Voice, Volume 74:1.
- Gillroy Hall. (2012). *The Role of School Sports*. Alison (http://www.thevoiceslu.com/sports/2012/april/24-04-12/The_vital.htm). Retrieved date: 5/24/2018 at 9:30AM.
- Greenorfer, S., Lewko, J. and Rosengern, K. (2002). *Family and Gender based Influences in Sport Socialization of Children and Adolescents*. *Health Promotion Journal of Australia*. 9(1), pp :341-347.

- Hargreaves Jennifer. (2002). *Heroines of Sport. The Politics of Difference and Identify.* Routledge, London and New York. . pp. 56-57.
- Herb, M. (2014). The history of handball. (<http://www.handball09.com/the-histoty-of-handball>). Retrieval date: 2/19/2014 at 2:55AM
- https://en.m.wikipedia.org/wiki/Ethiopian_mapping_agency/east_gojjam_zone, retrieval on October 01/09/2018, 5:00
- <https://www.google.com/search?q=slovin%27s+formula&ie=utf-8&oe=utf-8&aq=t&rls=org.mozilla:en-US:Official&client=firefox-beta&channel=fflb>.
- <https://www.supportrealteachers.org/effective-teaching-strategies-htm/> Retrieved on August 2014.
- IHF. (2013). International Handball Federation. History of women handball. *International Sport Journal*. Volume20:1.
- International Bureau of Education. (2003). *Teachers and Educational Changes: Educational Innovation and Information* No. 75.
- Jess and William. (2005). *Problems of physical education, physical Education Experience.* USA. Pp: 57-89.
- Jing cheng and E.J Filad, (2005). Social responsibilities in fulfilling school facilities. *London Physical Education Review*, 15(3), 365-388.
- Kasente, D. (2000). Closing the Gender Gap in Education and Curbing Dropout a proper regional Ministerial Consultation: Kampala, Uganda. Pp.871-879.
- Kathryn Hobgood, (2003). Belle on Whells. *Voice of Carleton College*. Volume74 No.1
- Marianne Meier. (2005). *Gender Equity, Sport and Development.* Swiss Academy for Development. Pp.78-79

- Mebrhatu.Belay. (2005). Modern characteristics and History of handball in Ethiopia. Adiss Abeba. Pp.98-99.
- Messner, M. A. (2002). Taking the Field: Women, men, and sports. Minneapolis:Universty of Minnesota Press. 154-`156.
- Millan Petronjevic. (2010). Handball at School Project in Serbia, Belgrade, Serbian Handball Federation. Pp.34-36.
- Nixon. (2001). An introduction to physical education. Toronto, sounders. Pp.78-79
- Okojie, C. (2000). Persisting Inequalities in Education of Female under Schooling in Africa by the African Academy of Sciences and Research Pregame, university of Benin. Pp.199-203.
- Ontario, C. (2010). Effective Teaching in Handball. Physical education. Canada: Education Phsiqueet santé. Pp.121-129.
- Pennycuick, D. (2011). School Effectiveness in Developing Countries: A Summary for the Education Research Centre Paper for International Education; University of Sussex. No 33: pp. 3-349.
- Posner, C. J. (2002). Analyzing the Curriculum of *physical education*, female students in physicaleducation. New York: Mcgraw Hill Inc. Pp 163-184.
- Robson, C. (2002). Real world research: A resource for social for social scientists and practitioner researcher.UK. Blackwell printing press. P:345-349.
- Saavedra Martha. (2008). Women, Sport and Development, International Platform on Sport and Development.. Pp. 876- 897
- Sutton, A. (2009). Girls Education Access and Attainment. New York University: Institute of Education Research (IER). P33:3-349.
- Team Handball, (2013). The history of team handball. (<http://www.teamhandball09.com/the-histoty-of-handball>). Retrieval date: 2/19/2018 at 2:55AM

West Deborah A. (2004). Curriculum and Instruction the Secondary School Physical Education Experience. USA. Pp. 307-313.

Wuest Bucher. (2005). Foundation of physical education and sports. The (Ed) saint law C.V. Mosby company USA. Pp. 765-769.

Wuest Bucher. (1999). Foundations of Physical Education and Sports. 13th edition, by McGraw Hill Companies USA. Pp. 876- 898.

Wuest, D and Lombardo B. (2005). Curriculum and Instruction: the Secondary School Physical education Experience. Rhode Island College, Providence. Rhode Island. No. 5: pp. 90-97.

7. APPENDICES

Appendix -A

Questionnaire to be filled by Female Students

The objective of the questionnaire is to gather information on the challenges of female student participation in handball class in Yejube Preparatory School. So I kindly request you to give your genuine response for each question.

Direction:

- Please circle what you choose from the given alternative.
- No need of writing your name

1. Do your handball teachers encourage and motivate you to learn attentively in your class in the practical and theoretical part?

- A) Strong agree B) Agree C) Some extent D) Never

2. What are the main factors that affect female students to participate in handball practical session?

- A) Economy and attitude influence B) Lack of materials
C) Family influence D) Due to the culture

3. What are the attitudes of students towards handball learning in the class?

- A) Very High B) High C) Medium D) Low E) Very low

4. Do the students study handball like the other subject out of the school?

- A) Yes B) No

5. How do you think their time allocation for handball subject?

- A) Less than any other subject. B) Equal with other subject.
C) More than any subject

6. To what extent is your teachers demonstrate well?

- A. Very high B. Good C. Medium D. Poor

7. Do your physical education teachers and female students have a good relationship?

- A. Yes B. No

8. To improve the female student participation, PE teachers should give handball training.

- A. Regularly B. Sometimes C. never

9. Do you have enough ball and other fundamental handball materials in your practical session?

- A. Yes B. No

10. How often you participate in handball lesson without being absent?
A. Always B. Sometimes. C. Never
11. If your answer for question 10 is never why?
12. The school environment is conducive for handball practical class.
A. Agree B. Average C. Disagree
13. Handball is well communicated in the school compound.
A. Agree B. Medium C. Disagree
14. The school principals and teachers are highly integrated for the wellbeing of the school handball practice. A. High B. Medium C. Low
15. Teacher's initiation to teach handball than football and volleyball.
A. High B. Medium C. Low
16. Teacher's ability in using different grouping methods during handball practice.
A. High B. Medium C. Low
17. How did you learn handball in your grade level?
A. Only theoretically B. More of theoretically
C. More of practically D. Mix of the theoretically and practical
18. Poor understanding of the school community about the role of handball.
A. Agree B. Disagree C. S/ disagree
19. Parent's material support and volunteer to their female students to practice handball.
A. High B. Moderate C. Low

Thank You in Advance for Your Co-Operation

Appendix- C

Observation Checklist for Female Students and Teachers

The objective of this observation checklist is to get additional information on the challenges that encountered female student's participation in learning hand ball.

Table 1

No	Items	Yes	No
1	Are there sufficient materials which are used to teach handball subject?		
2	Does the teacher give equal opportunity for boys and girls during handball lesson?		
3	Does the teacher give correction and feedback at the right time for female students while they practice handball techniques?		
4	Do the students follow attentively when the teacher teach and demonstrate different activities of handball?		
5	Does the teacher motivate female students during handball practice?		
6	Do female students are interested to participate in handball session?		
7	Does the teacher give more time for female students?		
8	Does the school environment and playing field is well structured and comfortable to perform handball practice?		
9	Does the teacher use tutorial class only for female students?		

Appendix- D

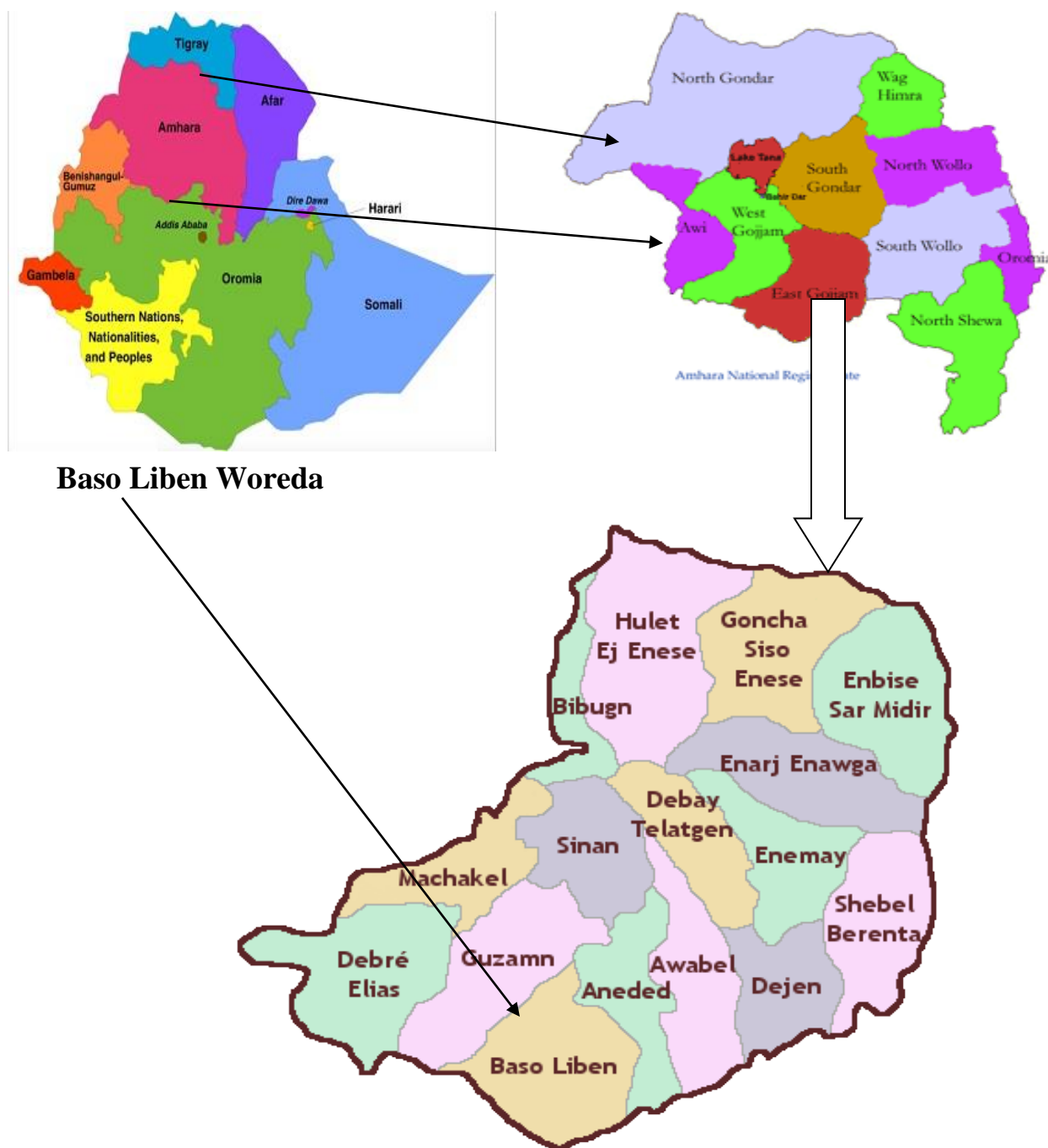
The Interview to be answered by PE Teachers and School Principals

Dear: physical education teachers and principals, the main purpose of this interview is to gather the necessary information from you for the study entitled “challenges of female student participation in handball class in Yejube Preparatory School.” Therefore, your kind and real response is reburied and highly appreciated. Thank you in advance for your cooperation.

1. What factors forced you to teach students more of handball theoretical concepts than practical instruction? /only for teachers/
2. In your opinion what are the main challenges that contribute to female student’s low participation to handball learning.
3. What is your role for the effectiveness of female student participation in handball?
4. Do you think that the school provides available equipment and facilities for the teaching learning process of handball?
5. Do you think that the school environment can affect female student’s participation towards handball learning? How?
6. What solutions do you suggest to foster students interest towards handball learning?

Appendix-E

Figure 1: Map of the Study Site



Source: [https://www.google.com/Etiopian mapping agency/](https://www.google.com/Etiopian%20mapping%20agency/)